

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 4

*Extended Constructed Response - Argumentative
(CREATURES)*

TEACHER LESSON PLAN GUIDE

Grade 5 • Cluster 4

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Table of Contents

FRONT MATTER

Statement of Purpose 5

Abstract 6

Standards at a Glance 7

MODULES

Module 1 — Building the Argumentative Foundation with Claim, Reasons, and Evidence 9

Module 2 — Turning Parts into a Coherent Line of Argument with Thinking 73

Module 3 — Understanding Others and Building an Evidence-Based Rebuttal 137

Module 4 — Completing the Argument with Ending, Significance, and the Full CREATURES Response 209

Statement of Purpose

Cluster 4 moves students into argument writing. Its foundation is a clear claim supported by logical reasons and relevant evidence, organized with the CREATURES framework.

Across four modules students build the argument from the ground up - establishing the claim, reasons, and evidence foundation, turning parts into a coherent line of argument, understanding other points of view and rebuttal, and finishing with ending and significance in the full CREATURES response.

Stamina grows from Low to Very High.

Abstract

Module 1, Building the Argumentative Foundation with Claim, Reasons, and Evidence, establishes the structure. Module 2, Turning Parts into a Coherent Line of Argument with Thinking, connects the evidence into a case.

Module 3, Understanding Others and Building an Evidence-Based Rebuttal, adds the opposing view and the response to it, and Module 4, Completing the Argument with Ending, Significance, and the Full CREATURES Response, finishes the paper. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 4. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

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

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

M O D U L E

1

Building the Argumentative Foundation with Claim, Reasons, and Evidence

Week 1 · Low Stamina

Module 1: Building the Argumentative Foundation with Claim, Reasons, and Evidence

Week 1 - Low Stamina - Cluster 4 (ECR Opinion / Argumentative)

CREATURES Foundation: C — Claim, R — Reasons, E — Evidence

Teacher Script

"How can a writer build a fair, evidence-based argument that a reader can follow, trust, and remember?"

Module Overarching Question

How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation?

Module Writing Prompt - Sentence Statement

Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions. Most begin with "Defend the position..." or another direct action statement.

Today We Will Look For

- how a strong claim states a clear, defensible position that directly answers the argumentative sentence-statement prompt
- how logical reasons each support the same claim from a different angle instead of repeating one idea
- how relevant evidence proves each reason with accurate, connected text detail
- how a fact can be true and still be weak evidence when it does not prove the reason

Student reminder: Take a position you can defend, then build the argument one CREATURES part at a time.

Why This Module Matters

This module opens Cluster 4. It replaces a list-based argumentative structure with the CREATURES memory map. Students see the whole acronym, but they concentrate on C — Claim, R — Reasons, and E — Evidence. The goal is to build a defensible foundation before later modules add line of argument, thinking, other viewpoints, rebuttal, ending, and significance.

Module Passage Set - Low Stamina

Required stamina level for Module 1: Low Stamina. Both passage families grow in length, detail, evidence density, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
The Garden That Wouldn't Grow	Fiction	7	230
Words That Changed a Nation	Nonfiction	8	206

Teacher Passage Use Note: Use only the Low Stamina passage versions printed in this module. All prompts, models, games, quotations, answer keys, intervention, enrichment, and virtual work in Module 1 are aligned to these versions.

Module Independent Product

Independently complete "My C-R-E Foundation": choose one sentence-statement prompt, write one defensible claim, write two different reasons, add one accurate piece of evidence under each reason, and name which evidence is strongest and why.

Teacher Inspiration

Teacher Script

“Writers, you now have the foundation of CREATURES. A strong argument does not begin with a long paragraph; it begins with a position you can defend, reasons that make sense, and proof that truly fits. When the foundation is strong, the rest of your argument has somewhere solid to stand.”

Module 1 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: building the argument foundation — writing a defensible Claim, giving logical Reasons, and proving each reason with accurate Evidence (C-R-E).
- The catch phrase: Take a position you can defend, give reasons, and prove them with evidence.
- The two reading passages: "The Garden That Wouldn't Grow" (Kendrix learns that examining evidence about the soil leads to a stronger plan than acting on her first guess to add more water) and "Words That Changed a Nation" (the 1776 Declaration of Independence claimed that "all men are created equal" and named unalienable rights, and people such as Abigail Adams already questioned who was included).

One Question to Ask at Home



Teacher Script

"What is your claim, and what evidence proves the reasons behind it?"

One Way to Help

When your child gives an opinion, ask them to state it as a claim someone could reasonably disagree with, give a reason, and name one piece of proof. That is exactly this week's work.

Family Letter

Dear Families,

This week your child is beginning Cluster 4 of our fifth-grade writing curriculum: the argumentative Extended Constructed Response, built with a memory map called CREATURES. This module focuses on the first three letters - C for Claim, R for Reasons, and E for Evidence. Your child learns to take a clear position that someone could reasonably disagree with, give logical reasons that support it, and prove each reason with accurate text evidence.

We are reading two passages: "The Garden That Wouldn't Grow," about a girl named Kendrix who learns that examining evidence about the soil leads to a stronger plan than acting on her first guess, and "Words That Changed a Nation," about the 1776 Declaration of Independence and its ideas about rights and equality. Your child will build claims, reasons, and evidence from these texts.

Please try this at home: When your child shares an opinion, ask them to state it as a claim, give one reason, and name one piece of proof that supports it.

In class, students will test whether a sentence is a defensible claim or only a fact, sort reasons that are truly different from one another, and check whether each quoted or paraphrased detail actually proves its reason. We will remind students that a strong argument is not a collection of facts; it is a position, a set of logical reasons, and evidence that does a clear job.

At home, read one short paragraph from either passage with your child. Ask, "What position could a writer defend from this part?" Then ask for a reason and one exact detail that proves it. For example, the garden detail that the soil became overly wet and muddy can prove that Kendrix's first plan made the problem worse; Abigail Adams's request to "Remember the Ladies" can support the idea that people questioned who was included in equality. Let your child explain the match in their own words.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Grupo 4 de nuestro currículo de escritura de quinto grado: la Respuesta Construida Extensa argumentativa, organizada con un mapa de memoria llamado CREATURES. Este módulo se concentra en las primeras tres letras: C de Afirmación (Claim), R de Razones (Reasons) y E de Evidencia (Evidence). Su hijo o hija aprende a tomar una posición clara con la que alguien podría estar en desacuerdo, dar razones lógicas que la apoyen y probar cada razón con evidencia exacta del texto.

Leemos dos pasajes: "The Garden That Wouldn't Grow," sobre una niña llamada Kendrix que aprende que examinar la evidencia sobre la tierra lleva a un mejor plan que actuar según su primera suposición, y "Words That Changed a Nation," sobre la Declaración de Independencia de 1776 y sus ideas sobre los derechos y la igualdad. Su hijo o hija construirá afirmaciones, razones y evidencia a partir de estos textos.

Por favor, intente esto en casa: Cuando su hijo o hija comparta una opinión, pídale que la exprese como una afirmación, dé una razón y nombre una prueba que la apoye.

En clase, los estudiantes comprobarán si una oración es una afirmación defendible o solo un dato, clasificarán razones que realmente son diferentes entre sí y revisarán si cada detalle citado o parafraseado prueba su razón. Les recordaremos que un argumento fuerte no es una colección de datos; es una posición, un conjunto de razones lógicas y evidencia que cumple una función clara.

En casa, lea con su hijo o hija un párrafo corto de cualquiera de los dos textos. Pregunte: "¿Qué posición podría defender un escritor a partir de esta parte?" Después pida una razón y un detalle exacto que la pruebe. Por ejemplo, el detalle del jardín de que la tierra se volvió demasiado mojada y lodosa puede probar que el primer plan de Kendrix empeoró el problema; la petición de Abigail Adams de "Remember the Ladies" puede apoyar la idea de que las personas cuestionaban quién estaba incluido en la igualdad. Permita que su hijo o hija explique la conexión con sus propias palabras.

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

Module 1 - Family Conversation Starters

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

Give your child wait time, invite them to point to a detail in either passage, and ask a follow-up such as "What makes you think that?" The goal is an evidence-based conversation, not a single correct answer.

- What makes a claim defensible instead of just a fact?
- Why should the reasons for a claim be different from one another?
- In "The Garden That Wouldn't Grow," what evidence shows that Kendrix's first plan made the problem worse?
- In "Words That Changed a Nation," what rights did the Declaration say people are born with?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet. Choose a quiet ten-minute moment, let your child explain before you add an idea, and celebrate a revised answer that becomes clearer or fairer.

Family Activity - Claim, Reason, Proof

Pick any everyday opinion, such as which meal is best. Take turns stating it as a claim someone could disagree with, giving one reason, and naming one piece of proof. Notice how proof makes the claim stronger.

Family Activity - True but Weak

Name a claim, then find a fact that is true but does NOT prove it. Talk about why evidence must match the reason, not just come from the same story.

Module 1 - Lesson Overview and Standards

Lesson Overview

This module opens Cluster 4. It replaces a list-based argumentative structure with the CREATURES memory map. Students see the whole acronym, but they concentrate on C — Claim, R — Reasons, and E — Evidence. The goal is to build a defensible foundation before later modules add line of argument, thinking, other viewpoints, rebuttal, ending, and significance. Using "The Garden That Wouldn't Grow" and "Words That Changed a Nation," students work with the low-stamina passage versions to practice this module's CREATURES focus.

BIG Goal: Students will build an argumentative foundation by writing a defensible Claim, giving logical Reasons, and proving each reason with relevant Evidence.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout addressed in this module. The complete standards list, grouped by category, appears on the module's TEKS and ELPS page. This CREATURES rewrite intentionally teaches argumentative writing, so the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii); the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages and made observable in the module tasks.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
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Where the Standards Are Visible in This Module

- Students compose argumentative work with an explicit claim, logical reasons, and relevant text evidence from the Low Stamina passages.
- Students revise C-R-E sentences for structure, word choice, and coherence by adding, deleting, and combining ideas.
- Students edit their own argument for the Cluster 4 spiral conventions and explain how those edits improve clarity.

Module 1 - TEKS and ELPS (Cluster 4 · from the Scope & Sequence)

These are the standards addressed in this module, written in full rather than listed only by code, and grouped by category. This CREATURES rewrite intentionally teaches argumentative writing; the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii), and the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages.

TEKS - This Module (from the Cluster 4 Scope & Sequence)

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
TEKS 5.11(D)(vi)	edit drafts using standard English conventions, including past tense of irregular verbs
TEKS 5.11(D)(vii)	edit drafts using standard English conventions, including collective nouns
TEKS 5.11(D)(viii)	edit drafts using standard English conventions, including adjectives, including their comparative forms
TEKS 5.11(D)(ix)	edit drafts using standard English conventions, including adjectives, including their superlative forms
TEKS 5.11(D)(x)	edit drafts using standard English conventions, including conjunctive adverbs
TEKS 5.11(D)(xi)	edit drafts using standard English conventions, including prepositions
TEKS 5.11(D)(xii)	edit drafts using standard English conventions, including prepositional phrases
TEKS 5.11(D)(xiii)	edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement
TEKS 5.11(D)(xiv)	edit drafts using standard English conventions, including pronouns, including indefinite
TEKS 5.11(D)(xv)	edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences
TEKS 5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
TEKS 5.11(D)(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
TEKS 5.11(D)(xxviii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
TEKS 5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS - This Module (breakouts addressed)

Standard	Student Expectation (verbatim breakout)
ELPS 4(A)(i)	apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
ELPS 4(B)(i)	write text following conventional spelling patterns
ELPS 4(B)(ii)	write text following conventional spelling rules
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(D)(i)	write content-area texts using a variety of sentence lengths
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose
ELPS 4(F)(v)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific audience
ELPS 4(F)(vi)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific audience
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Language Domains

This module builds all four language domains as students listen, speak, read, and write. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In the auditory engagement, students hear argumentative sentences and label each as Claim, Reason, or Evidence.
Speaking	Students speak in academic language when students defend a C/R/E label by naming the clue that helped them decide.
Reading	Students read for evidence: students read both passages and mark details that can become evidence for a reason.
Writing	Students write when students write a defensible claim, two reasons, and matching evidence.

Module 1 - Learning Destination

I Can Statements

- I can write a clear, defensible claim that answers the argumentative sentence-statement prompt.
- I can give two logical reasons that support the same claim from different angles.
- I can prove each reason with accurate, relevant evidence from the passage.
- I can explain why a fact can be true but still be weak evidence for a claim.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will take a position I can defend instead of stating only a fact.
- I will make my reasons different from one another rather than repeating one idea.
- I will match each piece of evidence to the reason it is supposed to prove.

Success Criteria

- I can identify a claim, a reason, and a piece of evidence and explain each job.
- I can build one complete C-R-E foundation from a passage.
- I can name which evidence is strongest and why.

Evidence That Will Demonstrate Mastery

- The Listen and Label responses from the auditory engagement.
- The CREATURE CASE BUILDER sets recorded in the Interactive Notebook.
- The independent "My C-R-E Foundation" practice.

Module 1 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the CREATURES Whole Map and the Claim Test, Reasons, and Evidence anchor charts. You may model one C-R-E set. You may not write a student's claim, name their reasons, or choose their evidence. The student must still take a defensible position, give logical reasons, and match evidence to each reason.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify a claim, a reason, and a piece of evidence.	Supported. The teacher may reread the sentence or passage.	The student labels each part correctly.
Inferential	Match evidence to the reason it proves.	Guided early, independent by Use Again.	The student connects each piece of evidence to the correct reason.
Evaluative	Judge which evidence is strongest and why.	Independent by the game and the auditory task.	The student explains why one piece of evidence proves the reason most directly.

Common Misconceptions and Teacher Response

Common misconception patterns	Teacher response and look-for
Argument-writing misconceptions for Module 1	Students may write a fact instead of a claim, repeat the same reason in new words, or copy evidence without showing what it proves. Redirect with three checks: Can someone reasonably disagree with the claim? Does each reason answer why the claim makes sense? Does the evidence directly prove that reason?

Module 1 - Levels of Thinking for Argumentative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a CREATURES part to judging and improving a whole argument.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the argument: the claim, a reason, a piece of evidence, the thinking, the ending.
Level 2	Understand	Explain what a CREATURES part does and how it connects to the claim.
Level 3	Apply	Use the part correctly in the student's own argument.
Level 4	Analyze	Compare choices and decide which reason, evidence, or rebuttal is strongest.
Level 5	Evaluate and Create	Judge whether the whole argument is fair, coherent, and grounded, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own argument (Levels 3-5). Precise thinking, not length, is what raises the level.



Teacher Script

"A response is stronger when the student can explain how each part supports the claim, not just that the part is present."

Module 1 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our argument, our two passages, and our thinking - everyday words, academic argument words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
garden	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	the liquid plants and people need to live	Too much water ____.
soil	the ground in which plants grow	The soil became ____.
rights	things people are allowed to have or do	The Declaration named rights such as ____.
nation	a country and its people	The new nation was built on ____.
leader	a person who guides or is in charge of a group	The leaders decided ____.
decision	a choice a person makes	Kendrix made a decision to ____.
problem	something that is wrong and needs to be solved	The problem in the garden was ____.
change	to become or make different	Kendrix changed her plan by ____.

Tier 2 Vocabulary - Academic Argument Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	a clear position a writer will defend	I can use the word claim to ____.
defensible	able to be supported with logical reasons and evidence	I can use the word defensible to ____.
reason	an idea that explains why a claim makes sense	I can use the word reason to ____.
evidence	accurate information from a text used as proof	I can use the word evidence to ____.
relevant	directly connected to a claim or reason	I can use the word relevant to ____.
argue	to present a position and support it with reasons and evidence	I can use the word argue to ____.
support	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
organize	to arrange ideas so a reader can follow them	I can use the word organize to ____.
explain	to tell how or why evidence supports an idea	I can use the word explain to ____.
revise	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence	Kendrix changed her plan when ____.
CREATURES	KREE-chers	the argumentative memory map used to build one connected response	CREATURES helps me remember to ____.
roots	roots	the underground parts of a plant that take in water and air	The roots could not get air because ____.
Declaration of Independence	dek-luh-RAY-shuhn uhv in-dee-PEN-duhns	the 1776 document announcing the colonies were free	The Declaration of Independence stated ____.
colonies	KOL-uh-neeZ	the thirteen British settlements that became the United States	The colonies decided to ____.
unalienable	uhn-AY-lee-uh-nuh-buhl	not able to be taken away	Unalienable rights include ____.
liberty	LIB-er-tee	freedom	The Declaration named liberty as ____.
Abigail Adams	AB-uh-gayl AD-uhmz	the woman who urged leaders to "Remember the Ladies"	Abigail Adams argued that ____.
Great Britain	grayt BRIT-uhn	the country the colonies separated from	The colonists were frustrated with Great Britain because ____.
equality	ih-KWOL-uh-tee	the idea that people should be treated with equal worth	The promise of equality meant ____.



Teacher Resource

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

Module 1 - Background Knowledge and Teacher Context

This module uses two Cluster 4 passages that both invite an argument grounded in evidence. In "The Garden That Wouldn't Grow" (Fiction), a girl named Kendrix believes the weak plants need more water; her first assumption makes the garden worse because too much water keeps roots from getting air. After her grandmother helps her examine the soil, Kendrix changes her plan, waters less often, and the garden recovers - showing that evidence-based problem solving is stronger than acting on a first guess. In "Words That Changed a Nation" (Nonfiction), the thirteen colonies approve the Declaration of Independence in 1776; it claims that "all men are created equal," names unalienable rights (life, liberty, and the pursuit of happiness), and says governments receive their power from the consent of the governed - while people such as Abigail Adams already question who is included in the promise of equality.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 4 modules; each grows in length, detail, evidence density, and conceptual demand from module to module. In Module 1 (Low Stamina), students focus on Claim, Reasons, and Evidence (C-R-E). Point students back to the low-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 1 - Materials and Teacher Preparation

This module focuses on Claim, Reasons, and Evidence (C-R-E). Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Purpose for This Module
CREATURES Whole Map	Display all nine letters and jobs. Highlight C-R-E for this module.
The Claim Test	A claim is clear, defensible, and directly answers the argumentative sentence-statement prompt.
Reasons Organize the Case	Each reason must support the same claim from a different angle.
Evidence Must Prove	Evidence must be accurate, relevant, and connected to the reason.

Materials

Material	Use
Copies of both module passages (Passage 7 and Passage 8, Low Stamina)	Available for the module lesson, practice, and student evidence work.
Interactive notebooks	Available for the module lesson, practice, and student evidence work.
Pencils	Available for the module lesson, practice, and student evidence work.
Highlighters or colored pencils	Available for the module lesson, practice, and student evidence work.
CREATURES reference card	Available for the module lesson, practice, and student evidence work.
Claim / Reason / Evidence cards	Available for the module lesson, practice, and student evidence work.
Sentence strips or index cards	Available for the module lesson, practice, and student evidence work.
Chart paper	Available for the module lesson, practice, and student evidence work.
Sticky notes	Available for the module lesson, practice, and student evidence work.
Recording sheets	Available for the module lesson, practice, and student evidence work.
Optional spinner or dice	Available for the module lesson, practice, and student evidence work.
Optional pathway gameboard and Pencil Guy markers	Available for the module lesson, practice, and student evidence work.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Student supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides or draggable objects.
Digital tools	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 1 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

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

Module 1 - The CREATURES Model: How an Argument Is Built

Teacher Script

“An argumentative response is built with CREATURES - our whole argumentative memory map. Strong writers build in layers. We do not master every letter at once; we build a defensible foundation first, then add the rest.”

The CREATURES Argumentative Memory Map

Letter	Part	Job in the Argument
C	Claim	Make a clear, defensible position that directly answers the argument of the prompt.
R	Reasons	Develop logical reasons that support the claim and organize the argument.
E	Evidence	Select accurate, relevant text evidence that proves each reason.
A	Argument	Build a coherent line of argument so the response reads like one connected case rather than a disconnected list.
T	Thinking	Explain how and why the evidence supports the claim and strengthens the argument.
U	Understanding Others	Acknowledge and accurately represent another viewpoint. In Grade 5, this is purposeful practice for later counterargument work.
R	Rebuttal	Respond to the other viewpoint with reasoning and evidence to defend or refine the claim.
E	Ending	Conclude purposefully by reinforcing the claim and synthesizing the most important reasoning.
S	Significance	Explain why the issue and position matter beyond the immediate paper and connect the idea to the world around us — the Bluebird Moment.

Grade 5 bridge for U and R: Understanding Others and Rebuttal are taught here as age-appropriate argument habits. Students practice hearing another viewpoint accurately and answering it with evidence; this does not treat a formal counterargument as a separate Grade 5 state requirement.

This Module's Focus

This module focuses on the FOUNDATION - C, R, and E. C = take a defensible position that answers the prompt. R = give different logical reasons. E = prove each reason with accurate text evidence. A fact can be true and still be weak evidence when it does not prove the reason.

Teacher Language to Repeat Across the Cluster

- "Take a position you can defend."
- "Reasons organize the why."
- "Make the evidence prove something."
- "Build a line, not a list."
- "Explain how and why the proof works."
- "Represent the other viewpoint fairly."
- "Respond to the idea with evidence."
- "Bring the claim home."
- "Give the reader the Bluebird Moment."



Teacher Script

"Build the argument one CREATURES part at a time, and check that every part connects to the same claim."

Module 1 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the argument, they read "The Garden That Wouldn't Grow" and "Words That Changed a Nation" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS - they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

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

How to Use TRACKS

Teacher Script

"As we read BOTH passages, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. The exact words we highlight become the evidence we use to build our argument."

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 7 — The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual.

[3] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger.

[4] Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively.

[5] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight.

[6] Within several days, the plants began to recover. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

Student Annotation Guide — The Garden That Wouldn't Grow

T — Time

Each spring; After two weeks

R — Reactions

Kendrix quietly observed the garden; the plants began to recover

A — Actions

she watered each plant much more than usual; overly wet and muddy

C — Character/Concept/Creature

Kendrix

K — Key Knowledge

too much water can prevent roots from getting enough air; Without proper air, the roots cannot function effectively

S — Scenery/Setting

her grandmother; tomatoes, peppers, and herbs in neat rows

TRACKS EVIDENCE HIGHLIGHTING — The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual.

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[5] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight.

[6] Within several days, the plants began to recover. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

PASSAGE 8 — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that “all men are created equal.” It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[3] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to “Remember the Ladies.” She argued that women should also have greater rights and protections. Her words showed that even at the nation’s beginning, people were already questioning who was included in the promise of equality.

[4] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant—and who should have them.

Student Annotation Guide — Words That Changed a Nation

T — Time

In the summer of 1776; July 4, 1776

R — Reactions

Remember the Ladies; questioning who was included in the promise of equality

A — Actions

grown frustrated with British rule; approved the Declaration of Independence

C — Character/Concept/Creature

Abigail Adams

K — Key Knowledge

all men are created equal; life, liberty, and the pursuit of happiness; unalienable rights

S — Scenery/Setting

the thirteen colonies

TRACKS EVIDENCE HIGHLIGHTING — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that “all men are created equal.” It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

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[4] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant—and who should have them.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 1 Purpose

Students gather the parts of an argument through a quick stability game, then reveal the foundation of CREATURES: Claim, Reasons, and Evidence.

Reading Purpose

★ Daily Deck Slide (M1-02 - Reading Purpose)

Write on the board: Read the Low Stamina versions. Reading focus: Problem, solution, stated ideas, and text proof. Mark details that can become evidence in an argument.

★ Daily Deck Slide (M1-01 - Module Launch)

Write on the board: Module 1 - Low Stamina - CREATURES Foundation: C - Claim, R - Reasons, E - Evidence. Overarching Question: How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation? I can use C - R - E to strengthen an argumentative response.

G - Gather: Stand or Fall

Teacher Script

"Imagine you are building a platform that has to hold a heavy weight. If the base is weak, everything above it becomes unstable. Arguments work the same way. Today we build the base of CREATURES: Claim, Reasons, and Evidence."

Attention Activity - Stand or Fall: Read three mini-responses. Students show a flat hand for a stable foundation and a tilted hand for an unstable foundation.

- "Kendrix should observe the soil before adding more water because her first assumption made the problem worse, and the text shows the soil became overly wet and muddy." -> Stable: claim, reason, and evidence work together.
- "Kendrix watered the plants. The garden had tomatoes. I like gardens." -> Unstable: facts are present, but there is no defensible claim or logical reason.
- "The Declaration was important because rights matter." -> Partly stable: claim and reason are present, but the response needs specific text evidence.

R - Reveal: The C-R-E Foundation

★ Daily Deck Slide (M1-04 - Focus on C-R-E)

Write on the board: C = take a defensible position. R = give different logical reasons. E = prove each reason with accurate text evidence.

Teacher Script

"CREATURES is our whole argumentative memory map. We will not try to master every letter at once. Strong writers build in layers. Today the first three letters create the foundation: C tells what we will defend, R organizes why, and E proves the reasons with the text."

★ Daily Deck Slide (M1-05 - Listen and Label)

Write on the board: Listening Target: Identify C, R, or E. Pencils down for the first listen. Respond, explain, then complete Fresh Recall without notes.

Teacher Script

"Pencils down for the first listen. I will read a sentence. Hold up C if it states the position, R if it explains why the position makes sense, or E if it gives proof from the passage. After you label it, tell a partner what clue helped you decide."

Teach C - Claim

★ Daily Deck Slide (M1-06 - Claim Test)

Write on the board: Clear position. Defensible - someone could reasonably disagree. Directly answers the argumentative sentence-statement prompt. Can be proved with this passage.

The Claim Test: A strong claim is clear, defensible, directly responsive to the sentence-statement prompt, and narrow enough to prove with the available passages. Weak: "Kendrix has a garden." Strong: "Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden."

Teach R - Reasons

★ Daily Deck Slide (M1-07 - Reasons Organize the Case)

Write on the board: Each reason supports the same claim. Use different angles, not repeated wording. Reason = why the claim makes sense; evidence = proof from the text.

Reasons are not more evidence. They are the logical categories that explain why the claim makes sense. Strong reasons are different from one another rather than repeated versions of the same idea. Model claim: "The Declaration introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776." Possible reasons: (1) it stated that people have natural rights; (2) its equality language created a standard people could use to challenge exclusion.

Teach E - Evidence

★ Daily Deck Slide (M1-08 - Evidence Must Prove)

Write on the board: Ask: Does it match my reason? Ask: Is it accurate to the passage? Ask: Can I explain what it proves? Evidence that is merely interesting is not enough. Evidence is accurate text proof. Students may quote briefly or paraphrase accurately. Every piece of evidence must connect to the reason it is supposed to prove. Model evidence: "The soil became overly wet and muddy" supports the reason that Kendrix's first assumption made the problem worse. Abigail Adams's request to "Remember the Ladies" supports the reason that people were already questioning who was included in equality.

Day 1 Closing

🔊 Teacher Script

"Today the first three letters of CREATURES built our foundation. Tomorrow we will build complete C-R-E cases in a game."

Day 2 - Attempt



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 5.11(D)(xi)	edit drafts using standard English conventions, including prepositions
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

Day 2 Purpose

Students attempt the C-R-E foundation by assembling complete claim-reason-evidence cases from mixed cards.

★ Daily Deck Slide (M1-09 - Creature Case Builder - Directions)

Write on the board: 1. Find a Claim card. 2. Match one Reason. 3. Match one piece of Evidence. 4. Explain why the three belong together. 5. Record the set before building the next case.

Game: CREATURE CASE BUILDER - Match C, R, and E

Purpose: Students work in pairs or groups of three to assemble four complete C-R-E cases from mixed cards. Each case must contain one claim, one logical reason, and one relevant piece of evidence. Teacher Preparation: Print or copy the 12 cards below. Cut them apart. Make one set per group. If desired, place a CREATURES pathway gameboard beside the cards and let students move a Pencil Guy one space after each correct case.

🔊 Teacher Script

"Spread all cards face up. Your group must build four stable argument foundations. Start with a claim. Find the reason that truly supports it. Then find evidence from the Low Stamina passage that proves that reason. Before I check, every group member must be able to explain the job of C, R, and E."

★ Daily Deck Slide (M1-10 - Creature Case Builder - Example)

Write on the board: Claim: Kendrix's final approach shows that good problem solving requires attention to more than one condition. Reason: Plants need balance, not one solution used too much. Evidence: Too much water can prevent roots from getting enough air. Why it works: the evidence directly proves the reason.

The 12 Cards

- C1: Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.
- R1: Changing the plan is stronger because her first assumption made the growing conditions worse.
- E1: The passage states that the soil became "overly wet and muddy."
- C2: Kendrix's final approach shows that good problem solving requires attention to more than one condition.
- R2: Plants need a balance of water, air, and sunlight rather than one solution used too much.
- E2: Her grandmother explains that too much water can prevent roots from getting enough air.
- C3: The Declaration of Independence introduced powerful ideas about individual rights.
- R3: The document identified rights that government should not take away.
- E3: The passage names "life, liberty, and the pursuit of happiness" as unalienable rights.
- C4: The promise of equality in 1776 was important but incomplete.
- R4: People were already pointing out that the promise did not include everyone equally.
- E4: Abigail Adams urged leaders to "Remember the Ladies."

🔑 Answer Key

- Set 1: C1 + R1 + E1.
- Set 2: C2 + R2 + E2.
- Set 3: C3 + R3 + E3.
- Set 4: C4 + R4 + E4.

Accept alternate matches only when students can prove that the evidence directly supports the chosen reason and claim.

Teacher script: "Do not tell me only which cards matched. Tell me what relationship made them match. Our goal is to hear the logic between C, R, and E."

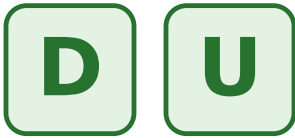
Day 2 Closing



Teacher Script

"You built stable C-R-E foundations. Remember: the evidence must prove the exact reason, not just come from the same passage."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

Day 3 Purpose

Students discuss why evidence must prove the exact reason, then independently build a C-R-E foundation of their own.

D - Discuss the Foundation

★ Daily Deck Slide (M1-11 - Discuss the Foundation)

Write on the board: Explain one C-R-E match. Name the relationship between the reason and evidence. Identify one card that looked tempting but did not truly fit.

Teacher Script

"How can a fact be true but still be weak evidence for a particular claim? Possible response: Because evidence must prove the exact reason, not merely come from the same passage. Teacher asks: Why should reasons be different from one another? Possible response: Different reasons create separate angles for supporting the claim instead of repeating one idea. Teacher asks: What makes a claim defensible? Possible response: It takes a position that can be supported with reasons and evidence and could reasonably be debated."

Teacher Script

"Connect to the Overarching Question: How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation?"

U - Use It Again: My C-R-E Foundation

★ Daily Deck Slide (M1-12 - Independent C-R-E Builder)

Write on the board: Choose one sentence-statement prompt. Write C: one claim. Write R: two different reasons. Write E: one passage-based proof under each reason. Finish by naming your strongest evidence.

Independent Interactive Notebook / Worksheet - "My C-R-E Foundation." Student Directions: 1. Choose one sentence-statement prompt. 2. Write one defensible claim. 3. Write two different reasons. 4. Add one accurate piece of evidence under each reason. 5. Underline the claim, number the reasons, and box the evidence. 6. Add one sentence explaining which evidence is strongest and why.

Sentence-Statement Prompt A: Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

Sentence-Statement Prompt B: Defend the position that the Declaration of Independence introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776.

★ Daily Deck Slide (M1-13 - Model Answer Reveal)

Write on the board: Claim = position. Reason 1 and Reason 2 = different logical angles. Evidence = exact proof under the matching reason. Strongest evidence is the proof most directly tied to the reason.

Sample Answer / Teacher Key:

- Garden model: Claim - Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden. Reason 1 - Her first assumption made the problem worse. Evidence - The soil became overly wet and muddy. Reason 2 - The new plan responds to what the plants actually need. Evidence - Kendrix and her grandmother water less frequently, allow the soil to dry, and ensure enough sunlight.

- Words model: Claim - The Declaration introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776. Reason 1 - It identified natural rights people should possess. Evidence - It names life, liberty, and the pursuit of happiness. Reason 2 - Its equality language encouraged people to question exclusion. Evidence - Abigail Adams urged leaders to "Remember the Ladies."

Day 3 Closing

🔊 Teacher Script

"You built a C-R-E foundation on your own. Leave space in your notebook so you can add argument and thinking to it next module."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Day 4 Purpose

Students revise one C-R-E foundation and award their strongest connection, then target a precise next step.

Standards Application Check - Module 1

★ Daily Deck Slide (M1-14 - Standards Application Check)

Write on the board: Revise structure and word choice. ADD one needed idea. DELETE one distracting idea. COMBINE repeated ideas. Edit the assigned Grade 5 conventions.

Students revise one C-R-E foundation by improving sentence structure and word choice, adding one missing idea for coherence, deleting one distracting idea, and combining repeated ideas. Then they edit the selected Cluster 4 conventions in context. Teacher model: Weak - "Kendrix did stuff and the garden was bad and then it got better." Revised - "Kendrix strengthens her solution by examining the soil, changing the watering routine, and using evidence from the plants' condition."

A - Award Your Foundation

★ Daily Deck Slide (M1-15 - Award Your Foundation)

Write on the board: Star your strongest C-R-E connection. Complete: "My foundation is strong because ____." Celebrate precision, not just completion.

 Teacher Script

"You built the part of an argument that everything else depends on. Find one place where your claim, reason, and evidence fit especially well. Put a star beside it and write, My foundation is strong because..."

T - Target Your Next Step **Daily Deck Slide (M1-16 - Target Your Next Step)**

Write on the board: Choose ONE target: stronger claim, more distinct reasons, more direct evidence, clearer match, cleaner conventions.

Students select one target: make the claim more defensible; make reasons more distinct; choose evidence that proves more directly; explain the match more clearly; edit for cleaner sentences.

Day 4 Closing

Complete the sentence: "My next step for building a strong argument foundation is to ____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence
TEKS 5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Day 5 Purpose

Students teach the C-R-E foundation to a partner, then answer the module overarching question.

E - Turn and Teach C-R-E

★ Daily Deck Slide (M1-17 - Turn and Teach C-R-E)

Write on the board: Teach C, R, and E from memory. Give one original passage-based example. Partner checks: Did the evidence actually prove the reason?

Teacher Script

“Turn and teach C-R-E without reading the chart word for word. Explain the job of each letter, then use one detail from either passage to give an original example.”

✓ Daily Deck Slide (M1-20 - Answer the Overarching Question)

Write on the board: How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation?

A strong argument begins when the writer takes a clear, defensible position, develops reasons that explain why that position makes sense, and selects text evidence that directly proves those reasons. Claim, reasons, and evidence work as one foundation: the claim tells the reader what the writer believes, the reasons organize why, and the evidence proves that the reasons are grounded in the text.

Teacher Closing Words of Encouragement** Teacher Script**

“Writers, you now have the foundation of CREATURES. A strong argument does not begin with a long paragraph; it begins with a position you can defend, reasons that make sense, and proof that truly fits. When the foundation is strong, the rest of your argument has somewhere solid to stand.”

Module 1 - Low, Medium, and High Exemplars

Task: Build a C-R-E foundation for the sentence-statement prompt "Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden."

Low Exemplar

- Student Work: "Kendrix has a garden." (A fact, not a claim. No reasons or evidence.)
- What Is Working: The student wrote a sentence about the passage.
- Teacher Notes: This is a fact anyone would accept, so it is not defensible, and there are no reasons or evidence.
- What Needs Improvement: Turn the fact into a defensible claim, add one reason that explains why the claim makes sense, and prove it with a passage detail.

Medium Exemplar

- Student Work: Claim - "Kendrix makes her strongest decision when she changes her plan." Reason - "Her first plan made the garden worse." (Claim and one reason, but no evidence.)
- What Is Working: The student took a defensible position and gave a logical reason.
- Teacher Notes: The response stops before proving the reason with a passage detail.
- What Needs Improvement: Add accurate evidence, such as "the soil became overly wet and muddy," and add a second, different reason.

High Exemplar

- Student Work: Claim - "Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden." Reason 1 - "Her first assumption made the growing conditions worse." Evidence - "The passage states that the soil became overly wet and muddy." Reason 2 - "The new plan responds to what the plants actually need." Evidence - "Kendrix and her grandmother water less frequently, allow the soil to dry, and ensure enough sunlight." The student adds: "The strongest evidence is the muddy soil because it directly proves that the first plan made the problem worse."
- What Is Working: The claim is defensible, the two reasons are different, each reason is proved with accurate evidence, and the student names the strongest evidence and why.
- Teacher Notes: This response is a complete, well-matched C-R-E foundation and is ready to grow argument and thinking in Module 2.

Module 1 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can build a defensible C-R-E foundation from the passage.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.12(C)(i) genre characteristics; 5.11(B)(v) depth of thought with specific details
Task	Students play CREATURE CASE BUILDER and complete the independent "My C-R-E Foundation" task, writing a claim, two reasons, and matching evidence.
Expected Response	Students write a defensible claim, two different reasons, and one accurate piece of evidence under each reason, then name the strongest evidence.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each CREATURES part and explain their reasoning.

Formative Assessment

The independent Use-It-Again practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Claim	Must state a clear, defensible position that answers the prompt.
Reasons	Must give two logical reasons that are different from each other.
Evidence	Must prove each reason with accurate, relevant passage detail.
Strongest Evidence	Must name which evidence proves the reason most directly and why.

Simple Module Rubric (0-3)

Category	Scoring Guide
Claim	0 missing; 1 unclear/factual; 2 clear position; 3 clear, defensible, precise position
Reasons	0 missing; 1 repeated/weak; 2 logical; 3 distinct and well organized
Evidence	0 missing; 1 weak/inaccurate; 2 relevant; 3 precise and clearly matched
Conventions	0 interferes; 1 frequent errors; 2 mostly correct; 3 controlled and readable

Answer Key - Sample

Fact (weak): Kendrix has a garden. Claim (strong): Kendrix makes her strongest decision when she changes her plan after examining evidence; Reason: her first plan made the problem worse; Evidence: the soil became overly wet and muddy.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Listen and Label: Students hold up C, R, or E and defend one label by naming the clue that helped them decide.
- Visual/Physical - Attempt: CREATURE CASE BUILDER: Students assemble a claim, reason, and evidence and explain the relationship that made them match.
- Written - Discuss/Use: Independent C-R-E Foundation: Students write a claim, two reasons, and matching evidence and name the strongest evidence.

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers, card, or written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 1

Three-Column Creature

For students who mix up claims, reasons, and evidence, slow the thinking down and make the three jobs visible with a sort.



Teacher Script

"We are going to sort each card into C, R, or E. Say the job before you place the card."

Directions: Give students a three-column mat labeled C, R, E. Read one card at a time. Students place it, explain the job, then build one complete set. After two supported rounds, remove the labels and have students recreate the columns from memory.

Sentence frames:

- C - "I defend the position that ____."
- R - "One reason is ____."
- E - "The passage shows ____."

Teacher look-for: Students can explain the difference between "why my claim makes sense" (reason) and "what the text proves" (evidence).

Goal: Students learn to keep claim, reason, and evidence as three different jobs that work together.

Module 1 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to write a claim.	Students state a clear, defensible position.	Students write a fact anyone would accept.	Ask, "Could someone reasonably disagree with this?"
Ask for a reason.	Students explain why the claim makes sense.	Students give another piece of evidence instead of a reason.	Ask, "Is this why the claim makes sense, or is it proof?"
Ask for evidence.	Students prove the reason with a passage detail.	Students copy a detail that does not match the reason.	Ask, "Does this detail directly prove that reason?"

Student Support Quick Reference

If a student...	Support to Provide
Writes a fact instead of a claim	Ask whether someone could reasonably disagree; use the Claim Test.
Repeats the same reason	Ask how the second reason is a different angle.
Copies mismatched evidence	Ask whether the detail directly proves the reason.
Masters quickly	Route to the Module 1 enrichment (Evidence Swap Challenge).

Enrichment - Module 1

Evidence Swap Challenge

Students who master C-R-E push their thinking by testing how well evidence matches a reason.

★ Daily Deck Slide (M1-19 - Enrichment - Evidence Swap)

Write on the board: Build two reasons + two evidence choices. Swap the evidence on purpose. Explain why the match weakens. Restore or revise the strongest pairing.

Higher-Level Task: Students write two strong reasons for one claim and collect two possible evidence choices for each. Then they intentionally swap the evidence. They must explain why the mismatched version is weaker and restore the strongest pairing.

Extension: Students revise one reason so a previously weak evidence choice becomes relevant without changing the overall claim.

Module 1 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.
- Defend the position that the Declaration of Independence introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776.
- Defend the position that good problem solving requires attention to more than one condition.
- Defend the position that people were already questioning who was included in the promise of equality in 1776.
- Defend the position that accurate evidence is more convincing than a fact that is merely true.

Writing Prompt

Choose one prompt from the bank. This week you learned to build a defensible C-R-E foundation. Use the lesson tools to build one stronger part of an argumentative response.

Planning Support

1. Write one defensible claim that answers the prompt.
2. Write two different reasons that support the claim from different angles.
3. Add one accurate piece of evidence under each reason, then name the strongest evidence.

Drafting Space

Success Criteria

- My work follows this module's CREATURES focus accurately.
- My ideas and evidence come from the two Cluster 4 passages.
- My writing is clear, fair, and organized as one connected case.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice, add one needed idea, delete one distracting idea, and combine repeated ideas so the argument is coherent.

Edit

Run the Conventions Sweep for this module: complete simple sentences with subject-verb agreement, correct spelling of high-frequency words, and proper nouns (Kendrix, Declaration of Independence, Great Britain, Abigail Adams) capitalized.

Module 1 - Auditory Engagement (Active Participation)

Approach: Listen and Label.

Purpose: Students listen to argumentative sentences and label each one C, R, or E instead of copying a definition.

Listening Target: Listen for the job each sentence is doing in the argument.



Teacher Script

"Pencils down for the first listen. I will read a sentence. Hold up C if it states the position, R if it explains why the position makes sense, or E if it gives proof from the passage. After you label it, tell a partner what clue helped you decide."

Heard Sentence	Answer
"Kendrix should change her watering plan after examining the soil."	C - Claim
"Her first assumption made the garden worse, so careful observation is a stronger approach."	R - Reason
"The text explains that the soil became overly wet and muddy."	E - Evidence
"The Declaration introduced important ideas about rights."	C - Claim
"Its language gave people a standard they could use to question unfair treatment."	R - Reason
"Abigail Adams urged leaders to Remember the Ladies."	E - Evidence

Fresh Recall: Students close notes and state the jobs of C, R, and E in order, then create one original example aloud.

Pause Points

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

|| Pause Point - Test the Claim

Stop and think: Is this a defensible claim someone could reasonably disagree with, or just a fact?

|| Pause Point - Different Reasons

Stop and think: Do my two reasons support the claim from different angles?

|| Pause Point - Prove the Reason

Stop and think: Does this evidence directly prove the reason it sits under?

|| Pause Point - True but Weak

Stop and think: Is this detail actually proof, or is it only true?

Module 1 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

Directions: This tracker is for YOU! As you read and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel.

I Can...	Not yet	Getting set	I can do it
Write a clear, defensible claim that answers the prompt.			
Give two logical reasons that support the same claim from different angles.			
Prove each reason with accurate, relevant evidence.			
Name which evidence is strongest and why.			

One thing I am proud of:

One thing I want to get better at:

Module 1 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation? Now we can answer it: A strong argument begins when the writer takes a clear, defensible position, develops reasons that explain why that position makes sense, and selects text evidence that directly proves those reasons. Claim, reasons, and evidence work as one foundation: the claim tells the reader what the writer believes, the reasons organize why, and the evidence proves that the reasons are grounded in the text."

Module Overarching Question - Answered

How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation? A strong argument begins when the writer takes a clear, defensible position, develops reasons that explain why that position makes sense, and selects text evidence that directly proves those reasons. Claim, reasons, and evidence work as one foundation: the claim tells the reader what the writer believes, the reasons organize why, and the evidence proves that the reasons are grounded in the text.

Teacher Reflection - Module 1

Which students can build this module's CREATURES skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready for Module 2, connecting the parts into one line of Argument and adding Thinking that explains how and why the evidence supports the claim?

Teacher Notes

Module 1 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 1 fully online without losing rigor or participation. For Stand or Fall, students show a flat hand for a stable foundation and a tilted hand for an unstable one, or type STABLE or UNSTABLE in the chat. Display the CREATURES Whole Map and the Claim Test, Reasons, and Evidence charts on slides throughout the lesson. For CREATURE CASE BUILDER, convert the twelve cards into draggable slide objects or numbered cards; assign roles - Reader, Evidence Checker, CREATURES Checker, and Reporter - and rotate after each round. For the independent C-R-E task, students type their claim, reasons, and evidence or hold their notebook up to the camera. For Explain to Others, use breakout rooms so each student teaches C, R, and E from memory.

M O D U L E

2

**Turning Parts into a Coherent
Line of Argument with
Thinking**

Week 2 • Medium Stamina

Module 2: Turning Parts into a Coherent Line of Argument with Thinking

Week 2 - Medium Stamina - Cluster 4 (ECR Opinion / Argumentative)

CREATURES Connection: A — Argument and T — Thinking

Teacher Script

"How can a writer build a fair, evidence-based argument that a reader can follow, trust, and remember?"

Module Overarching Question

How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list?

Module Writing Prompt - Sentence Statement

Defend the position that evidence-based problem solving is stronger than acting on a first assumption in *The Garden That Wouldn't Grow*.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions. Most begin with "Defend the position..." or another direct action statement.

Today We Will Look For

- how a disconnected list becomes one connected line of argument (Claim -> Reason -> Evidence -> Thinking)
- how Thinking explains how and why a piece of evidence supports the claim
- how transitions show real relationships such as cause, contrast, and result
- how ordering reasons deliberately keeps the reader on one clear path

Student reminder: Take a position you can defend, then build the argument one CREATURES part at a time.

Why This Module Matters

This module teaches that correct parts are not enough if the response feels like a pile of sentences. A — Argument creates a coherent line of reasoning, and T — Thinking explains how and why the evidence supports the claim. Students already have the C-R-E foundation; now they connect the parts so the reader can follow one clear line of thought.

Module Passage Set - Medium Stamina

Required stamina level for Module 2: Medium Stamina. Both passage families grow in length, detail, evidence density, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
The Garden That Wouldn't Grow	Fiction	7	530
Words That Changed a Nation	Nonfiction	8	514

Teacher Passage Use Note: Use only the Medium Stamina passage versions printed in this module. All prompts, models, games, quotations, answer keys, intervention, enrichment, and virtual work in Module 2 are aligned to these versions.

Module Independent Product

Independently complete "Make the Evidence Work": write a claim and two reasons, follow each evidence sentence with Thinking that explains how and why it supports the claim, use at least one transition that shows a real relationship, and draw arrows showing the line of argument.

Teacher Inspiration

Teacher Script

"Today you moved from collecting parts to controlling the reader's path. That is the work of a real argument. Your evidence became more powerful because your Thinking explained it, and your Argument showed the reader how each idea belonged."

Module 2 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: connecting the parts into one line of Argument and adding Thinking that explains how and why the evidence supports the claim.
- The catch phrase: Build a line, not a list — and explain how and why the proof works.
- The two reading passages: "The Garden That Wouldn't Grow" (Kendrix learns that examining evidence about the soil leads to a stronger plan than acting on her first guess to add more water) and "Words That Changed a Nation" (the 1776 Declaration of Independence claimed that "all men are created equal" and named unalienable rights, and people such as Abigail Adams already questioned who was included).

One Question to Ask at Home



Teacher Script

"How does that piece of evidence support your claim, and why does it matter?"

One Way to Help

When your child gives a reason, ask "How does that prove your point, and why does it matter?" Explaining the connection between proof and claim is this week's skill.

Family Letter

Dear Families,

This week your child is learning that correct argument pieces are not enough if a response reads like a pile of separate sentences. This module focuses on two CREATURES letters - A for Argument and T for Thinking. Your child learns to connect a claim, reasons, and evidence into one clear line of reasoning, and to write Thinking sentences that explain how and why a piece of evidence supports the claim.

We are reading two passages: "The Garden That Wouldn't Grow," about a girl named Kendrix who solves a problem by using evidence instead of a first guess, and "Words That Changed a Nation," about the Declaration of Independence and the idea that government receives its power from the consent of the governed. Your child will build connected arguments from these texts.

Please try this at home: When your child gives a reason, ask "How does that prove your point, and why does it matter?" so they practice explaining the connection between evidence and claim.

In class, students will use transition words and oral rehearsal to make the relationship among the claim, evidence, and Thinking visible. They will revise responses that sound like lists by adding the explanation that tells a reader how the proof supports the position. Encourage your child to use the passage before making a conclusion, and then to say the connection in their own words.

At home, make a four-part oral argument together: claim, reason, evidence, and Thinking. After your child names a detail from the garden or the Declaration, pause before accepting it and ask, "How does that detail support your claim, and why does it matter?" A useful transition such as therefore, however, or because should name a real relationship, not merely decorate a sentence. Praise a clear explanation, even when your child revises the order of the ideas.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende que tener las piezas correctas de un argumento no es suficiente si la respuesta parece un montón de oraciones separadas. Este módulo se concentra en dos letras de CREATURES: A de Argumento (Argument) y T de Pensamiento (Thinking). Su hijo o hija aprende a conectar una afirmación, razones y evidencia en una sola línea de razonamiento clara, y a escribir oraciones de Pensamiento que expliquen cómo y por qué una evidencia apoya la afirmación.

Leemos dos pasajes: "The Garden That Wouldn't Grow," sobre una niña llamada Kendrix que resuelve un problema usando evidencia en lugar de una primera suposición, y "Words That Changed a Nation," sobre la Declaración de Independencia y la idea de que el gobierno recibe su poder del consentimiento de los gobernados. Su hijo o hija construirá argumentos conectados a partir de estos textos.

Por favor, intente esto en casa: Cuando su hijo o hija dé una razón, pregúntele "¿Cómo prueba eso tu punto y por qué importa?" para que practique explicar la conexión entre la evidencia y la afirmación.

En clase, los estudiantes usarán palabras de transición y práctica oral para hacer visible la relación entre la afirmación, la evidencia y el Pensamiento. Revisarán respuestas que suenan como listas al añadir la explicación que le dice al lector cómo la prueba apoya la posición. Anime a su hijo o hija a usar el texto antes de llegar a una conclusión y luego a expresar la conexión con sus propias palabras.

En casa, construyan juntos un argumento oral de cuatro partes: afirmación, razón, evidencia y Pensamiento. Después de que su hijo o hija nombre un detalle del jardín o de la Declaración, haga una pausa antes de aceptarlo y pregunte: "¿Cómo apoya ese detalle tu afirmación y por qué importa?" Una transición útil como por lo tanto, sin embargo o porque debe nombrar una relación real, no solo adornar una oración. Elogie una explicación clara, incluso cuando su hijo o hija revise el orden de las ideas.

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

Module 2 - Family Conversation Starters

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

Give your child wait time, invite them to point to a detail in either passage, and ask a follow-up such as "What makes you think that?" The goal is an evidence-based conversation, not a single correct answer.

- What is the difference between a list of facts and a connected argument?
- Why is evidence incomplete without Thinking that explains it?
- In "The Garden That Wouldn't Grow," how does observing the soil support the claim that evidence beats a first guess?
- In "Words That Changed a Nation," what does "consent of the governed" mean?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet. Choose a quiet ten-minute moment, let your child explain before you add an idea, and celebrate a revised answer that becomes clearer or fairer.

Family Activity - Because and So

Teacher Script

"a claim, then a piece of proof. Add a Thinking sentence that starts with "This matters because..." or "Therefore...". Notice how the thinking makes the proof do more work."

Family Activity - Build the Line

Take a claim and put the parts in order: reason, then evidence, then thinking. Say them as one connected line and check that each sentence leads to the next.

Module 2 - Lesson Overview and Standards

Lesson Overview

This module teaches that correct parts are not enough if the response feels like a pile of sentences. A — Argument creates a coherent line of reasoning, and T — Thinking explains how and why the evidence supports the claim. Students already have the C-R-E foundation; now they connect the parts so the reader can follow one clear line of thought. Using "The Garden That Wouldn't Grow" and "Words That Changed a Nation," students work with the medium-stamina passage versions to practice this module's CREATURES focus.

BIG Goal: Students will connect claim, reasons, and evidence into a coherent line of Argument and use Thinking to explain how and why the evidence supports the claim.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout addressed in this module. The complete standards list, grouped by category, appears on the module's TEKS and ELPS page. This CREATURES rewrite intentionally teaches argumentative writing, so the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii); the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages and made observable in the module tasks.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
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Where the Standards Are Visible in This Module

- Students build a coherent line of argument and use transitions, prepositions, conjunctive adverbs, and complex-sentence structures to show relationships among ideas.
- Students explain how and why evidence supports a claim, making the craft of argumentative reasoning visible.
- Students revise disconnected lists into connected reasoning chains and edit sentence-level conventions in context.

Module 2 - TEKS and ELPS (Cluster 4 · from the Scope & Sequence)

These are the standards addressed in this module, written in full rather than listed only by code, and grouped by category. This CREATURES rewrite intentionally teaches argumentative writing; the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii), and the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages.

TEKS - This Module (from the Cluster 4 Scope & Sequence)

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(x)	edit drafts using standard English conventions, including conjunctive adverbs
TEKS 5.11(D)(xi)	edit drafts using standard English conventions, including prepositions
TEKS 5.11(D)(xii)	edit drafts using standard English conventions, including prepositional phrases
TEKS 5.11(D)(xiii)	edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement
TEKS 5.11(D)(xiv)	edit drafts using standard English conventions, including pronouns, including indefinite
TEKS 5.11(D)(xv)	edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences
TEKS 5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
TEKS 5.11(D)(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
TEKS 5.11(D)(xxviii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
TEKS 5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS - This Module (breakouts addressed)

Standard	Student Expectation (verbatim breakout)
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(D)(i)	write content-area texts using a variety of sentence lengths
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Language Domains

This module builds all four language domains as students listen, speak, read, and write. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In the auditory engagement, students hear two reasoning chains and decide which one actually connects evidence to the claim.
Speaking	Students speak in academic language when students defend the stronger chain by naming the relationship between claim, evidence, and thinking.
Reading	Students read for evidence: students read both passages and mark evidence they can explain with Thinking.
Writing	Students write when students write connected chains of claim, reason, evidence, and thinking.

Module 2 - Learning Destination

I Can Statements

- I can connect a claim, reasons, and evidence into one coherent line of argument.
- I can write a Thinking sentence that explains how and why evidence supports the claim.
- I can use transitions that show real relationships such as cause, contrast, and result.
- I can turn a disconnected list into a connected reasoning chain.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will follow each piece of evidence with Thinking that explains its job.
- I will order my reasons deliberately so the reader can follow one path.
- I will use a transition only when it shows a real relationship.

Success Criteria

- I can arrange Claim -> Reason -> Evidence -> Thinking into a coherent chain.
- I can point to the Thinking sentence that makes my evidence work harder.
- I can explain why evidence without Thinking is incomplete.

Evidence That Will Demonstrate Mastery

- The Listen, Decide, and Defend responses from the auditory engagement.
- The ARGUMENT CHAIN RELAY chains recorded in the Interactive Notebook.
- The independent "Make the Evidence Work" practice.

Module 2 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the From List to Line of Argument chart and the Thinking Starters. You may model one reasoning chain. You may not order a student's argument or write their Thinking for them. The student must still connect the parts and explain how and why the evidence supports the claim.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the Claim, Reason, Evidence, and Thinking in a chain.	Supported. The teacher may reread the chain.	The student names each part of the line of argument.
Inferential	Explain how a piece of evidence supports the claim.	Guided early, independent by Use Again.	The student writes a Thinking sentence that explains the evidence.
Evaluative	Judge whether a chain is a connected line or a disconnected list.	Independent by the game and the auditory task.	The student explains why one chain is coherent and repairs a weak one.

Common Misconceptions and Teacher Response

Common misconception patterns	Teacher response and look-for
Argument-writing misconceptions for Module 2	Students often have all the right pieces but place them as a disconnected list. Watch for evidence dropped into the paragraph without explanation, transitions used mechanically, or thinking that merely repeats the quotation. Ask the writer to draw an arrow from each sentence to the next and explain the relationship aloud.

Module 2 - Levels of Thinking for Argumentative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a CREATURES part to judging and improving a whole argument.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the argument: the claim, a reason, a piece of evidence, the thinking, the ending.
Level 2	Understand	Explain what a CREATURES part does and how it connects to the claim.
Level 3	Apply	Use the part correctly in the student's own argument.
Level 4	Analyze	Compare choices and decide which reason, evidence, or rebuttal is strongest.
Level 5	Evaluate and Create	Judge whether the whole argument is fair, coherent, and grounded, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own argument (Levels 3-5). Precise thinking, not length, is what raises the level.

Teacher Script

"A response is stronger when the student can explain how each part supports the claim, not just that the part is present."

Module 2 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our argument, our two passages, and our thinking - everyday words, academic argument words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
garden	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	the liquid plants and people need to live	Too much water ____.
soil	the ground in which plants grow	The soil became ____.
rights	things people are allowed to have or do	The Declaration named rights such as ____.
nation	a country and its people	The new nation was built on ____.
leader	a person who guides or is in charge of a group	The leaders decided ____.
decision	a choice a person makes	Kendrix made a decision to ____.
problem	something that is wrong and needs to be solved	The problem in the garden was ____.
change	to become or make different	Kendrix changed her plan by ____.

Tier 2 Vocabulary - Academic Argument Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
argument	a connected case that supports a position	I can use the word argument to ____.
coherence	the quality of ideas fitting together in a clear order	I can use the word coherence to ____.
reasoning	logical thinking that connects ideas and evidence	I can use the word reasoning to ____.
transition	a word or phrase that shows how ideas relate	I can use the word transition to ____.
connection	a meaningful relationship between ideas	I can use the word connection to ____.
explain	to tell how or why evidence supports an idea	I can use the word explain to ____.
support	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
organize	to arrange ideas so a reader can follow them	I can use the word organize to ____.
elaborate	to add thinking that makes an idea clearer	I can use the word elaborate to ____.
revise	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence	Kendrix observed the soil before ____.
observation	ob-zer-VAY-shuhn	information noticed carefully by watching or examining	Observation showed Kendrix that ____.
consent	kuhn-SENT	agreement; the people's agreement to be governed	Government power comes from the consent of ____.
governed	GUHV-ernd	the people a government leads	The consent of the governed means ____.
Parliament	PAR-luh-muhnt	the group that made Britain's laws	Colonists objected that Parliament ____.
representation	rep-ri-zen-TAY-shuhn	having a voice in government through chosen leaders	"Taxation without representation" meant ____.
grievance	GREE-vuhns	a complaint about something believed to be unfair	One grievance against the king was ____.
King George III	king jorj thuh THERD	the British king the colonists listed complaints against	King George III was accused of ____.
colonists	KOL-uh-nists	the people living in the thirteen colonies	The colonists believed ____.
transition	tran-ZISH-uhn	a word or phrase that shows how ideas relate	A transition such as therefore shows ____.



Teacher Resource

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

Module 2 - Background Knowledge and Teacher Context

This module uses two Cluster 4 passages that both invite an argument grounded in evidence. In "The Garden That Wouldn't Grow" (Fiction), a girl named Kendrix believes the weak plants need more water; her first assumption makes the garden worse because too much water keeps roots from getting air. After her grandmother helps her examine the soil, Kendrix changes her plan, waters less often, and the garden recovers - showing that evidence-based problem solving is stronger than acting on a first guess. In "Words That Changed a Nation" (Nonfiction), the thirteen colonies approve the Declaration of Independence in 1776; it claims that "all men are created equal," names unalienable rights (life, liberty, and the pursuit of happiness), and says governments receive their power from the consent of the governed - while people such as Abigail Adams already question who is included in the promise of equality.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 4 modules; each grows in length, detail, evidence density, and conceptual demand from module to module. In Module 2 (Medium Stamina), students focus on Argument and Thinking (A-T). Point students back to the medium-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 2 - Materials and Teacher Preparation

This module focuses on Argument and Thinking (A-T). Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Purpose for This Module
CREATURES Whole Map	Highlight A-T while keeping C-R-E visible.
From List to Line of Argument	Claim -> Reason -> Evidence -> Thinking -> next connected reason.
Thinking Starters	This shows... / This matters because... / Therefore... / The evidence supports the claim because...
MICE Inside CREATURES	Connections + Evidence can help a writer generate Thinking and later Significance; MICE does not replace CREATURES.

Materials

Material	Use
Copies of both module passages (Passage 7 and Passage 8, Medium Stamina)	Available for the module lesson, practice, and student evidence work.
Interactive notebooks	Available for the module lesson, practice, and student evidence work.
Pencils	Available for the module lesson, practice, and student evidence work.
Highlighters or colored pencils	Available for the module lesson, practice, and student evidence work.
CREATURES reference card	Available for the module lesson, practice, and student evidence work.
Claim / Reason / Evidence cards	Available for the module lesson, practice, and student evidence work.
Sentence strips or index cards	Available for the module lesson, practice, and student evidence work.
Chart paper	Available for the module lesson, practice, and student evidence work.
Sticky notes	Available for the module lesson, practice, and student evidence work.
Recording sheets	Available for the module lesson, practice, and student evidence work.
Optional spinner or dice	Available for the module lesson, practice, and student evidence work.
Optional pathway gameboard and Pencil Guy markers	Available for the module lesson, practice, and student evidence work.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Student supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides or draggable objects.
Digital tools	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 2 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

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

Module 2 - The CREATURES Model: How an Argument Is Built

Teacher Script

“An argumentative response is built with CREATURES - our whole argumentative memory map. Strong writers build in layers. We do not master every letter at once; we build a defensible foundation first, then add the rest.”

The CREATURES Argumentative Memory Map

Letter	Part	Job in the Argument
C	Claim	Make a clear, defensible position that directly answers the argument of the prompt.
R	Reasons	Develop logical reasons that support the claim and organize the argument.
E	Evidence	Select accurate, relevant text evidence that proves each reason.
A	Argument	Build a coherent line of argument so the response reads like one connected case rather than a disconnected list.
T	Thinking	Explain how and why the evidence supports the claim and strengthens the argument.
U	Understanding Others	Acknowledge and accurately represent another viewpoint. In Grade 5, this is purposeful practice for later counterargument work.
R	Rebuttal	Respond to the other viewpoint with reasoning and evidence to defend or refine the claim.
E	Ending	Conclude purposefully by reinforcing the claim and synthesizing the most important reasoning.
S	Significance	Explain why the issue and position matter beyond the immediate paper and connect the idea to the world around us — the Bluebird Moment.

Grade 5 bridge for U and R: Understanding Others and Rebuttal are taught here as age-appropriate argument habits. Students practice hearing another viewpoint accurately and answering it with evidence; this does not treat a formal counterargument as a separate Grade 5 state requirement.

This Module's Focus

This module focuses on the CONNECTION - A and T. A = build a coherent line of argument (Claim -> Reason -> Evidence -> Thinking -> next connected reason). T = explain how and why the evidence supports the claim. Do not repeat the quotation; interpret its job.

Teacher Language to Repeat Across the Cluster

- "Take a position you can defend."
- "Reasons organize the why."
- "Make the evidence prove something."
- "Build a line, not a list."
- "Explain how and why the proof works."
- "Represent the other viewpoint fairly."
- "Respond to the idea with evidence."
- "Bring the claim home."
- "Give the reader the Bluebird Moment."

Teacher Script

"Build the argument one CREATURES part at a time, and check that every part connects to the same claim."

Module 2 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the argument, they read "The Garden That Wouldn't Grow" and "Words That Changed a Nation" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS - they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

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

How to Use TRACKS

Teacher Script

“As we read BOTH passages, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. The exact words we highlight become the evidence we use to build our argument.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 7 — The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] Before planting, Kendrix and her grandmother spent time preparing the garden. They pulled weeds, loosened the soil, and mixed in compost to help the plants grow. Her grandmother explained that healthy soil gives plants the support and nutrients they need. Kendrix liked arranging the seed packets and helping decide where each plant would grow. They placed taller plants where they would not block sunlight from the smaller ones. By the end of the afternoon, the garden looked neat and ready for the growing season.

[3] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others had stopped growing altogether. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual. She carefully poured water around every stem until the soil looked dark and soaked. She hoped the extra water would help the plants recover quickly.

[4] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix had finished watering. Even though the plants had plenty of water, they looked less healthy each day. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse.

[5] Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. She gently dug into the soil to show Kendrix how wet it had become beneath the surface. Her grandmother explained that healthy roots need both water and air to do their job. She reminded Kendrix that caring for plants means paying attention to several conditions instead of focusing on only one.

[6] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight. Each morning, Kendrix checked the soil by touching it before deciding whether the plants needed water. She also watched for changes in the leaves and stems so she could better understand how the plants were responding.

[7] Within several days, the plants began to recover. New leaves appeared greener, and many of the stems became stronger and stood upright again. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before. She learned that healthy plants depend on a balance of sunlight, water, air, and good soil. The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.

Student Annotation Guide — The Garden That Wouldn't Grow

T — Time

Each spring; After two weeks

R — Reactions

Kendrix quietly observed the garden; the plants began to recover

A — Actions

she watered each plant much more than usual; overly wet and muddy

C — Character/Concept/Creature

Kendrix

K — Key Knowledge

too much water can prevent roots from getting enough air; Without proper air, the roots cannot function effectively

S — Scenery/Setting

her grandmother; tomatoes, peppers, and herbs in neat rows

TRACKS EVIDENCE HIGHLIGHTING — The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

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PASSAGE 8 — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists still considered themselves loyal to Great Britain. However, disagreements between the colonies and the British government had grown over many years. Colonists objected to taxes placed on them without representation in Parliament. They also believed that the British government was limiting many of their freedoms. As tensions increased, more leaders began to believe that declaring independence was the only solution.

[3] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that “all men are created equal.” It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[4] The Declaration also explained why governments exist. According to the document, governments receive their power from the consent of the people they govern. This means that people agree to let governments make laws and protect their rights. The document argued that if a government failed to protect those rights, the people had the authority to change or replace it. These ideas were unusual at the time because many countries were ruled by kings who claimed to have complete authority.

[5] The Declaration listed many complaints against King George III. Colonial leaders believed he had ignored their concerns and treated the colonies unfairly. They included these examples to explain why they believed separating from Great Britain was necessary. By giving their reasons, they hoped other countries would understand why the colonies wanted to become independent.

[6] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to “Remember the Ladies.” She argued that women should also have greater rights and protections. Her words showed that even at the nation’s beginning, people were already questioning who was included in the promise of equality.

[7] Other groups also recognized that the ideas in the Declaration did not apply equally to everyone. Enslaved people remained without freedom, and many Native American groups faced conflict as settlers continued moving west. Although the document spoke about equality and rights, many people continued to work toward making those ideas a reality for everyone. These discussions would continue for many years after the Declaration was written.

[8] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant—and who should have them. Over time, the ideas in the Declaration inspired later generations to seek greater freedom and equal treatment under the law. Although the nation still faced

many challenges, the words written in 1776 continued to shape conversations about rights, liberty, and equality throughout American history.

Student Annotation Guide — Words That Changed a Nation

T — Time

In the summer of 1776; July 4, 1776

R — Reactions

Remember the Ladies; questioning who was included in the promise of equality

A — Actions

grown frustrated with British rule; approved the Declaration of Independence

C — Character/Concept/Creature

Abigail Adams

K — Key Knowledge

all men are created equal; life, liberty, and the pursuit of happiness; unalienable rights

S — Scenery/Setting

the thirteen colonies

TRACKS EVIDENCE HIGHLIGHTING — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

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[8] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant—and who should have them. Over time, the ideas in the Declaration inspired later generations to seek greater freedom and equal treatment under the law. Although the nation still faced

many challenges, the words written in 1776 continued to shape conversations about rights, liberty, and equality throughout American history.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 1 Purpose

Students gather the difference between a list and a line of argument, then reveal that Argument connects the parts and Thinking explains the proof.

Reading Purpose

★ Daily Deck Slide (M2-02 - Reading Purpose)

Write on the board: Read the Medium Stamina versions. Reading focus: Cause, effect, method, reasoning, and how evidence leads to conclusions. Mark details that can become evidence in an argument.

★ Daily Deck Slide (M2-01 - Module Launch)

Write on the board: Module 2 - Medium Stamina - CREATURES Connection: A - Argument and T - Thinking. Overarching Question: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list? I can use A - T to strengthen an argumentative response.

G - Gather: List or Line? **Teacher Script**

"I can hand you five correct puzzle pieces and still fail to show you the picture if I scatter them across the table. Argumentative writing can fail the same way. Today we take correct pieces and connect them so the reader can follow one clear line of thought."

Attention Activity - List or Line?: Display two versions. Students point to a vertical stack for a disconnected list and trace an arrow in the air for a connected line of argument.

- Version A: Kendrix guessed. The soil was muddy. Evidence matters. Plants need air.
- Version B: Kendrix's first guess made the problem worse because the extra water left the soil muddy. This evidence supports an observation-first approach because it shows that acting before checking the conditions can create a new problem.
- Answer Key: Version B forms a connected line because each sentence explains its relationship to the claim.

R - Reveal: Argument and Thinking **Daily Deck Slide (M2-04 - Focus on A-T)**

Write on the board: A = make the case flow as one line of reasoning. T = explain how and why the evidence supports the claim.

 Teacher Script

"A in CREATURES is Argument. It is not just having an opinion. It means building a coherent line in which each reason, piece of evidence, and explanation pushes the same claim forward. T is Thinking. Thinking tells the reader how and why the proof matters."

 Daily Deck Slide (M2-05 - Decide and Defend)

Write on the board: Listening Target: Choose the stronger reasoning chain. Pencils down for the first listen. Respond, explain, then complete Fresh Recall without notes.

 Teacher Script

"I will read two versions. Decide A or B, but your answer is not complete until you defend it with the relationship you heard between claim, evidence, and thinking."

Teach A - Argument as a Connected Line

★ Daily Deck Slide (M2-06 - From List to Line of Argument)

Write on the board: Claim -> Reason -> Evidence -> Thinking -> next connected reason. Use transitions to show relationships. Every sentence should help the same claim move forward.

A coherent line can be visualized as Claim -> Reason -> Evidence -> Thinking -> Transition -> Next Reason. Writers choose an order that helps the reader understand the case rather than dumping all evidence at once.

Teach T - Thinking

★ Daily Deck Slide (M2-07 - Thinking Explains the Proof)

Write on the board: Evidence = what the text gives us. Thinking = how and why that proof supports the claim. Do not repeat the quotation. Interpret its job.

Thinking explains the relationship between evidence and claim. Strong T sentences answer "How does this proof support my position?" and "Why does that relationship matter?" Useful stems: "This evidence supports the claim because..." "This matters because..." "Therefore..." "The detail shows that..." "The relationship is important because..."

MICE as a Support Habit Inside CREATURES

★ Daily Deck Slide (M2-08 - MICE Inside CREATURES)

Write on the board: MICE can help generate T: Thinking. Connections + Evidence -> deeper explanation. CREATURES remains the whole-response map.

MICE - My Inference = Connections I Have + Evidence I Have Found - can still help students generate deeper thinking. In this revised cluster, MICE is nested inside T and later S. It does not replace the full CREATURES structure.

Day 1 Closing

🔊 Teacher Script

"You learned that Argument connects the parts and Thinking explains the proof. Tomorrow we build a full reasoning chain in a relay."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 5.11(D)(x)	edit drafts using standard English conventions, including conjunctive adverbs
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

Day 2 Purpose

Students attempt a coherent argument by arranging mixed sentences into a reasoning chain and identifying the Thinking sentence.

★ Daily Deck Slide (M2-09 - Argument Chain Relay - Directions)

Write on the board: 1. Sort the mixed cards. 2. Build Claim -> Reason -> Evidence -> Thinking. 3. Add a transition if needed. 4. Read the chain aloud. 5. Defend why the order is coherent.

Game: ARGUMENT CHAIN RELAY

Purpose: Students arrange mixed sentences into a coherent mini-argument, then identify the T sentence that explains how the evidence supports the claim.

Teacher Script

"Your group will receive mixed cards. Do not race to be first. Race to be logical. Build a chain that another reader could follow without asking, Why did this sentence come next? When your chain is ready, point to the T sentence and explain how it makes the evidence work harder."

Garden Chain

- C: Evidence-based problem solving is stronger than acting on a first assumption.
- R: A careful observer can adjust a solution when new information appears.
- E: Kendrix begins touching the soil before deciding whether the plants need water.
- T: This supports the claim because she replaces guessing with information from the actual growing conditions.
- A: Therefore, the solution improves when observation guides the next action.

Declaration Chain

- C: A government should be accountable to the people it governs.
- R: Government power is legitimate when people agree to be governed.
- E: The Declaration explains that governments receive power from the consent of the governed.
- T: This supports the claim because authority is presented as something that comes from the people rather than from rulers alone.
- A: As a result, government is expected to protect rights and answer to the people who grant it power.

Relay Answer Key

Both chains are strongest in the order C -> R -> E -> T -> A/transition. Accept alternate placement of the final bridge sentence only when students can explain how the order remains coherent.

★ Daily Deck Slide (M2-10 - Strong vs. Weak Chain)

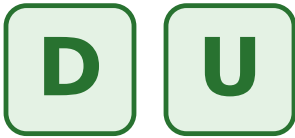
Write on the board: Weak: correct facts appear with no explanation of relationship. Strong: evidence is followed by Thinking that explains its job. Ask: Can I draw a logical arrow from every sentence to the next?

Day 2 Closing

Teacher Script

"You built a connected chain. Remember: a transition can show a relationship, but the relationship itself must be logical and supported."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(D)(xv)	edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

Day 3 Purpose

Students discuss what makes an argument coherent, then independently build a reasoning chain of their own.

D - Discuss the Line

★ Daily Deck Slide (M2-11 - Discuss the Line)

Write on the board: Point to one logical arrow in your chain. Explain what T adds after E. Identify a transition that shows cause, contrast, or result.

Teacher Script

"What makes an argument coherent? Possible response: The sentences are ordered so each idea supports or develops the previous idea and all parts serve the same claim. Teacher asks: Why is evidence without Thinking incomplete? Possible response: The reader may see the proof but still not understand how it supports the claim. Teacher asks: Can a transition make weak reasoning strong? Possible response: No. A transition can show a relationship, but the relationship itself must be logical and supported."

Teacher Script

"Connect to the Overarching Question: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list?"

U - Use It Again: Make the Evidence Work

★ Daily Deck Slide (M2-12 - Independent Argument Chain)

Write on the board: C: claim. R: two reasons. E: proof under each reason. T: explain how/why the proof works. A: use order + transitions to make one connected case. Independent Interactive Notebook / Worksheet - "Make the Evidence Work."

Directions: 1. Choose one sentence-statement prompt. 2. Write a claim and two reasons. 3. Add one evidence sentence under each reason. 4. Follow each evidence sentence with T - Thinking that explains how and why it supports the claim. 5. Use at least one transition that shows a real relationship. 6. Draw arrows showing the line of argument.

Sentence-Statement Prompt A: Defend the position that evidence-based problem solving is stronger than acting on a first assumption in *The Garden That Wouldn't Grow*. Sentence-Statement Prompt B: Defend the position that a government should be accountable to the people it governs using evidence from *Words That Changed a Nation*.

★ Daily Deck Slide (M2-13 - Model Answer Reveal)

Write on the board: Find E: the passage proof. Find T: the sentence explaining how the proof supports the claim. Find A: the order/transition that keeps the case moving. Sample Answer / Teacher Key:

- Garden model: Evidence-based problem solving is stronger than acting on a first assumption. One reason is that observation reveals information an assumption can miss. Kendrix's grandmother shows her that the soil remains wet below the surface even when the top appears different. This supports the claim because the actual condition of the soil - not Kendrix's first guess - explains why the plants are struggling. Therefore, the stronger solution begins when evidence guides the next action.

- Words model: A government should be accountable to the people it governs. One reason is that political power should depend on the people's agreement. The passage explains that the Declaration says governments receive power from the consent of the governed. This evidence supports the claim because it treats citizens as the source of legitimate authority rather than passive subjects. Therefore, government has a responsibility to protect rights and answer to the people.

Day 3 Closing

🔊 Teacher Script

"You built a connected line on your own. Check that every sentence leads to the next and that your Thinking explains each piece of proof."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence
ELPS 4(D)(i)	write content-area texts using a variety of sentence lengths
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Day 4 Purpose

Students revise a disconnected list into a coherent argument, award their strongest Thinking, then target a next step.

Standards Application Check - Module 2

★ Daily Deck Slide (M2-14 - Standards Application Check)

Write on the board: Turn a list into a line. Combine repeated ideas. Improve a transition. Edit the assigned Grade 5 conventions.

Students revise a disconnected list into a coherent argument. They combine repeated sentences, improve one transition, and edit conjunctive adverbs, prepositions and prepositional phrases, indefinite pronouns, subordinating conjunctions, commas in complex sentences, and spelling in their own paragraph. Teacher model:

Disconnected - "The Declaration talks about rights. Government has power. People agree. This is good." Revised - "The Declaration connects rights to government responsibility; moreover, it explains that government receives power from the consent of the governed. This relationship supports the argument that government should remain accountable to the people."

A - Award Your Thinking

★ Daily Deck Slide (M2-15 - Award Your Thinking)

Write on the board: Highlight your strongest T sentence. Complete: "The reader understands my proof because I explained ____."

 Teacher Script

"Highlight one T sentence that makes your evidence work harder. Write in the margin, The reader understands my proof because I explained ____."

T - Target Your Argument **Daily Deck Slide (M2-16 - Target Your Argument)**

Write on the board: Choose ONE: stronger order, deeper T, more precise transition, less repetition, clearer link to claim.

Choose one target: order ideas more logically; explain evidence more deeply; use transitions only when they show a real relationship; avoid repeating the quote; connect every paragraph back to the claim.

Day 4 Closing

Complete the sentence: "My next step for building one connected argument is to ____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xii)	edit drafts using standard English conventions, including prepositional phrases
TEKS 5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Day 5 Purpose

Students teach the difference between having argument parts and building an argument, then answer the module overarching question.

E - Turn and Teach A-T

★ Daily Deck Slide (M2-17 - Turn and Teach A-T)

Write on the board: Explain A without saying "it is an argument." Explain T without reading the definition. Give one original Thinking sentence for passage evidence.

Teacher Script

"Teach a partner the difference between having argument parts and building an argument. Use your finger to trace the path from claim to evidence to thinking. Then give one original T sentence."

 Daily Deck Slide (M2-20 - Answer the Overarching Question)

Write on the board: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list?

Argument gives the response a logical path, and thinking explains why each piece of evidence matters on that path. Writers order reasons deliberately, use transitions to show relationships, and explain how evidence supports the claim. The result is a coherent line of argument in which every part leads the reader toward the same position.

Teacher Closing Words of Encouragement **Teacher Script**

"Today you moved from collecting parts to controlling the reader's path. That is the work of a real argument. Your evidence became more powerful because your Thinking explained it, and your Argument showed the reader how each idea belonged."

Module 2 - Low, Medium, and High Exemplars

Task: Build a connected line of argument for the sentence-statement prompt "Defend the position that evidence-based problem solving is stronger than acting on a first assumption in The Garden That Wouldn't Grow."

Low Exemplar

- Student Response: "Kendrix guessed. The soil was muddy. Evidence matters. Plants need air." (Correct facts, but a disconnected list.)
- What Is Working: The response includes accurate details from the passage.
- Teacher Notes: The sentences sit side by side with no explanation of how they connect to the claim.
- What Needs Improvement: Add Thinking after the evidence and a transition so the sentences form one connected line.

Medium Exemplar

- Student Response: "Evidence-based problem solving is stronger. Kendrix touches the soil before watering. This shows she uses information." (Claim, evidence, and some thinking, but the connection is thin.)
- What Is Working: The response has a claim, a piece of evidence, and the beginning of a Thinking sentence.
- Teacher Notes: The Thinking restates the evidence more than it explains how the evidence supports the claim.
- What Needs Improvement: Deepen the Thinking ("This supports the claim because she replaces guessing with information from the actual growing conditions") and add a transition such as therefore.

High Exemplar

- Student Response: "Evidence-based problem solving is stronger than acting on a first assumption. One reason is that observation reveals information an assumption can miss. Kendrix's grandmother shows her that the soil remains wet below the surface even when the top appears different. This supports the claim because the actual condition of the soil - not Kendrix's first guess - explains why the plants are struggling. Therefore, the stronger solution begins when evidence guides the next action." (A connected line of argument.)
- What Is Working: The claim, reason, evidence, thinking, and transition form one coherent line in which every sentence pushes the same claim forward.
- Teacher Notes: The line of argument is coherent and the Thinking makes the evidence work harder; it is ready for Understanding Others and Rebuttal in Module 3.

Module 2 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can connect parts into a coherent line of argument with Thinking.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.12(C)(ii) craft; 5.11(C)(v) combine ideas for coherence
Task	Students play ARGUMENT CHAIN RELAY and complete the independent "Make the Evidence Work" task.
Expected Response	Students arrange Claim -> Reason -> Evidence -> Thinking, follow evidence with Thinking that explains it, and use a transition that shows a real relationship.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each CREATURES part and explain their reasoning.

Formative Assessment

The independent Use-It-Again practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Line of Argument	Must connect the parts so each sentence pushes the same claim forward.
Thinking	Must explain how and why the evidence supports the claim, not repeat it.
Transition	Must use a transition that shows a real relationship.
Coherence	A reader must be able to follow the order without asking why a sentence came next.

Simple Module Rubric (0-3)

Category	Scoring Guide
Claim	0 missing; 1 unclear/factual; 2 clear position; 3 clear, defensible, precise position
Reasons	0 missing; 1 repeated/weak; 2 logical; 3 distinct and well organized
Evidence	0 missing; 1 weak/inaccurate; 2 relevant; 3 precise and clearly matched
Conventions	0 interferes; 1 frequent errors; 2 mostly correct; 3 controlled and readable

Answer Key - Sample

List (weak): Kendrix guessed. The soil was muddy. Evidence matters. Line (strong): Kendrix guessed first; the muddy soil showed the guess was wrong; therefore evidence should guide the next action.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Listen, Decide, and Defend: Students choose the stronger reasoning chain and defend it by naming the relationship between claim, evidence, and thinking.
- Visual/Physical - Attempt: ARGUMENT CHAIN RELAY: Students build a Claim -> Reason -> Evidence -> Thinking chain and point to the T sentence.
- Written - Discuss/Use: Independent Argument Chain: Students write a connected line of argument with at least one transition.

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers, card, or written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 2

Arrow the Relationship

For students who place correct parts as a disconnected list, make the connections physical with arrows.



Teacher Script

"We are going to place arrows between the parts and say what each arrow means."

Directions: Students receive four sentence strips - claim, reason, evidence, and thinking. The teacher physically places arrows between them. At each arrow, students say the relationship aloud:

- "This reason supports the claim because ____."
- "This evidence proves the reason because ____."
- "This thinking explains the evidence because ____."

Then students rebuild a second chain without the arrows.

Goal: Students learn that a connected argument explains the relationship between each part, not just lists the parts.

Module 2 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to connect the parts.	Students order claim, reason, evidence, and thinking as one line.	Students place correct parts as a disconnected list.	Ask, "Can you draw an arrow from each sentence to the next?"
Ask for Thinking after evidence.	Students explain how and why the evidence supports the claim.	Students repeat the quotation as their thinking.	Ask, "What does this proof show, and why does it matter?"
Ask about a transition.	Students use a transition that shows a real relationship.	Students use a transition mechanically.	Ask, "What relationship does this transition actually show?"

Student Support Quick Reference

If a student...	Support to Provide
Lists parts without connecting	Use Arrow the Relationship to make connections physical.
Repeats the quote as thinking	Ask what the proof shows and why it matters.
Uses transitions mechanically	Ask what relationship the transition shows.
Masters quickly	Route to the Module 2 enrichment (One Claim, Two Logical Orders).

Enrichment - Module 2

One Claim, Two Logical Orders

Students who master the line of argument explore how order changes emphasis.

★ Daily Deck Slide (M2-19 - Enrichment - Two Logical Orders)

Write on the board: Build Order A. Build Order B. Explain how emphasis changes. Defend which order serves the reader best.

Challenge: Students create two different but defensible orders for the same pair of reasons. They explain how each order changes emphasis, then choose the order that makes the strongest case for the intended audience.

Extension: Students explain which transition best signals the relationship between the two reasons in each order.

Module 2 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Defend the position that evidence-based problem solving is stronger than acting on a first assumption in *The Garden That Wouldn't Grow*.
- Defend the position that a government should be accountable to the people it governs using evidence from *Words That Changed a Nation*.
- Defend the position that observation reveals information an assumption can miss.
- Defend the position that political power should depend on the people's agreement.
- Defend the position that a transition is only useful when it shows a real relationship.

Writing Prompt

Choose one prompt from the bank. This week you learned to build a coherent line of argument with Thinking. Use the lesson tools to build one stronger part of an argumentative response.

Planning Support

1. Write a claim and two reasons.
2. Add one evidence sentence under each reason, then follow it with Thinking that explains how and why it supports the claim.
3. Use at least one transition that shows a real relationship and draw arrows showing the line of argument.

Drafting Space

Success Criteria

- My work follows this module's CREATURES focus accurately.
- My ideas and evidence come from the two Cluster 4 passages.
- My writing is clear, fair, and organized as one connected case.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice, add one needed idea, delete one distracting idea, and combine repeated ideas so the argument is coherent.

Edit

Run the Conventions Sweep for this module: conjunctive adverbs, prepositions and prepositional phrases, subordinating conjunctions to form complex sentences, indefinite pronouns, and commas in complex sentences.

Module 2 - Auditory Engagement (Active Participation)

Approach: Listen, Decide, and Defend.

Purpose: Students compare two possible reasoning chains, decide which is stronger, and defend the choice.

Listening Target: Listen for whether the evidence and thinking actually connect to the claim.

Teacher Script

"I will read two versions. Decide A or B, but your answer is not complete until you defend it with the relationship you heard between claim, evidence, and thinking."

Round	Version A	Version B	Answer
1	"Kendrix should observe before acting. The soil was muddy. This proves nothing."	"Kendrix should observe before acting. The muddy soil showed that more water was worsening the problem. This evidence supports the claim because observation revealed information her first assumption missed."	B
2	"Government should be accountable to the people. The Declaration says power comes from the consent of the governed. This supports the claim because authority depends on the people's agreement."	"Government should be accountable to the people. The colonists met in 1776. This is important."	A

Student response: Mark A or B, then say, "I chose ___ because it explains the relationship between the evidence and the claim."

Fresh Recall: Students cover notes and say one sentence that explains the difference between evidence and Thinking.

Pause Points

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

|| Pause Point - List or Line

Stop and think: Do my sentences form a connected line, or a disconnected list?

|| Pause Point - Add the Thinking

Stop and think: Does my Thinking explain how and why the evidence supports the claim?

|| Pause Point - Real Relationship

Stop and think: Does my transition show a real relationship such as cause, contrast, or result?

|| Pause Point - Follow the Path

Stop and think: Can a reader move from each sentence to the next without asking why?

Module 2 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

Directions: This tracker is for YOU! As you read and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel.

I Can...	Not yet	Getting set	I can do it
Connect claim, reason, evidence, and thinking into one line of argument.			
Write Thinking that explains how and why the evidence supports the claim.			
Use transitions that show real relationships.			
Turn a disconnected list into a connected chain.			

One thing I am proud of:

One thing I want to get better at:

Module 2 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list? Now we can answer it: Argument gives the response a logical path, and thinking explains why each piece of evidence matters on that path. Writers order reasons deliberately, use transitions to show relationships, and explain how evidence supports the claim. The result is a coherent line of argument in which every part leads the reader toward the same position."

Module Overarching Question - Answered

How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list? Argument gives the response a logical path, and thinking explains why each piece of evidence matters on that path. Writers order reasons deliberately, use transitions to show relationships, and explain how evidence supports the claim. The result is a coherent line of argument in which every part leads the reader toward the same position.

Teacher Reflection - Module 2

Which students can build this module's CREATURES skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready for Module 3, Understanding Others and Rebuttal - stating another viewpoint fairly, then answering it with evidence?

Teacher Notes

Module 2 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 2 fully online without losing rigor or participation. For Argument Chain Relay, place the claim, reason, evidence, and Thinking cards in a shared slide or digital whiteboard. Students drag each card into a connected line, add arrows that name the relationship, and explain their Thinking sentence in a breakout room or the chat. Display the From List to Line of Argument chart and the Thinking Starters while students work. For the independent task, students type their chain or hold up a notebook page that labels each part. During Explain to Others, partners trace the path from claim to evidence to Thinking and use one transition only after they can name the relationship it shows.

M O D U L E

3

**Understanding Others and
Building an Evidence-Based
Rebuttal**

Week 3 • High Stamina

Module 3: Understanding Others and Building an Evidence-Based Rebuttal

Week 3 - High Stamina - Cluster 4 (ECR Opinion / Argumentative)

CREATURES Perspective: U — Understanding Others and R — Rebuttal



Teacher Script

"How can a writer build a fair, evidence-based argument that a reader can follow, trust, and remember?"

Module Overarching Question

How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker?

Module Writing Prompt - Sentence Statement

Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions. Most begin with "Defend the position..." or another direct action statement.

Today We Will Look For

- how to represent another viewpoint accurately and fairly before responding
- how a rebuttal answers the viewpoint with reasoning and evidence, not personal attack
- how considering the other side can make a claim more credible or more precise
- how to bridge from a rebuttal back toward the claim and conclusion

Student reminder: Take a position you can defend, then build the argument one CREATURES part at a time.

Why This Module Matters

This module teaches two habits that prepare students for later-grade counterargument expectations. U — Understanding Others requires an accurate, respectful representation of another viewpoint. R — Rebuttal requires a reasoned response supported by evidence. Grade 5 students practice the thinking habit of hearing another side and answering it fairly; a formal counterargument is not treated as a separate Grade 5 state requirement.

Module Passage Set - High Stamina

Required stamina level for Module 3: High Stamina. Both passage families grow in length, detail, evidence density, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
The Garden That Wouldn't Grow	Fiction	7	1171
Words That Changed a Nation	Nonfiction	8	1076

Teacher Passage Use Note: Use only the High Stamina passage versions printed in this module. All prompts, models, games, quotations, answer keys, intervention, enrichment, and virtual work in Module 3 are aligned to these versions.

Module Independent Product

Independently complete "Understand, Then Respond": write a claim, write one U sentence that accurately represents another viewpoint, write one R sentence that responds with reasoning and evidence, and add a bridge sentence back toward the claim and conclusion.

Teacher Inspiration

Teacher Script

“Strong argument writers are also strong listeners. Today you proved that considering another viewpoint does not erase your claim. It gives you a chance to make your reasoning more accurate, fair, and convincing.”

Module 3 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: Understanding Others and Rebuttal — stating another viewpoint accurately and fairly, then answering it with reasoning and evidence.
- The catch phrase: Represent the other viewpoint fairly, then respond with evidence.
- The two reading passages: "The Garden That Wouldn't Grow" (Kendrix learns that examining evidence about the soil leads to a stronger plan than acting on her first guess to add more water) and "Words That Changed a Nation" (the 1776 Declaration of Independence claimed that "all men are created equal" and named unalienable rights, and people such as Abigail Adams already questioned who was included).

One Question to Ask at Home



Teacher Script

"What is the other viewpoint, and how would you answer it fairly with evidence?"

One Way to Help

When your child disagrees with an idea, ask them to first say the other side fairly, then answer it with a reason and evidence. Listening before responding is this week's skill.

Family Letter

Dear Families,

This week your child is learning to consider another point of view fairly before answering it. This module focuses on two CREATURES letters - U for Understanding Others and R for Rebuttal. Your child learns to restate another viewpoint accurately and respectfully, then respond with reasoning and evidence. Considering the other side does not weaken an argument; it makes the writer more credible.

We are reading two passages: "The Garden That Wouldn't Grow," about a girl named Kendrix whose careful observation leads to better decisions, and "Words That Changed a Nation," about the Declaration of Independence and questions about who was included in its promise of equality. Your child will practice hearing another view and answering it with evidence.

Please try this at home: When your child disagrees with an idea, ask them to first say the other side fairly, then answer it with a reason and evidence.

In class, students will practice a simple fairness check: before they answer another idea, they will ask whether a person who holds that view would recognize the way it was stated. Then students will use details from the passages to explain why their original claim remains stronger or needs a more precise condition. This is careful listening and evidence-based writing, not a contest to defeat another person.

At home, practice the two-step CREATURES HABIT: mirror first, respond second. You might say, "Kendrix should have watered immediately because the plants looked weak." Ask your child to restate that view so you would recognize it, then ask for a respectful response using a passage detail about the overly wet soil or roots needing air. The goal is not to win an argument; it is to show that careful listening and evidence can make an idea clearer and fairer.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a considerar otro punto de vista de manera justa antes de responderlo. Este módulo se concentra en dos letras de CREATURES: U de Comprender a los Demás (Understanding Others) y R de Refutación (Rebuttal). Su hijo o hija aprende a repetir otro punto de vista de forma exacta y respetuosa, y luego a responder con razonamiento y evidencia. Considerar el otro lado no debilita un argumento; hace que el escritor sea más creíble.

Leemos dos pasajes: "The Garden That Wouldn't Grow," sobre una niña llamada Kendrix cuya observación cuidadosa la lleva a tomar mejores decisiones, y "Words That Changed a Nation," sobre la Declaración de Independencia y las preguntas sobre quién estaba incluido en su promesa de igualdad. Su hijo o hija practicará escuchar otro punto de vista y responderlo con evidencia.

Por favor, intente esto en casa: Cuando su hijo o hija esté en desacuerdo con una idea, pídale que primero exprese el otro lado de forma justa y luego lo responda con una razón y evidencia.

En clase, los estudiantes practicarán una sencilla revisión de justicia: antes de responder a otra idea, preguntarán si una persona que sostiene esa opinión reconocería la manera en que fue expresada. Después usarán detalles de los textos para explicar por qué su afirmación original sigue siendo más fuerte o necesita una condición más precisa. Esto es escuchar con cuidado y escribir con evidencia, no un concurso para derrotar a otra persona.

En casa, practiquen el HÁBITO de CREATURES de dos pasos: primero reflejar, después responder. Usted podría decir: "Kendrix debió regar de inmediato porque las plantas se veían débiles." Pida a su hijo o hija que repita esa opinión de modo que usted la reconozca y luego solicite una respuesta respetuosa que use un detalle del texto sobre la tierra demasiado mojada o las raíces que necesitan aire. La meta no es ganar una discusión; es mostrar que escuchar con cuidado y usar evidencia puede hacer una idea más clara y justa.

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

Module 3 - Family Conversation Starters

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

Give your child wait time, invite them to point to a detail in either passage, and ask a follow-up such as "What makes you think that?" The goal is an evidence-based conversation, not a single correct answer.

- Why can fairly stating the other viewpoint make your argument stronger?
- What is the difference between a rebuttal and attacking the other person?
- In "The Garden That Wouldn't Grow," why might someone argue Kendrix was right to water more quickly, and how would you answer that fairly?
- In "Words That Changed a Nation," who was left out of the promise of equality in 1776?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet. Choose a quiet ten-minute moment, let your child explain before you add an idea, and celebrate a revised answer that becomes clearer or fairer.

Family Activity - Mirror First

One person makes a claim; the other must restate it fairly before responding. Only after the first person says "Yes, that is what I meant" may the second person answer with a reason. Practice listening before replying.

Family Activity - Refine, Don't Retreat

State an opinion, hear a strong other viewpoint, then decide together whether to keep the opinion or make it more precise by adding a reasonable condition.

Module 3 - Lesson Overview and Standards

Lesson Overview

This module teaches two habits that prepare students for later-grade counterargument expectations. U — Understanding Others requires an accurate, respectful representation of another viewpoint. R — Rebuttal requires a reasoned response supported by evidence. Grade 5 students practice the thinking habit of hearing another side and answering it fairly; a formal counterargument is not treated as a separate Grade 5 state requirement. Using "The Garden That Wouldn't Grow" and "Words That Changed a Nation," students work with the high-stamina passage versions to practice this module's CREATURES focus.

BIG Goal: Students will accurately represent another viewpoint (Understanding Others) and answer it with an evidence-based Rebuttal that defends or refines the claim.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout addressed in this module. The complete standards list, grouped by category, appears on the module's TEKS and ELPS page. This CREATURES rewrite intentionally teaches argumentative writing, so the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii); the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages and made observable in the module tasks.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(vi)	revise drafts by rearranging ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xvi)	edit drafts using standard English conventions, including capitalization of abbreviations
TEKS 5.11(D)(xvii)	edit drafts using standard English conventions, including capitalization of initials
TEKS 5.11(D)(xviii)	edit drafts using standard English conventions, including capitalization of acronyms
TEKS 5.11(D)(xix)	edit drafts using standard English conventions, including capitalization of organizations
TEKS 5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences

Where the Standards Are Visible in This Module

- Students accurately represent another viewpoint, then respond with a rebuttal grounded in reasoning and evidence.
- Students rearrange viewpoint and rebuttal sentences for coherence and include a brief bridge toward a conclusion.
- Students practice capitalization of abbreviations, initials, acronyms, and organizations in passage-based historical writing.

Module 3 - TEKS and ELPS (Cluster 4 · from the Scope & Sequence)

These are the standards addressed in this module, written in full rather than listed only by code, and grouped by category. This CREATURES rewrite intentionally teaches argumentative writing; the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii), and the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages.

TEKS - This Module (from the Cluster 4 Scope & Sequence)

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion

Writing Genre TEKS

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TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(vi)	revise drafts by rearranging ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xvi)	edit drafts using standard English conventions, including capitalization of abbreviations
TEKS 5.11(D)(xvii)	edit drafts using standard English conventions, including capitalization of initials
TEKS 5.11(D)(xviii)	edit drafts using standard English conventions, including capitalization of acronyms
TEKS 5.11(D)(xix)	edit drafts using standard English conventions, including capitalization of organizations
TEKS 5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences

ELPS - This Module (breakouts addressed)

Standard	Student Expectation (verbatim breakout)
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(E)(i)	write content-area specific text using conventions
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose
ELPS 4(F)(v)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific audience
ELPS 4(F)(vi)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific audience
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Language Domains

This module builds all four language domains as students listen, speak, read, and write. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In the auditory engagement, students hear a viewpoint stem and restate the other viewpoint accurately in their own words.
Speaking	Students speak in academic language when students explain why a restatement is fair and then respond with an evidence-based rebuttal.
Reading	Students read for evidence: students read both passages and locate evidence for a rebuttal.
Writing	Students write when students write an accurate U sentence and an evidence-based R sentence.

Module 3 - Learning Destination

I Can Statements

- I can represent another viewpoint accurately and fairly before responding.
- I can write a rebuttal that answers the viewpoint with reasoning and evidence.
- I can respond to an idea instead of attacking the person who holds it.
- I can bridge from a rebuttal back toward my claim and conclusion.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will mirror the other viewpoint fairly before I respond.
- I will use passage evidence to defend or refine my claim.
- I will keep my response respectful and grounded in the text.

Success Criteria

- I can state another viewpoint so accurately that someone who holds it would agree.
- I can write a rebuttal that uses reasoning and evidence.
- I can decide whether the other viewpoint should make me refine my claim.

Evidence That Will Demonstrate Mastery

- The Finish the Thought responses from the auditory engagement.
- The MIRROR AND RESPOND matches recorded in the Interactive Notebook.
- The independent "Understand, Then Respond" practice.

Module 3 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the Understanding Others, Rebuttal, and Fairness Check charts. You may model one mirror-and-respond. You may not represent the other viewpoint for a student or write their rebuttal. The student must still mirror the viewpoint fairly and respond with reasoning and evidence.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Restate another viewpoint accurately.	Supported. The teacher may reread the viewpoint.	The student mirrors the viewpoint so it is recognizable.
Inferential	Respond to the viewpoint with reasoning and evidence.	Guided early, independent by Use Again.	The student writes a rebuttal grounded in the passage.
Evaluative	Decide whether the other viewpoint should refine the claim.	Independent by the game and the auditory task.	The student defends or refines the claim and explains why.

Common Misconceptions and Teacher Response

Common misconception patterns	Teacher response and look-for
Argument-writing misconceptions for Module 3	Students may caricature the other viewpoint or treat rebuttal as "proving the other person wrong." Insist on accuracy and respect. The other viewpoint should be recognizable and reasonable before the rebuttal begins. Then require text-based reasoning rather than personal dismissal.

Module 3 - Levels of Thinking for Argumentative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a CREATURES part to judging and improving a whole argument.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the argument: the claim, a reason, a piece of evidence, the thinking, the ending.
Level 2	Understand	Explain what a CREATURES part does and how it connects to the claim.
Level 3	Apply	Use the part correctly in the student's own argument.
Level 4	Analyze	Compare choices and decide which reason, evidence, or rebuttal is strongest.
Level 5	Evaluate and Create	Judge whether the whole argument is fair, coherent, and grounded, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own argument (Levels 3-5). Precise thinking, not length, is what raises the level.

Teacher Script

"A response is stronger when the student can explain how each part supports the claim, not just that the part is present."

Module 3 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our argument, our two passages, and our thinking - everyday words, academic argument words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
garden	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	the liquid plants and people need to live	Too much water ____.
soil	the ground in which plants grow	The soil became ____.
rights	things people are allowed to have or do	The Declaration named rights such as ____.
nation	a country and its people	The new nation was built on ____.
leader	a person who guides or is in charge of a group	The leaders decided ____.
decision	a choice a person makes	Kendrix made a decision to ____.
problem	something that is wrong and needs to be solved	The problem in the garden was ____.
change	to become or make different	Kendrix changed her plan by ____.

Tier 2 Vocabulary - Academic Argument Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
viewpoint	a position or way of seeing an issue	I can use the word viewpoint to ____.
rebuttal	a reasoned response to another viewpoint	I can use the word rebuttal to ____.
credible	believable because it is fair, accurate, and supported	I can use the word credible to ____.
acknowledge	to recognize another idea fairly before responding	I can use the word acknowledge to ____.
refine	to make a claim more precise after new thinking	I can use the word refine to ____.
reasoning	logical thinking that connects ideas and evidence	I can use the word reasoning to ____.
evidence	accurate information from a text used as proof	I can use the word evidence to ____.
respond	to answer an idea with relevant thinking	I can use the word respond to ____.
support	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
revise	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence	Kendrix considered another view when ____.
viewpoint	VYOO-point	a person's way of seeing an issue	One viewpoint about Kendrix's watering is ____.
rebuttal	ri-BUHT-uhl	a reasoned response to another viewpoint	A rebuttal answers the other view by ____.
Continental Congress	kon-tuh-NEN-tuhl KONG-gris	the group of colonial leaders who voted to separate	The Continental Congress voted to ____.
Boston Massacre	BAW-stuhn MAS-uh-ker	the 1770 event that increased anger toward British soldiers	The Boston Massacre made colonists ____.
Boston Tea Party	BAW-stuhn TEE PAR-tee	the protest where colonists dumped tea into Boston Harbor	The Boston Tea Party was a protest against ____.
Enlightenment	en-LYT-n-muhnt	a period of new ideas about rights and government	Enlightenment thinkers believed ____.
John Locke	jon lok	an Enlightenment thinker who influenced the Declaration	John Locke believed people are born with ____.
divine right	dih-VYN ryt	the belief that a ruler's authority comes from God	Divine right was different from the idea that ____.
refine	ri-FYN	to make a claim more precise after new thinking	A writer may refine a claim when ____.



Teacher Resource

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

Module 3 - Background Knowledge and Teacher Context

This module uses two Cluster 4 passages that both invite an argument grounded in evidence. In "The Garden That Wouldn't Grow" (Fiction), a girl named Kendrix believes the weak plants need more water; her first assumption makes the garden worse because too much water keeps roots from getting air. After her grandmother helps her examine the soil, Kendrix changes her plan, waters less often, and the garden recovers - showing that evidence-based problem solving is stronger than acting on a first guess. In "Words That Changed a Nation" (Nonfiction), the thirteen colonies approve the Declaration of Independence in 1776; it claims that "all men are created equal," names unalienable rights (life, liberty, and the pursuit of happiness), and says governments receive their power from the consent of the governed - while people such as Abigail Adams already question who is included in the promise of equality.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 4 modules; each grows in length, detail, evidence density, and conceptual demand from module to module. In Module 3 (High Stamina), students focus on Understanding Others and Rebuttal (U-R). Point students back to the high-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 3 - Materials and Teacher Preparation

This module focuses on Understanding Others and Rebuttal (U-R). Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Purpose for This Module
CREATURES Whole Map	Highlight U-R.
Understanding Others	State another viewpoint accurately before responding.
Rebuttal	Answer the viewpoint with reasoning and evidence; do not attack the person.
Fairness Check	Would someone who holds the other viewpoint recognize your description as accurate?

Materials

Material	Use
Copies of both module passages (Passage 7 and Passage 8, High Stamina)	Available for the module lesson, practice, and student evidence work.
Interactive notebooks	Available for the module lesson, practice, and student evidence work.
Pencils	Available for the module lesson, practice, and student evidence work.
Highlighters or colored pencils	Available for the module lesson, practice, and student evidence work.
CREATURES reference card	Available for the module lesson, practice, and student evidence work.
Claim / Reason / Evidence cards	Available for the module lesson, practice, and student evidence work.
Sentence strips or index cards	Available for the module lesson, practice, and student evidence work.
Chart paper	Available for the module lesson, practice, and student evidence work.
Sticky notes	Available for the module lesson, practice, and student evidence work.
Recording sheets	Available for the module lesson, practice, and student evidence work.
Optional spinner or dice	Available for the module lesson, practice, and student evidence work.
Optional pathway gameboard and Pencil Guy markers	Available for the module lesson, practice, and student evidence work.
Viewpoint cards	Available for the module lesson, practice, and student evidence work.
Rebuttal cards	Available for the module lesson, practice, and student evidence work.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Student supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides or draggable objects.
Digital tools	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 3 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

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

Module 3 - The CREATURES Model: How an Argument Is Built

Teacher Script

“An argumentative response is built with CREATURES - our whole argumentative memory map. Strong writers build in layers. We do not master every letter at once; we build a defensible foundation first, then add the rest.”

The CREATURES Argumentative Memory Map

Letter	Part	Job in the Argument
C	Claim	Make a clear, defensible position that directly answers the argument of the prompt.
R	Reasons	Develop logical reasons that support the claim and organize the argument.
E	Evidence	Select accurate, relevant text evidence that proves each reason.
A	Argument	Build a coherent line of argument so the response reads like one connected case rather than a disconnected list.
T	Thinking	Explain how and why the evidence supports the claim and strengthens the argument.
U	Understanding Others	Acknowledge and accurately represent another viewpoint. In Grade 5, this is purposeful practice for later counterargument work.
R	Rebuttal	Respond to the other viewpoint with reasoning and evidence to defend or refine the claim.
E	Ending	Conclude purposefully by reinforcing the claim and synthesizing the most important reasoning.
S	Significance	Explain why the issue and position matter beyond the immediate paper and connect the idea to the world around us — the Bluebird Moment.

Grade 5 bridge for U and R: Understanding Others and Rebuttal are taught here as age-appropriate argument habits. Students practice hearing another viewpoint accurately and answering it with evidence; this does not treat a formal counterargument as a separate Grade 5 state requirement.

This Module's Focus

This module focuses on PERSPECTIVE - U and R. U = represent another viewpoint accurately and fairly. R = respond with reasoning and evidence to defend or refine the claim. Respect the idea; do not attack the person.

Teacher Language to Repeat Across the Cluster

- "Take a position you can defend."
- "Reasons organize the why."
- "Make the evidence prove something."
- "Build a line, not a list."
- "Explain how and why the proof works."
- "Represent the other viewpoint fairly."
- "Respond to the idea with evidence."
- "Bring the claim home."
- "Give the reader the Bluebird Moment."



Teacher Script

"Build the argument one CREATURES part at a time, and check that every part connects to the same claim."

Module 3 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the argument, they read "The Garden That Wouldn't Grow" and "Words That Changed a Nation" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS - they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

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

How to Use TRACKS

Teacher Script

“As we read BOTH passages, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. The exact words we highlight become the evidence we use to build our argument.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 7 — The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] Before planting, Kendrix and her grandmother spent several afternoons preparing the garden. They pulled weeds, loosened the soil, and mixed in compost to help improve the growing conditions. Her grandmother explained that healthy soil gives plants the nutrients and support they need to grow. Kendrix enjoyed organizing the seed packets and helping decide where each plant should go. They placed the taller tomato plants where they would not block sunlight from the smaller herbs and peppers. They also left enough space between the plants so each one would have room to grow. By the time they finished, the rows looked neat and organized. Kendrix smiled as she imagined how colorful the garden would look later in the season.

[3] Over the next several days, Kendrix checked the garden each morning before breakfast. Tiny green sprouts began to appear through the soil. She was excited to see the first signs of growth and eagerly pointed them out to her grandmother. They watered the garden carefully and removed small weeds that appeared between the rows. Her grandmother reminded Kendrix that gardens require patience because healthy plants grow little by little instead of all at once. Kendrix understood that growing plants takes time, but she still hoped the garden would soon be full of vegetables and herbs.

[4] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others seemed to have stopped growing altogether. Kendrix carefully looked over each row, wondering why the garden looked so different from previous years. Thinking she understood the problem, Kendrix suggested that the plants needed more water. Since the weather had been warm, she believed the soil must have dried out more quickly than usual.

[5] The following day, she watered each plant much more than usual. She slowly poured water around every stem until the soil became dark and soaked. She even returned later that afternoon to give the plants another drink because she wanted to make sure they had enough water. Kendrix felt confident that she had solved the problem. She imagined the leaves becoming greener overnight and the stems growing stronger by the next morning.

[6] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix finished watering. The ground felt soft beneath her shoes, and some areas looked almost swampy. Even though the plants had plenty of water, they looked less healthy each day. Several leaves curled at the edges, and a few stems leaned over even more than before.

[7] Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse. She wondered if something else was wrong with the garden. Maybe insects had damaged the plants. Perhaps the weather had changed too much. She thought about

many possible reasons, but none of them seemed to explain why every plant looked unhealthy.

[8] Her grandmother examined the soil and carefully looked at the plants. She gently pressed her fingers into the ground and noticed how wet it still felt beneath the surface. Then she explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. Healthy roots absorb water and nutrients from the soil, but they also need spaces between soil particles where air can reach them. When the soil stays completely soaked, those air spaces fill with water instead.

[9] To help Kendrix understand, her grandmother carefully dug beside one of the plants. She showed her how the soil beneath the surface was still heavy and packed with water even though several hours had passed since watering. "Plants need balance," she explained. "Too little water can cause them to dry out, but too much water can cause problems, too." Kendrix realized she had been thinking about only one part of what plants need to survive.

[10] Her grandmother also reminded her that healthy plants depend on more than water alone. They need sunlight to make food through their leaves. They need healthy soil that contains nutrients. Their roots need enough room to grow, and they need air beneath the ground as well. Every part of the environment works together to help plants stay healthy. If one condition changes too much, the entire plant can be affected.

[11] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. She understood that although she wanted to help, making a quick decision without carefully observing the evidence had made the problem worse. Instead of guessing, she now wanted to pay closer attention to what the plants were showing her.

[12] Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight throughout the day. Each morning, Kendrix gently touched the soil before deciding whether the plants needed water. If the soil still felt damp below the surface, they waited another day before watering again. They also removed weeds that competed with the vegetables for sunlight, water, and nutrients. As they worked, Kendrix began noticing small differences in the appearance of each plant. Some leaves became greener first, while others took several more days to improve.

[13] After nearly a week, the muddy soil gradually became firmer. The puddles disappeared, and the roots had a better chance to get the air they needed. New leaves slowly appeared, and many of them looked healthier than the older yellow ones. The stems became stronger and stood more upright. Although the garden did not recover immediately, it improved a little more each day.

[14] Within several days, the plants began to recover. New leaves appeared greener, and many of the stems became stronger and stood upright again. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before. Instead of assuming she already knew the answer, she learned to gather information before deciding what to do. She realized that careful observation often leads to better decisions.

[15] By the end of the growing season, the tomato plants were covered with bright red

fruit, the peppers had grown large and colorful, and the herbs filled the garden with fresh scents. As Kendrix helped harvest the vegetables, she thought about everything she had learned. She understood that healthy plants depend on a balance of sunlight, water, air, and nutrient-rich soil. More importantly, she discovered that solving problems begins with careful observation, thoughtful investigation, and a willingness to adjust when new evidence shows a better solution.

Student Annotation Guide — The Garden That Wouldn't Grow

T — Time

Each spring; After two weeks

R — Reactions

Kendrix quietly observed the garden; the plants began to recover

A — Actions

she watered each plant much more than usual; overly wet and muddy

C — Character/Concept/Creature

Kendrix

K — Key Knowledge

too much water can prevent roots from getting enough air; Without proper air, the roots cannot function effectively

S — Scenery/Setting

her grandmother; tomatoes, peppers, and herbs in neat rows

TRACKS EVIDENCE HIGHLIGHTING — The Garden That Wouldn't Grow

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many possible reasons, but none of them seemed to explain why every plant looked unhealthy.

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fruit, the peppers had grown large and colorful, and the herbs filled the garden with fresh scents. As Kendrix helped harvest the vegetables, she thought about everything she had learned. She understood that healthy plants depend on a balance of sunlight, water, air, and nutrient-rich soil. More importantly, she discovered that solving problems begins with careful observation, thoughtful investigation, and a willingness to adjust when new evidence shows a better solution.

PASSAGE 8 — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists still considered themselves loyal to Great Britain. They spoke English, traded with British merchants, and followed many British laws. However, the relationship between the colonies and Great Britain changed after the French and Indian War. Although Britain won the war, it had borrowed large amounts of money to pay for it. To help repay this debt, Parliament passed new taxes on the colonies.

[3] Many colonists believed these taxes were unfair because they did not have representatives in Parliament. They argued that people should have a voice in the government before being required to pay taxes. This idea became known as "taxation without representation." As more taxes and laws were passed, disagreements between the colonies and Great Britain continued to grow.

[4] Some events made these disagreements even worse. The Boston Massacre increased anger toward British soldiers. The Tea Act led to the Boston Tea Party, where colonists dumped tea into Boston Harbor to protest British policies. Great Britain responded by passing laws that punished Massachusetts. Instead of ending the protests, these actions caused many colonies to work together.

[5] Leaders from across the colonies gathered to discuss what should happen next. At first, many hoped they could solve their problems while remaining part of the British Empire. As time passed, however, more leaders believed that independence was the only way to protect the rights they valued. In 1776, members of the Continental Congress voted to separate from Great Britain and create a new nation.

[6] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[7] The writers believed these rights belonged to every person simply because they were human. They argued that governments did not create these rights. Instead, governments existed to protect them. If a government failed to protect the rights of its people, it was not carrying out its proper purpose. This idea was different from the belief held by many kings in Europe, who claimed that their authority came from birth or divine right.

[8] The Declaration also explained where government gets its power. It stated that governments receive "their just powers from the consent of the governed." This means that people agree to allow governments to make laws and lead the country. In return, governments are expected to protect people's rights and work for the common good. The document argued that if a government became harmful or unfair, the people had the right to change or replace it.

[9] These ideas were influenced by Enlightenment thinkers such as John Locke. Locke

believed that people are born with natural rights and that governments should protect those rights. Many colonial leaders studied these ideas and included them in the Declaration. They believed that governments should serve the people rather than control them without their agreement.

[10] The Declaration also included a long list of complaints against King George III. Colonial leaders believed the king had ignored their concerns and repeatedly violated their rights. They accused him of approving unfair taxes, limiting self-government, interfering with colonial courts, and keeping soldiers in the colonies without permission. These grievances explained why the colonies believed separation had become necessary.

[11] The document was carefully organized. It began by explaining the reasons for writing it. Next, it described the basic principles of government and individual rights. After that, it listed the complaints against the king. Finally, it announced that the colonies were "Free and Independent States." This clear organization helped explain the colonists' decision to people both in America and around the world.

[12] Approving the Declaration was only the beginning. Signing it was a serious risk. By declaring independence, the delegates could be considered traitors by the British government. If the colonies lost the Revolutionary War, many of the leaders could have faced severe punishment. Even so, they believed the cause of independence was worth the risk.

[13] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies." She argued that women should also have greater rights and protections. Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

[14] Other groups also recognized that the promises in the Declaration did not apply equally to everyone. Enslaved people remained in bondage despite the document's statement that all people are created equal. Many Native American nations faced growing conflicts as settlers expanded westward. Free Black Americans also recognized the difference between the ideals written in the Declaration and the realities many people experienced. These questions about equality would continue to shape the nation for generations.

[15] Although the Declaration did not solve every problem, it established important ideas that influenced the future of the United States. Later movements for equal rights often referred back to its words. People seeking greater freedom argued that the nation should live up to the principles described in the document. Over time, many Americans continued working to expand the meaning of liberty and equality.

[16] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, newspapers, and letters, people continued to discuss what those rights really meant—and who should have them. Some debated the role of government, while others questioned how freedom should apply to different groups of people. These conversations became part of the nation's history and continued long after the Revolutionary War ended.

[17] Today, the Declaration of Independence remains one of the most important documents in American history. It announced the birth of a new nation, explained the

purpose of government, and introduced ideas about liberty, equality, and natural rights that continue to influence the United States. Although Americans have continued to debate how these principles should be applied, the words written in 1776 still encourage people to think about freedom, fairness, and the responsibilities of both citizens and government.

Student Annotation Guide — Words That Changed a Nation

T — Time

In the summer of 1776; July 4, 1776

R — Reactions

Remember the Ladies; questioning who was included in the promise of equality

A — Actions

grown frustrated with British rule; approved the Declaration of Independence

C — Character/Concept/Creature

Abigail Adams

K — Key Knowledge

all men are created equal; life, liberty, and the pursuit of happiness; unalienable rights

S — Scenery/Setting

the thirteen colonies

TRACKS EVIDENCE HIGHLIGHTING — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists still considered themselves loyal to Great Britain. They spoke English, traded with British merchants, and followed many British laws. However, the relationship between the colonies and Great Britain changed after the French and Indian War. Although Britain won the war, it had borrowed large amounts of money to pay for it. To help repay this debt, Parliament passed new taxes on the colonies.

[3] Many colonists believed these taxes were unfair because they did not have representatives in Parliament. They argued that people should have a voice in the government before being required to pay taxes. This idea became known as "taxation without representation." As more taxes and laws were passed, disagreements between the colonies and Great Britain continued to grow.

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believed that people are born with natural rights and that governments should protect those rights. Many colonial leaders studied these ideas and included them in the Declaration. They believed that governments should serve the people rather than control them without their agreement.

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[15] Although the Declaration did not solve every problem, it established important ideas that influenced the future of the United States. Later movements for equal rights often referred back to its words. People seeking greater freedom argued that the nation should live up to the principles described in the document. Over time, many Americans continued working to expand the meaning of liberty and equality.

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purpose of government, and introduced ideas about liberty, equality, and natural rights that continue to influence the United States. Although Americans have continued to debate how these principles should be applied, the words written in 1776 still encourage people to think about freedom, fairness, and the responsibilities of both citizens and government.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 1 Purpose

Students gather the habit of mirroring before replying, then reveal that Understanding Others means representing another viewpoint accurately and Rebuttal means answering it with evidence.

Reading Purpose

★ Daily Deck Slide (M3-02 - Reading Purpose)

Write on the board: Read the High Stamina versions. Reading focus: Different viewpoints, fairness, competing interpretations, and evidence-based response. Mark details that can become evidence in an argument.

★ Daily Deck Slide (M3-01 - Module Launch)

Write on the board: Module 3 - High Stamina - CREATURES Perspective: U - Understanding Others and R - Rebuttal. Overarching Question: How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker? I can use U - R to strengthen an argumentative response.

G - Gather: Mirror Before Reply **Teacher Script**

"Suppose two people look at the same situation and notice different things. A strong writer does not become weaker by admitting another viewpoint exists. A strong writer becomes more credible by showing, I understand that view, and here is why my evidence still leads me to this claim."

Attention Activity - Mirror Before Reply: Partner A makes a simple statement such as, "Kendrix needed to act quickly because the plants looked weak." Partner B may not disagree yet. Partner B must first restate the idea accurately. Only after Partner A says, "Yes, that is what I meant," may Partner B respond.

R - Reveal: Understanding Others and Rebuttal **Daily Deck Slide (M3-04 - Focus on U-R)**

Write on the board: U = represent another viewpoint accurately. R = respond with reasoning and evidence. Respect the idea; do not attack the person.

 Teacher Script

"U stands for Understanding Others. In a later grade, formal counterargument becomes a more explicit expectation. Here, we practice the thinking habit now. R stands for Rebuttal. Rebuttal is not an insult and it is not No, you are wrong. It is a reasoned response that uses evidence to defend or refine our own claim."

 Daily Deck Slide (M3-05 - Finish the Thought)

Write on the board: Listening Target: Represent another viewpoint before responding. Pencils down for the first listen. Respond, explain, then complete Fresh Recall without notes.

 Teacher Script

"Do not argue while you are listening. First finish the other viewpoint in your own words. Only after your partner agrees that you represented it fairly may you add a rebuttal."

Teach U - Understanding Others

★ Daily Deck Slide (M3-06 - Represent the Other View Fairly)

Write on the board: State the viewpoint accurately. Name the reason behind it. Avoid exaggeration or ridicule. Use the passage when possible.

Accuracy checklist: 1. Name the other viewpoint without mocking it. 2. State the reason someone might hold it. 3. Avoid exaggerating the other side. 4. If possible, connect the viewpoint to a real detail in the passage. Frame: "Some readers may argue ___ because ___." "Another viewpoint is ___, especially because the passage shows ___."

Teach R - Rebuttal

★ Daily Deck Slide (M3-07 - Rebuttal Responds with Proof)

Write on the board: Acknowledge first. Then respond with reasoning + evidence.

Defend or refine the claim. Do not attack the person who holds the viewpoint.

A rebuttal answers the viewpoint with reasoning and evidence. It may defend the original claim or refine it. Useful frames: "However, the stronger evidence shows..."

"That concern is reasonable; however..." "Even though ___, the passage also shows ___."

Grade 5 Counterargument Bridge

★ Daily Deck Slide (M3-08 - Grade 5 Counterargument Bridge)

Write on the board: Practice the habit now: hear it accurately -> respond fairly.

Formal counterargument expectations develop later. The goal today is perspective + evidence-based response.

Day 1 Closing

🔊 Teacher Script

"You learned to mirror a viewpoint fairly before answering it. Tomorrow we pair each viewpoint with an accurate restatement and an evidence-based rebuttal."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

Day 2 Purpose

Students attempt fair representation and evidence-based rebuttal by pairing an Other View card with an accurate restatement and a response.

★ Daily Deck Slide (M3-09 - Mirror and Respond - Directions)

Write on the board: 1. Draw an Other View card. 2. Restate it accurately. 3. Partner confirms accuracy. 4. Add a rebuttal with reasoning and evidence. 5. Decide whether your claim stays the same or becomes more precise.

Game: MIRROR AND RESPOND

Purpose: Students pair an "Other View" card with an accurate restatement and then build a rebuttal using evidence from the High Stamina passages.

Teacher Script

"Your first job is the mirror, not the rebuttal. Read the other viewpoint and restate it so fairly that a person holding that view would say, Yes, that is accurate. Then turn the card over and build a rebuttal with evidence. If the mirror is unfair, the rebuttal does not count."

Garden 1

- Other view: Kendrix was right to add more water immediately because weak plants often need water.
- Accurate U: The quick-action view makes sense because water is normally necessary for plant growth and the plants looked weak.
- Rebuttal: However, the passage shows that the soil became overly wet and that roots also need air, so observation was necessary before adding more water.

Garden 2

- Other view: Kendrix's first mistake proves she was careless.
- Accurate U: Some readers may see the overwatering as carelessness because she acted before checking the soil carefully.
- Rebuttal: However, the stronger lesson is that she learns from the mistake, begins gathering evidence, and changes her plan; this supports the claim that revising a decision can be a strength.

Words 1

- Other view: Declaring independence was too risky because leaders could be punished if the colonies lost.
- Accurate U: Some colonists could reasonably fear independence because separation involved war, danger, and serious consequences.
- Rebuttal: However, the Declaration argues that repeated violations of rights made change necessary, so supporters believed protecting rights justified the risk.

Words 2

- Other view: The equality language was meaningless because many people remained excluded.
- Accurate U: Critics can point out that the promise of equality did not match the lives of women, enslaved people, and other groups.
- Rebuttal: However, the language still created an important principle that later generations could use to challenge unequal treatment; the gap between ideal and reality does not erase the power of the ideal.

★ Daily Deck Slide (M3-10 - Sample Viewpoint + Rebuttal)

Write on the board: U: "Some readers may argue the equality language was incomplete because many people were excluded." R: "However, the principle still gave later generations language for challenging unequal treatment." Strong response = fair mirror + evidence-based answer.

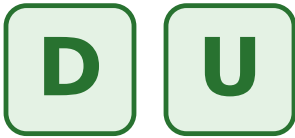
Day 2 Closing



Teacher Script

"You mirrored a viewpoint fairly and answered it with evidence. Remember: a rebuttal responds to the idea, never attacks the person."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(vi)	revise drafts by rearranging ideas for coherence
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
ELPS 4(E)(i)	write content-area specific text using conventions
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

Day 3 Purpose

Students discuss why fairly considering another viewpoint builds credibility, then independently write a U and R of their own.

D - Discuss Fairness

★ Daily Deck Slide (M3-11 - Discuss Fairness)

Write on the board: Would the other side recognize your description as accurate? What evidence makes the rebuttal stronger? Did considering the other view strengthen or refine your claim?

Teacher Script

"Why can an accurate opposing viewpoint make your argument more credible? Possible response: It shows the writer has considered the issue carefully and is not ignoring reasonable concerns. Teacher asks: What is the difference between rebuttal and attacking the other person? Possible response: A rebuttal responds to the idea with reasoning and evidence; an attack targets the person. Teacher asks: When might Understanding Others cause a writer to refine the claim? Possible response: When the other viewpoint reveals a limitation or condition the original claim should recognize."

 Teacher Script

"Connect to the Overarching Question: How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker?"

U - Use It Again: Understand, Then Respond**★ Daily Deck Slide (M3-12 - Independent U-R Builder)**

Write on the board: C: state your claim. U: represent another viewpoint accurately. R: respond with reasoning + evidence. Bridge back toward your claim.

Independent Interactive Notebook / Worksheet - "Understand, Then Respond."

Directions: 1. Choose one sentence-statement prompt. 2. Write the claim you will defend. 3. Write one U sentence that accurately represents another viewpoint. 4.

Underline the reason behind that viewpoint. 5. Write one R sentence or short paragraph that responds with reasoning and evidence. 6. Add one bridge sentence showing how the rebuttal leads back toward your claim and eventual conclusion.

Sentence-Statement Prompt A: Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful. Sentence-Statement Prompt B: Defend the position that the Declaration's promise of equality was important while accurately acknowledging that many people were excluded from its protections in 1776.

★ Daily Deck Slide (M3-13 - Model Answer Reveal)

Write on the board: Find U: accurate other viewpoint. Find R: evidence-based response. Find the bridge back to the claim. Ask whether the other viewpoint was represented fairly.

Sample Answer / Teacher Key:

- Garden model: Careful observation should guide decisions. Some readers may argue that Kendrix was reasonable to water more immediately because plants need water and the leaves looked weak. That concern makes sense at first; however, the passage shows that the soil was already overly wet and that the roots needed air. Because observation revealed a condition her assumption missed, the stronger approach is to gather evidence before choosing the next action.

- Words model: The Declaration's promise of equality was important even though it was incomplete in 1776. A reader may argue that the equality language was weak because women, enslaved people, and other groups were not treated equally. That limitation is real; however, the passage shows that people such as Abigail Adams were already using the idea of rights to challenge exclusion. The principle therefore mattered both as an ideal and as a standard against which unfair treatment could be questioned.

Day 3 Closing

🔊 Teacher Script

"You represented another view fairly and answered it with evidence. Keep your rebuttal grounded in the passage, not in opinion alone."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xvi)	edit drafts using standard English conventions, including capitalization of abbreviations
TEKS 5.11(D)(xix)	edit drafts using standard English conventions, including capitalization of organizations
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(vi)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific audience

Day 4 Purpose

Students rearrange a U-R sequence, edit capitalization in historical writing, award their fairest thinking, then target a next step.

Standards Application Check - Module 3

★ Daily Deck Slide (M3-14 - Standards Application Check)

Write on the board: Arrange U -> R -> bridge back to claim. Check capitalization of abbreviations, initials, acronyms, and organizations. Write one conclusion bridge without introducing a new reason.

Students rearrange a U-R sequence for coherence, then write a one-sentence bridge toward a conclusion. In the passage-based response, students edit capitalization of abbreviations, initials, acronyms, and organizations as they occur in historical writing. Teacher model: Rearranged for clarity - U first, then R, then bridge to claim. Editing examples: U.S. uses capital letters and periods as an abbreviation; Continental Congress and Sons of Liberty are capitalized as names of organizations; initials such as J. Adams are capitalized when used.

A - Award Fair Thinking

★ Daily Deck Slide (M3-15 - Award Fair Thinking)

Write on the board: Circle your fairest U sentence. Put a shield beside your strongest R evidence. Complete: "My response is credible because ____."

 Teacher Script

"Circle the sentence where you represented another viewpoint most fairly. Put a shield beside the sentence where your rebuttal uses the strongest evidence. Those two marks show that you can listen and defend at the same time."

T - Target Your U-R Habit **Daily Deck Slide (M3-16 - Target Your U-R Habit)**

Write on the board: Choose ONE: fairer representation, less exaggeration, stronger rebuttal evidence, respectful response, more precise claim.

Targets: represent the other side more accurately; avoid exaggeration; use stronger evidence in rebuttal; respond to the idea instead of the person; refine the claim when a valid limitation appears.

Day 4 Closing

Complete the sentence: "My next step for understanding others and answering fairly is to ____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xvii)	edit drafts using standard English conventions, including capitalization of initials
TEKS 5.11(D)(xviii)	edit drafts using standard English conventions, including capitalization of acronyms
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Day 5 Purpose

Students teach the two-step habit - mirror first, respond second - then answer the module overarching question.

E - Turn and Teach U-R

★ Daily Deck Slide (M3-17 - Turn and Teach U-R)

Write on the board: Step 1: mirror the viewpoint. Step 2: respond with evidence. Name what evidence you would need before writing the rebuttal.

Teacher Script

"Teach the two-step habit to a partner: mirror first, respond second. Your partner will give you an unfamiliar viewpoint from one passage. Restate it fairly, then explain what evidence you would search for before rebutting it."

 Daily Deck Slide (M3-20 - Answer the Overarching Question)

Write on the board: How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker?

Understanding another viewpoint shows that the writer has considered the issue carefully instead of ignoring ideas that differ from the claim. A rebuttal then responds with reasoning and evidence. Together, Understanding Others and Rebuttal make an argument more credible because the writer represents the other side accurately, answers it respectfully, and shows why the original claim remains stronger or should be refined.

Teacher Closing Words of Encouragement **Teacher Script**

"Strong argument writers are also strong listeners. Today you proved that considering another viewpoint does not erase your claim. It gives you a chance to make your reasoning more accurate, fair, and convincing."

Module 3 - Low, Medium, and High Exemplars

Task: Understand and respond for the sentence-statement prompt "Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful."

Low Exemplar

- Student Response: "Some people think Kendrix was wrong and dumb to water so much." (Unfair mirror; no rebuttal.)
- What Is Working: The student tried to name another viewpoint.
- Teacher Notes: The restatement mocks the other side and does not represent it fairly, and there is no evidence-based rebuttal.
- What Needs Improvement: State the other viewpoint fairly ("Some readers may argue Kendrix was reasonable to water more because plants need water"), then respond with reasoning and evidence.

Medium Exemplar

- Student Response: "Some readers may argue Kendrix was reasonable to water more because the plants looked weak. However, she should have waited." (Fair mirror, but the rebuttal lacks evidence.)
- What Is Working: The student mirrors the other viewpoint accurately and begins a respectful rebuttal.
- Teacher Notes: The rebuttal states a position but does not use passage evidence to support it.
- What Needs Improvement: Add evidence to the rebuttal, such as "the passage shows the soil became overly wet and that roots also need air."

High Exemplar

- Student Response: "Careful observation should guide decisions. Some readers may argue that Kendrix was reasonable to water more immediately because plants need water and the leaves looked weak. That concern makes sense at first; however, the passage shows that the soil was already overly wet and that the roots needed air. Because observation revealed a condition her assumption missed, the stronger approach is to gather evidence before choosing the next action." (Accurate U, evidence-based R, bridge back to the claim.)
- What Is Working: The student represents the other viewpoint fairly, answers it with reasoning and passage evidence, and bridges back to the claim.
- Teacher Notes: The response is credible and respectful and is ready to complete with Ending and Significance in Module 4.

Module 3 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can represent another viewpoint fairly and rebut it with evidence.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.11(C)(vi) rearrange ideas for coherence; 5.12(C)(i) genre characteristics
Task	Students play MIRROR AND RESPOND and complete the independent "Understand, Then Respond" task.
Expected Response	Students write an accurate U sentence, a rebuttal grounded in evidence, and a bridge back toward the claim.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each CREATURES part and explain their reasoning.

Formative Assessment

The independent Use-It-Again practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Understanding Others	Must restate the other viewpoint accurately and fairly.
Rebuttal	Must respond with reasoning and evidence, not personal attack.
Bridge	Must connect the rebuttal back toward the claim and conclusion.
Fairness	Someone who holds the other view would recognize the description as accurate.

Simple Module Rubric (0-3)

Category	Scoring Guide
Claim	0 missing; 1 unclear/factual; 2 clear position; 3 clear, defensible, precise position
Reasons	0 missing; 1 repeated/weak; 2 logical; 3 distinct and well organized
Evidence	0 missing; 1 weak/inaccurate; 2 relevant; 3 precise and clearly matched
Conventions	0 interferes; 1 frequent errors; 2 mostly correct; 3 controlled and readable

Answer Key - Sample

Unfair mirror (weak): The other side is just wrong. Fair (strong): Some readers may argue Kendrix was reasonable to water more because plants need water; however, the passage shows the soil was overly wet and roots need air.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Finish the Thought: Students restate another viewpoint fairly, then add a respectful rebuttal.
- Visual/Physical - Attempt: MIRROR AND RESPOND: Students mirror an Other View card accurately and build an evidence-based rebuttal.
- Written - Discuss/Use: Independent U-R Builder: Students write an accurate U sentence and an evidence-based R sentence with a bridge to the claim.

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers, card, or written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 3

Fair or Unfair Mirror?

For students who exaggerate or dismiss the other viewpoint, practice fair representation before rebuttal.

Teacher Script

"I will read two restatements of the same viewpoint. Choose the one that represents it fairly, and explain why the other version exaggerates or distorts."

Directions: The teacher reads paired restatements. Students identify which one accurately represents the viewpoint and explain why. Then students use a two-part frame, beginning orally and moving to writing:

- "Some readers may think __ because __."
- "However, the passage shows __, which supports __."

Goal: Students learn to mirror another viewpoint fairly before responding with evidence.

Module 3 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to mirror a viewpoint.	Students restate the other viewpoint accurately.	Students exaggerate or mock the other side.	Ask, "Would someone who holds this view say your description is fair?"
Ask for a rebuttal.	Students respond with reasoning and evidence.	Students attack the person or just say no.	Ask, "What passage evidence answers this viewpoint?"
Ask about the claim.	Students defend or refine the claim.	Students abandon the claim entirely.	Ask, "Does this viewpoint make you refine the claim or defend it?"

Student Support Quick Reference

If a student...	Support to Provide
Exaggerates the other view	Model a fair restatement and use the Fairness Check.
Rebuts without evidence	Ask for a passage detail that answers the viewpoint.
Attacks the person	Redirect to responding to the idea with reasoning.
Masters quickly	Route to the Module 3 enrichment (Refine, Don't Retreat).

Enrichment - Module 3

Refine, Don't Retreat

Students who master Understanding Others and Rebuttal decide when to refine a claim.

★ Daily Deck Slide (M3-19 - Enrichment - Refine, Don't Retreat)

Write on the board: Write the original claim. Consider a strong other viewpoint.

Defend OR refine. Explain why the revised claim is more precise.

Challenge: Students write an initial claim, consider a strong opposing viewpoint, and decide whether the best response is to defend the claim exactly as written or refine it by adding a reasonable condition. They justify the choice with passage evidence.

Example refinement: Original - "Quick action is always weaker than observation."

Refined - "When the cause of a problem is uncertain, evidence-based observation is more reliable than immediate action based on an assumption."

Module 3 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful.
- Defend the position that the Declaration's promise of equality was important while accurately acknowledging that many people were excluded from its protections in 1776.
- Defend the position that considering another viewpoint can make an argument more credible.
- Defend the position that a rebuttal should answer the idea, not attack the person.
- Defend the position that a writer may refine a claim when a valid limitation appears.

Writing Prompt

Choose one prompt from the bank. This week you learned to represent another viewpoint fairly and rebut it with evidence. Use the lesson tools to build one stronger part of an argumentative response.

Planning Support

1. Write the claim you will defend.
2. Write one U sentence that accurately represents another viewpoint, then underline the reason behind it.
3. Write one R sentence that responds with reasoning and evidence, then add a bridge back toward the claim.

Drafting Space

Success Criteria

- My work follows this module's CREATURES focus accurately.
- My ideas and evidence come from the two Cluster 4 passages.
- My writing is clear, fair, and organized as one connected case.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice, add one needed idea, delete one distracting idea, and combine repeated ideas so the argument is coherent.

Edit

Run the Conventions Sweep for this module: capitalization of abbreviations, initials, acronyms, and organizations (U.S., J. Adams, Continental Congress, Sons of Liberty), and commas in complex sentences.

Module 3 - Auditory Engagement (Active Participation)

Approach: Finish the Thought in Your Own Words.

Purpose: Students listen to a viewpoint stem, restate it accurately in their own words, and then add a respectful rebuttal.

Listening Target: Listen for the central idea of the other viewpoint before preparing a response.

Teacher Script

“Do not argue while you are listening. First finish the other viewpoint in your own words. Only after your partner agrees that you represented it fairly may you add a rebuttal.”

Viewpoint Stem	Possible Accurate Completion
Some people may think Kendrix was right to water more immediately because...	the plants looked weak and water is normally necessary for growth.
Some colonists might have believed remaining with Great Britain was safer because...	independence involved conflict, risk, and uncertainty.
A reader might argue that the Declaration's equality language was not meaningful because...	many people were still excluded from equal rights and freedom.

Fresh Recall: With notes closed, students explain the two-step habit: represent first, respond second.

Pause Points

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

|| Pause Point - Fair Mirror

Stop and think: Would someone who holds the other viewpoint recognize my description as accurate?

|| Pause Point - Answer with Evidence

Stop and think: Does my rebuttal use reasoning and passage evidence?

|| Pause Point - Idea, Not Person

Stop and think: Am I responding to the idea instead of attacking the person?

|| Pause Point - Defend or Refine

Stop and think: Should this viewpoint make me defend my claim or refine it?

Module 3 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

Directions: This tracker is for YOU! As you read and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel.

I Can...	Not yet	Getting set	I can do it
Represent another viewpoint accurately and fairly.			
Write a rebuttal that answers the viewpoint with reasoning and evidence.			
Respond to the idea instead of attacking the person.			
Bridge from a rebuttal back toward the claim.			

One thing I am proud of:

One thing I want to get better at:

Module 3 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker? Now we can answer it: Understanding another viewpoint shows that the writer has considered the issue carefully instead of ignoring ideas that differ from the claim. A rebuttal then responds with reasoning and evidence. Together, Understanding Others and Rebuttal make an argument more credible because the writer represents the other side accurately, answers it respectfully, and shows why the original claim remains stronger or should be refined."

Module Overarching Question - Answered

How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker? Understanding another viewpoint shows that the writer has considered the issue carefully instead of ignoring ideas that differ from the claim. A rebuttal then responds with reasoning and evidence. Together, Understanding Others and Rebuttal make an argument more credible because the writer represents the other side accurately, answers it respectfully, and shows why the original claim remains stronger or should be refined.

Teacher Reflection - Module 3

Which students can build this module's CREATURES skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready for Module 4, completing the argument with a purposeful Ending and a Bluebird Moment of Significance, then writing the full CREATURES response?

Teacher Notes

Module 3 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 3 fully online without losing rigor or participation. For Mirror Before Reply, Partner A states an idea and Partner B must restate it fairly before responding; use breakout rooms or the chat. Display the Understanding Others, Rebuttal, and Fairness Check charts on slides. For MIRROR AND RESPOND, convert the Other View cards into draggable or numbered cards; students restate accurately, a partner confirms, then they add an evidence-based rebuttal. For the independent U-R task, students type their U and R sentences or hold their notebook up to the camera. For Explain to Others, students teach the two-step habit - mirror first, respond second - in breakout rooms.

M O D U L E

4

Completing the Argument with Ending, Significance, and the Full CREATURES Response

Week 4 • Very High Stamina

Module 4: Completing the Argument with Ending, Significance, and the Full CREATURES Response

Week 4 - Very High Stamina - Cluster 4 (ECR Opinion / Argumentative)

CREATURES Completion: E — Ending, S — Significance, and the Full CREATURES Response

Teacher Script

"How can a writer build a fair, evidence-based argument that a reader can follow, trust, and remember?"

Module Overarching Question

How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper?

Module Writing Prompt - Sentence Statement

Defend the position that Kendrix's experience shows evidence-based problem solving is more reliable than acting on assumptions.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions. Most begin with "Defend the position..." or another direct action statement.

Today We Will Look For

- how a purposeful ending reinforces the claim and synthesizes the strongest reasoning
- how the Significance statement (the Bluebird Moment) explains why the position matters beyond the paper
- how the full CREATURES flow (C -> R -> E -> A -> T -> U -> R -> E -> S) reads as one connected case
- how an ending synthesizes instead of repeats and how significance stays grounded in evidence

Student reminder: Take a position you can defend, then build the argument one CREATURES part at a time.

Why This Module Matters

This module completes the CREATURES structure with E — Ending and S — Significance. The ending reinforces the claim and synthesizes the most important reasoning. Significance is the Bluebird Moment: the writer explains why the position matters beyond the immediate paper. Students then use the full CREATURES map to produce and revise one complete argumentative response.

Module Passage Set - Very High Stamina

Required stamina level for Module 4: Very High Stamina. Both passage families grow in length, detail, evidence density, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
The Garden That Wouldn't Grow	Fiction	7	1719
Words That Changed a Nation	Nonfiction	8	1706

Teacher Passage Use Note: Use only the Very High Stamina passage versions printed in this module. All prompts, models, games, quotations, answer keys, intervention, enrichment, and virtual work in Module 4 are aligned to these versions.

Module Independent Product

Independently complete "My Full CREATURES Argument": plan all nine CREATURES parts, write one coherent argumentative response with an age-appropriate U and R, end with a purposeful Ending and a grounded Significance (Bluebird Moment), then revise and edit.

Teacher Inspiration

Teacher Script

“Writers, CREATURES gives you a path, but your thinking gives the path meaning. You can take a position, prove it, connect the proof, understand another viewpoint, answer it fairly, and end by showing why your ideas matter. That is more than filling in parts. That is learning to build an argument a reader can trust and remember.”

Module 4 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: completing the argument with a purposeful Ending and a Significance statement (the Bluebird Moment), then writing one full CREATURES response.
- The catch phrase: Bring the claim home, then give the reader the Bluebird Moment.
- The two reading passages: "The Garden That Wouldn't Grow" (Kendrix learns that examining evidence about the soil leads to a stronger plan than acting on her first guess to add more water) and "Words That Changed a Nation" (the 1776 Declaration of Independence claimed that "all men are created equal" and named unalienable rights, and people such as Abigail Adams already questioned who was included).

One Question to Ask at Home



Teacher Script

"How does your ending pull the argument together, and why does it matter beyond this paper?"

One Way to Help

When your child finishes an argument, ask them to end by pulling their strongest ideas together and to explain why the idea matters beyond the moment. A purposeful ending is this week's skill.

Family Letter

Dear Families,

This week your child is completing the argument. This module focuses on two CREATURES letters - E for Ending and S for Significance - and then the full CREATURES response. Your child learns to write an ending that reinforces the claim and pulls the strongest reasoning together, and a Significance statement (we call it the Bluebird Moment) that explains why the position matters beyond the paper.

We are reading two passages: "The Garden That Wouldn't Grow," about a girl named Kendrix who learns that evidence-based problem solving is more reliable than acting on assumptions, and "Words That Changed a Nation," about how the Declaration of Independence still challenges the nation to expand liberty and equality. Your child will write one complete argument from these texts.

Please try this at home: When your child finishes an argument, ask them to end by pulling their strongest ideas together and to explain why the idea matters beyond the moment.

In class, students will compare endings that merely repeat an introduction with endings that synthesize the strongest reasons. They will also check that a Bluebird Moment grows from the passage evidence instead of becoming a random life lesson. At home, ask your child to point to the claim and evidence behind the larger idea; if they can trace that path, the significance is grounded.

At home, ask your child to finish an argument in two sentences. In the first, they should bring together the strongest ideas about Kendrix's observations or the Declaration's principles. In the second, they should give the Bluebird Moment: why the claim matters beyond the paper. Ask them to point back to the evidence behind that larger idea. If the ending adds a brand-new reason or the significance cannot be traced to the passage, invite a revision rather than supplying the sentence for them.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija completa el argumento. Este módulo se concentra en dos letras de CREATURES: E de Cierre (Ending) y S de Significado (Significance), y luego en la respuesta completa de CREATURES. Su hijo o hija aprende a escribir un cierre que refuerza la afirmación y reúne el razonamiento más fuerte, y una declaración de Significado (la llamamos el Momento Bluebird) que explica por qué la posición importa más allá del papel.

Leemos dos pasajes: "The Garden That Wouldn't Grow," sobre una niña llamada Kendrix que aprende que resolver problemas con evidencia es más confiable que actuar según suposiciones, y "Words That Changed a Nation," sobre cómo la Declaración de Independencia todavía desafía a la nación a ampliar la libertad y la igualdad. Su hijo o hija escribirá un argumento completo a partir de estos textos.

Por favor, intente esto en casa: Cuando su hijo o hija termine un argumento, pídale que cierre reuniendo sus ideas más fuertes y que explique por qué la idea importa más allá del momento.

En clase, los estudiantes compararán cierres que solo repiten una introducción con cierres que sintetizan las razones más fuertes. También revisarán que un Momento Bluebird nazca de la evidencia del texto en vez de convertirse en una lección de vida al azar. En casa, pida a su hijo o hija que señale la afirmación y la evidencia detrás de la idea más amplia; si puede seguir ese camino, el significado está fundamentado.

En casa, pida a su hijo o hija que termine un argumento en dos oraciones. En la primera, debe reunir las ideas más fuertes sobre las observaciones de Kendrix o los principios de la Declaración. En la segunda, debe dar el Momento Bluebird: por qué la afirmación importa más allá del escrito. Pídale que señale la evidencia detrás de esa idea más amplia. Si el cierre añade una razón completamente nueva o si el significado no se puede relacionar con el texto, invite a revisar en vez de proporcionar la oración.

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

Module 4 - Family Conversation Starters

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

Give your child wait time, invite them to point to a detail in either passage, and ask a follow-up such as "What makes you think that?" The goal is an evidence-based conversation, not a single correct answer.

- What is the difference between an ending that repeats and an ending that synthesizes?
- What makes a Significance statement (a Bluebird Moment) matter beyond one paper?
- In "The Garden That Wouldn't Grow," what larger lesson does Kendrix's experience teach?
- In "Words That Changed a Nation," why do people still return to the Declaration's ideas today?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet. Choose a quiet ten-minute moment, let your child explain before you add an idea, and celebrate a revised answer that becomes clearer or fairer.

Family Activity - Bring It Home

Tell a short story about your day, then end it two ways: one that just stops, and one that pulls the point together and says why it mattered. Talk about which ending is stronger.

Family Activity - Two Bluebird Endings

Finish one argument two ways: one significance that connects to a single person's choice, and one that connects to a whole community. Decide which fits best.

Module 4 - Lesson Overview and Standards

Lesson Overview

This module completes the CREATURES structure with E — Ending and S — Significance. The ending reinforces the claim and synthesizes the most important reasoning. Significance is the Bluebird Moment: the writer explains why the position matters beyond the immediate paper. Students then use the full CREATURES map to produce and revise one complete argumentative response. Using "The Garden That Wouldn't Grow" and "Words That Changed a Nation," students work with the very high-stamina passage versions to practice this module's CREATURES focus.

BIG Goal: Students will complete an argument with a purposeful Ending and a grounded Significance (Bluebird Moment), producing and revising one full CREATURES response.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout addressed in this module. The complete standards list, grouped by category, appears on the module's TEKS and ELPS page. This CREATURES rewrite intentionally teaches argumentative writing, so the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii); the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages and made observable in the module tasks.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(vi)	revise drafts by rearranging ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
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Where the Standards Are Visible in This Module

- Students produce a complete CREATURES argumentative response with a purposeful conclusion and a significance statement.
- Students revise the whole response for sentence structure, word choice, addition/deletion/combination, and rearrangement of ideas for coherence.
- Students edit selected Grade 5 conventions and prepare a response that is appropriate for an academic audience.

Module 4 - TEKS and ELPS (Cluster 4 · from the Scope & Sequence)

These are the standards addressed in this module, written in full rather than listed only by code, and grouped by category. This CREATURES rewrite intentionally teaches argumentative writing; the genre standard is Grade 5 TEKS 5.12(C)(i)-(ii), and the writing-process, revising, editing, and ELPS breakouts are carried from the Grade 5 scope positions for these passages.

TEKS - This Module (from the Cluster 4 Scope & Sequence)

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
TEKS 5.11(C)(v)	revise drafts combining ideas for coherence
TEKS 5.11(C)(vi)	revise drafts by rearranging ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xvi)	edit drafts using standard English conventions, including capitalization of abbreviations
TEKS 5.11(D)(xvii)	edit drafts using standard English conventions, including capitalization of initials
TEKS 5.11(D)(xviii)	edit drafts using standard English conventions, including capitalization of acronyms
TEKS 5.11(D)(xix)	edit drafts using standard English conventions, including capitalization of organizations
TEKS 5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
TEKS 5.11(D)(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
TEKS 5.11(D)(xxviii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
TEKS 5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS - This Module (breakouts addressed)

Standard	Student Expectation (verbatim breakout)
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(D)(i)	write content-area texts using a variety of sentence lengths
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(E)(i)	write content-area specific text using conventions
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose
ELPS 4(F)(v)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific audience
ELPS 4(F)(vi)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific audience
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Language Domains

This module builds all four language domains as students listen, speak, read, and write. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In the auditory engagement, students listen for a near-miss ending or significance and identify the CREATURES letter to repair.
Speaking	Students speak in academic language when students explain why an ending synthesizes and why a Bluebird Moment stays grounded.
Reading	Students read for evidence: students read both passages and gather evidence for a complete CREATURES response.
Writing	Students write when students write a full argument ending with a purposeful Ending and grounded Significance.

Module 4 - Learning Destination

I Can Statements

- I can write a purposeful ending that reinforces the claim and synthesizes the strongest reasoning.
- I can write a Significance statement (a Bluebird Moment) that explains why the position matters beyond the paper.
- I can produce one coherent response using the full CREATURES flow.
- I can tell an ending that synthesizes from one that only repeats.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will end by pulling my strongest reasoning together instead of adding a new reason.
- I will keep my Bluebird Moment connected to the evidence.
- I will revise and edit my full CREATURES response before submitting it.

Success Criteria

- I can write an ending that synthesizes rather than repeats.
- I can write a significance statement that is grounded in the argument.
- I can trace a full argument from C through S.

Evidence That Will Demonstrate Mastery

- The Catch and Correct the Mistake responses from the auditory engagement.
- The CREATURES TRAIL stations recorded in the Interactive Notebook.
- The independent "My Full CREATURES Argument" final writing.

Module 4 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the full CREATURES flow, the Ending, and the Significance charts. You may model one ending and one Bluebird Moment. You may not write a student's ending or significance. The student must still synthesize their own reasoning and explain why the position matters beyond the paper.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the Ending and Significance in a response.	Supported. The teacher may reread the response.	The student names the ending and the significance.
Inferential	Write an ending that synthesizes the strongest reasoning.	Guided early, independent by Use Again.	The student writes an ending that pulls ideas together without adding a new reason.
Evaluative	Judge whether a Bluebird Moment stays grounded in the argument.	Independent by the game and the auditory task.	The student explains why the significance can be traced back to the evidence.

Common Misconceptions and Teacher Response

Common misconception patterns	Teacher response and look-for
Argument-writing misconceptions for Module 4	Students often confuse an ending with repetition and significance with a dramatic but unsupported statement. The ending should synthesize; the Bluebird Moment should widen the meaning while staying connected to the argument. Ask, "Why should a reader outside this assignment care?" and "Can you trace that idea back to the evidence?"

Module 4 - Levels of Thinking for Argumentative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a CREATURES part to judging and improving a whole argument.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the argument: the claim, a reason, a piece of evidence, the thinking, the ending.
Level 2	Understand	Explain what a CREATURES part does and how it connects to the claim.
Level 3	Apply	Use the part correctly in the student's own argument.
Level 4	Analyze	Compare choices and decide which reason, evidence, or rebuttal is strongest.
Level 5	Evaluate and Create	Judge whether the whole argument is fair, coherent, and grounded, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own argument (Levels 3-5). Precise thinking, not length, is what raises the level.



Teacher Script

"A response is stronger when the student can explain how each part supports the claim, not just that the part is present."

Module 4 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our argument, our two passages, and our thinking - everyday words, academic argument words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
garden	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	the liquid plants and people need to live	Too much water ____.
soil	the ground in which plants grow	The soil became ____.
rights	things people are allowed to have or do	The Declaration named rights such as ____.
nation	a country and its people	The new nation was built on ____.
leader	a person who guides or is in charge of a group	The leaders decided ____.
decision	a choice a person makes	Kendrix made a decision to ____.
problem	something that is wrong and needs to be solved	The problem in the garden was ____.
change	to become or make different	Kendrix changed her plan by ____.

Tier 2 Vocabulary - Academic Argument Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
synthesize	to bring important ideas together into a new understanding	I can use the word synthesize to ____.
significance	the importance of an idea beyond one detail or paper	I can use the word significance to ____.
conclusion	the ending that purposefully brings an argument together	I can use the word conclusion to ____.
coherence	the quality of ideas fitting together in a clear order	I can use the word coherence to ____.
revise	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.
edit	to correct conventions so writing is clear and readable	I can use the word edit to ____.
elaborate	to add thinking that makes an idea clearer	I can use the word elaborate to ____.
support	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
organize	to arrange ideas so a reader can follow them	I can use the word organize to ____.
argument	a connected case that supports a position	I can use the word argument to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence	Kendrix's Bluebird Moment shows that ____.
synthesize	SIN-thuh-syz	to bring important ideas together into one understanding	A strong ending synthesizes by ____.
significance	sig-NIF-ih-kuhns	the importance of an idea beyond one paper	The significance of the argument is ____.
Bluebird Moment	BLOO-berd MOH-muhnt	the significance statement that widens the meaning	The Bluebird Moment explains why ____.
Revolutionary War	rev-uh-LOO-shuh-ner-ee wor	the war fought for American independence	The Revolutionary War continued until ____.
Loyalists	LOY-uh-lists	colonists who stayed loyal to Great Britain	Loyalists believed the colonies should ____.
Patriots	PAY-tree-uhts	colonists who supported independence	Patriots believed the colonies should ____.
democracy	dih-MOK-ruh-see	a government in which people help choose leaders	The Declaration's ideas continue to shape democracy by ____.
abolitionists	ab-uh-LISH-uh-nists	people who argued against slavery	Abolitionists used the Declaration's language to ____.
legacy	LEG-uh-see	an influence that continues after an event	The legacy of the Declaration is ____.



Teacher Resource

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

Module 4 - Background Knowledge and Teacher Context

This module uses two Cluster 4 passages that both invite an argument grounded in evidence. In "The Garden That Wouldn't Grow" (Fiction), a girl named Kendrix believes the weak plants need more water; her first assumption makes the garden worse because too much water keeps roots from getting air. After her grandmother helps her examine the soil, Kendrix changes her plan, waters less often, and the garden recovers - showing that evidence-based problem solving is stronger than acting on a first guess. In "Words That Changed a Nation" (Nonfiction), the thirteen colonies approve the Declaration of Independence in 1776; it claims that "all men are created equal," names unalienable rights (life, liberty, and the pursuit of happiness), and says governments receive their power from the consent of the governed - while people such as Abigail Adams already question who is included in the promise of equality.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 4 modules; each grows in length, detail, evidence density, and conceptual demand from module to module. In Module 4 (Very High Stamina), students focus on Ending, Significance, and the Full CREATURES Response (E-S). Point students back to the very high-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 4 - Materials and Teacher Preparation

This module focuses on Ending, Significance, and the Full CREATURES Response (E-S). Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Purpose for This Module
CREATURES Whole Map	Highlight E-S, then review the full sequence.
Ending	Reinforce the claim + synthesize the strongest reasoning; do not introduce a brand-new reason.
Significance = Bluebird Moment	Explain why the position matters beyond this paper - to people, communities, rights, decisions, or the future.
Full CREATURES Flow	C -> R -> E -> A -> T -> U -> R -> E -> S.

Materials

Material	Use
Copies of both module passages (Passage 7 and Passage 8, Very High Stamina)	Available for the module lesson, practice, and student evidence work.
Interactive notebooks	Available for the module lesson, practice, and student evidence work.
Pencils	Available for the module lesson, practice, and student evidence work.
Highlighters or colored pencils	Available for the module lesson, practice, and student evidence work.
CREATURES reference card	Available for the module lesson, practice, and student evidence work.
Claim / Reason / Evidence cards	Available for the module lesson, practice, and student evidence work.
Sentence strips or index cards	Available for the module lesson, practice, and student evidence work.
Chart paper	Available for the module lesson, practice, and student evidence work.
Sticky notes	Available for the module lesson, practice, and student evidence work.
Recording sheets	Available for the module lesson, practice, and student evidence work.
Optional spinner or dice	Available for the module lesson, practice, and student evidence work.
Optional pathway gameboard and Pencil Guy markers	Available for the module lesson, practice, and student evidence work.
Full CREATURES station cards	Available for the module lesson, practice, and student evidence work.
Bluebird Moment reflection cards	Available for the module lesson, practice, and student evidence work.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Student supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides or draggable objects.
Digital tools	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 4 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

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

Module 4 - The CREATURES Model: How an Argument Is Built

Teacher Script

"An argumentative response is built with CREATURES - our whole argumentative memory map. Strong writers build in layers. We do not master every letter at once; we build a defensible foundation first, then add the rest."

The CREATURES Argumentative Memory Map

Letter	Part	Job in the Argument
C	Claim	Make a clear, defensible position that directly answers the argument of the prompt.
R	Reasons	Develop logical reasons that support the claim and organize the argument.
E	Evidence	Select accurate, relevant text evidence that proves each reason.
A	Argument	Build a coherent line of argument so the response reads like one connected case rather than a disconnected list.
T	Thinking	Explain how and why the evidence supports the claim and strengthens the argument.
U	Understanding Others	Acknowledge and accurately represent another viewpoint. In Grade 5, this is purposeful practice for later counterargument work.
R	Rebuttal	Respond to the other viewpoint with reasoning and evidence to defend or refine the claim.
E	Ending	Conclude purposefully by reinforcing the claim and synthesizing the most important reasoning.
S	Significance	Explain why the issue and position matter beyond the immediate paper and connect the idea to the world around us — the Bluebird Moment.

Grade 5 bridge for U and R: Understanding Others and Rebuttal are taught here as age-appropriate argument habits. Students practice hearing another viewpoint accurately and answering it with evidence; this does not treat a formal counterargument as a separate Grade 5 state requirement.

This Module's Focus

This module focuses on COMPLETION - E and S, plus the full response. E = reinforce the claim and synthesize the strongest reasoning without adding a new reason. S = the Bluebird Moment, explaining why the position matters beyond the paper while staying grounded in evidence.

Teacher Language to Repeat Across the Cluster

- "Take a position you can defend."
- "Reasons organize the why."
- "Make the evidence prove something."
- "Build a line, not a list."
- "Explain how and why the proof works."
- "Represent the other viewpoint fairly."
- "Respond to the idea with evidence."
- "Bring the claim home."
- "Give the reader the Bluebird Moment."



Teacher Script

"Build the argument one CREATURES part at a time, and check that every part connects to the same claim."

Module 4 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the argument, they read "The Garden That Wouldn't Grow" and "Words That Changed a Nation" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS - they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

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

How to Use TRACKS

Teacher Script

“As we read BOTH passages, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. The exact words we highlight become the evidence we use to build our argument.”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 7 — The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] Before planting, Kendrix and her grandmother spent several afternoons preparing the garden. They pulled weeds, loosened the soil, and mixed in compost to improve the growing conditions. Her grandmother explained that healthy soil gives plants the nutrients and support they need to grow. Kendrix enjoyed organizing the seed packets and helping decide where each plant should go. They placed the taller tomato plants where they would not block sunlight from the smaller herbs and peppers. They also left enough space between the plants so each one would have room to grow. By the time they finished, the rows looked neat and organized. Kendrix smiled as she imagined how colorful the garden would become later in the season.

[3] The garden quickly became part of Kendrix's daily routine. Before breakfast, she walked outside to see if anything had changed overnight. She looked for tiny sprouts pushing through the soil and watched as each plant slowly became taller. Every afternoon, she and her grandmother pulled small weeds that appeared between the rows. Her grandmother explained that weeds compete with garden plants for water, sunlight, nutrients, and space. Removing them gave the vegetables a better chance to grow. Kendrix noticed that gardening required patience because progress happened a little at a time.

[4] As the days passed, the tiny seedlings developed more leaves. The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden. Kendrix enjoyed watching bees visit the flowers nearby. Her grandmother explained that many flowering plants depend on pollinators to help them reproduce. Although the tomatoes had not yet produced fruit, small yellow flowers began to appear on several plants. Kendrix became even more excited about the growing season.

[5] After two weeks, however, something changed. Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others seemed to have stopped growing altogether. Kendrix slowly walked down each row, comparing the plants with how they had looked only a few days earlier. She could tell something was wrong, but she was not sure what had caused the change.

[6] Thinking she understood the problem, Kendrix suggested that the plants needed more water. The weather had been warm for several days, and the afternoon sun felt much hotter than it had earlier in the spring. Kendrix reasoned that the heat must have dried out the soil more quickly than usual. Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do. Kendrix glanced at the soil and thought it looked dry enough. Feeling confident in her conclusion, she believed extra water would quickly solve the problem.

[7] The following day, she watered each plant much more than usual. She slowly poured

water around every stem until the soil became dark and soaked. She carefully made sure every row received the same amount of water. Later that afternoon, she returned with the watering can again because she wanted to make certain none of the plants became thirsty during the hottest part of the day. Kendrix felt proud of herself for taking extra care of the garden. She imagined the leaves becoming greener overnight and expected to see stronger stems by morning.

[8] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix had finished watering. When she stepped into the garden, her shoes sank slightly into the soft ground. The muddy soil stuck to her boots as she walked from one row to another. Even though the plants had received plenty of water, they looked less healthy each day. Some leaves curled at the edges, and several stems leaned farther toward the ground.

[9] Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse. She sat quietly beside the garden, trying to think of another explanation. Maybe insects were eating the roots underground where she could not see them. Perhaps the seeds had not been healthy from the beginning. She even wondered whether the weather had simply been too unusual that year. None of her ideas seemed to explain why every plant was struggling.

[10] Her grandmother joined her in the garden and quietly examined the plants. Instead of making an immediate decision, she carefully observed each row. She looked at the leaves, gently pressed the soil with her hands, and examined the stems one by one. Finally, she dug a small hole beside one of the tomato plants. The soil beneath the surface was still very wet even though many hours had passed since Kendrix watered it.

[11] Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. Healthy roots absorb water and nutrients from the soil, but they also need tiny spaces between soil particles where air can reach them. When those spaces fill completely with water, oxygen cannot move through the soil as easily. The roots struggle to do their job, even though water is plentiful.

[12] To help Kendrix understand, her grandmother compared plant roots to people breathing. "Imagine trying to breathe if the air around you disappeared," she said. "Your body would have trouble working properly. Plant roots also need oxygen to stay healthy." Kendrix suddenly realized that she had only been thinking about giving the plants enough water. She had not considered that too much water could create an entirely different problem.

[13] Her grandmother continued explaining that healthy plants depend on several environmental conditions working together. Plants need sunlight to make food in their leaves through photosynthesis. They need nutrient-rich soil to supply minerals that support growth. They need enough space so their roots and stems can develop properly. They also need air in the soil and the right amount of water. When one condition changes too much, the balance is disturbed, and the entire plant can be affected.

[14] Kendrix listened carefully. She remembered learning in science class that scientists

collect evidence before drawing conclusions. Instead of making guesses, they observe carefully and test their ideas. She realized she had skipped that important step. She had assumed she knew the cause of the problem without gathering enough information first.

[15] Together, Kendrix and her grandmother decided to change their approach. They stopped watering the garden every day and allowed the soil to dry out naturally between waterings. Each morning, Kendrix gently pressed her finger into the soil before deciding whether the plants needed more water. Sometimes the surface looked dry, but the soil underneath still felt damp. Her grandmother explained that appearances alone do not always tell the whole story.

[16] While waiting for the soil to dry, they continued caring for the garden in other ways. They removed weeds that competed with the vegetables for sunlight, water, and nutrients. They carefully checked the leaves for signs of insects or disease. They made sure taller plants were not blocking sunlight from the smaller herbs. Kendrix also noticed that different plants recovered at different rates. Some tomatoes improved quickly, while a few peppers needed several more days before showing signs of new growth.

[17] Each afternoon, Kendrix wrote short notes in a small gardening notebook. She recorded whether the soil felt dry or damp, whether they watered that day, and how the plants looked. After several days, she noticed patterns. The healthiest plants were not always the ones that received the most water. Instead, they were the ones growing in soil that stayed moist but not soaked. Recording observations helped her notice details she might have forgotten otherwise.

[18] Nearly a week later, the muddy soil gradually became firmer. The puddles disappeared, allowing more air to reach the roots. New leaves slowly appeared, and many of them looked greener than the older yellow ones. The stems became stronger and stood more upright. Although the improvement happened gradually, Kendrix could clearly see that the changes were helping. She learned that healthy growth often takes time and that problems are not always solved overnight.

[19] As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit. The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves. Bees and butterflies visited the flowers throughout the garden, and birds occasionally stopped nearby before flying away again. The garden looked alive once more.

[20] Harvest season soon arrived. Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together. They filled baskets with vegetables they had grown themselves. As they worked, Kendrix remembered how worried she had been only a few weeks earlier. Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.

[21] Her grandmother smiled and asked, "What do you think was the most important lesson you learned?"

[22] Kendrix thought for a moment before answering. "I learned that solving a problem isn't about making a quick guess. It's about paying attention to what you observe and using evidence before deciding what to do."

[23] Her grandmother nodded. "That's true in gardening, and it's true in many other

situations as well."

[24] Kendrix quietly observed the garden one last time before carrying the baskets inside. She noticed the healthy green leaves, the firm stems, and the rich brown soil that now held just the right amount of moisture. She understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space. More importantly, she learned that careful observation, thoughtful investigation, and a willingness to change a plan based on evidence often lead to the best solutions. The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants.

Student Annotation Guide — The Garden That Wouldn't Grow

T — Time

Each spring; After two weeks

R — Reactions

Kendrix quietly observed the garden

A — Actions

she watered each plant much more than usual; overly wet and muddy

C — Character/Concept/Creature

Kendrix

K — Key Knowledge

too much water can prevent roots from getting enough air; Without proper air, the roots cannot function effectively

S — Scenery/Setting

her grandmother; tomatoes, peppers, and herbs in neat rows

TRACKS EVIDENCE HIGHLIGHTING — The Garden That Wouldn't Grow

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situations as well."

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PASSAGE 8 — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists considered themselves loyal British subjects. They spoke English, traded with British merchants, and followed British laws. Most people did not originally want to separate from Great Britain. Instead, they hoped disagreements with the British government could be resolved peacefully. However, the relationship between the colonies and Great Britain changed over many years as conflicts became more serious.

[3] One major turning point came after the French and Indian War, which ended in 1763. Although Great Britain won the war and gained more land in North America, it also gained a large amount of debt. British leaders believed the colonies should help pay for the cost of defending the land. Parliament passed several new taxes, including the Sugar Act and the Stamp Act. These laws required colonists to pay taxes on goods they used every day.

[4] Many colonists believed these taxes were unfair. They argued that they had no representatives in Parliament, the group that made Britain's laws. Because they could not vote for members of Parliament, they believed it was wrong for Parliament to tax them. Their protest became known by the phrase "taxation without representation." This idea spread quickly through newspapers, speeches, and public meetings. Colonists believed that governments should listen to the people they governed.

[5] As more taxes were passed, protests became stronger. Some colonists refused to buy British goods. Others organized meetings to encourage people to support local businesses instead. Groups such as the Sons of Liberty protested against British policies and encouraged resistance. Although not every colonist agreed with these actions, many shared the belief that their rights were being ignored.

[6] Several important events increased tensions even further. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. News of the event spread quickly and caused many colonists to distrust British authority even more. Three years later, Parliament passed the Tea Act. Although tea became less expensive, the law gave one company special trading rights. Many colonists believed this law still represented unfair taxation.

[7] To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor. They dumped hundreds of chests of tea into the water during an event that became known as the Boston Tea Party. Great Britain responded by passing the Intolerable Acts, which punished the colony of Massachusetts. Instead of weakening colonial resistance, these laws encouraged the colonies to cooperate with one another.

[8] Leaders from the colonies gathered at the First Continental Congress to discuss what should happen next. At first, many delegates still hoped they could settle their disagreements peacefully. Fighting began in 1775 at Lexington and Concord, making compromise much more difficult. As the conflict continued, more colonial leaders

concluded that independence was the only way to protect the rights they believed belonged to the people.

[9] In June 1776, the Continental Congress appointed a committee to prepare a declaration explaining why the colonies wanted independence. Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress. Delegates carefully debated the wording because they wanted every sentence to clearly explain their reasons for separating from Great Britain.

[10] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[11] The Declaration explained that governments exist to protect these rights. According to the document, governments receive "their just powers from the consent of the governed." This means that governments receive authority because the people agree to be governed. If leaders fail to protect people's rights or become destructive, the people have the right to change or replace that government.

[12] These ideas were influenced by Enlightenment thinkers, especially John Locke. Locke believed that people possess natural rights simply because they are human. He argued that governments should protect life, liberty, and property. If a government failed to protect those rights, citizens could create a better government. Colonial leaders believed these ideas supported their decision to seek independence.

[13] At the time, these beliefs challenged the way many European countries were governed. Most nations were ruled by kings or queens who inherited power through their families. Some rulers claimed that God had chosen them to govern, an idea called divine right. The Declaration rejected this belief by saying that governments should serve the people instead of ruling over them without their agreement.

[14] The Declaration also included a long list of complaints against King George III. Colonial leaders believed he had repeatedly violated their rights. They accused him of refusing to approve important colonial laws, dissolving colonial legislatures, interfering with courts, maintaining standing armies during peacetime, quartering soldiers, placing unfair taxes on the colonies, and denying colonists many of the rights they believed English citizens deserved.

[15] By listing these grievances, the authors hoped to explain their decision not only to the colonists but also to other countries. They wanted foreign nations to understand that independence was not a sudden decision. Instead, they argued that it became necessary after years of unsuccessful attempts to solve their disagreements peacefully.

[16] The Declaration was organized carefully. It began by explaining why the colonies were writing the document. Next, it described the basic principles of government and natural rights. After that, it listed complaints against King George III. Finally, it officially declared that the colonies were "Free and Independent States." This organization helped readers understand both the ideas behind independence and the reasons for declaring it.

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tremendous courage. If Great Britain defeated the colonies, the delegates who signed it could have been arrested for treason. They risked losing their property, their freedom, and even their lives. Even with these dangers, they believed creating an independent nation was worth the risk.

[18] Winning independence also required years of fighting. The Revolutionary War continued until 1783. Soldiers faced shortages of food, clothing, weapons, and supplies. Families sacrificed by growing food, making clothing, raising money, and supporting the war effort in many different ways. The struggle for independence required the efforts of both soldiers and civilians.

[19] Not everyone in the colonies supported independence. People who remained loyal to Great Britain were called Loyalists. They believed the colonies should continue to be part of the British Empire. Others, known as Patriots, supported independence and believed the colonies should govern themselves. Families and neighbors sometimes disagreed strongly about which side to support.

[20] Not everyone in the colonies believed the ideas in the Declaration were being fully applied. Abigail Adams, the wife of John Adams, wrote a famous letter urging leaders to "Remember the Ladies." She argued that women should receive greater rights and protections. Although women could not vote at that time, Abigail Adams believed they deserved a stronger voice in the new nation.

[21] Other groups also recognized that the promises in the Declaration did not apply equally to everyone. Enslaved African Americans remained in bondage despite the statement that "all men are created equal." Many enslaved people hoped that the ideas of liberty would eventually lead to freedom, but slavery continued for many years after independence.

[22] Native American nations also faced difficult challenges during this period. Many tribes had lived on the land long before European settlers arrived. As the new nation expanded westward, conflicts over land became more common. Some Native American groups sided with the British during the Revolutionary War because they hoped Britain would slow colonial expansion. Others remained neutral or made different choices based on their own circumstances.

[23] Free Black Americans also recognized the difference between the Declaration's promises and everyday life. Many believed that if the nation truly believed in equality, those principles should apply to everyone. Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments.

[24] Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles. Abolitionists used its language to argue against slavery. Women's rights advocates pointed to its promises while seeking equal treatment. Civil rights leaders later reminded Americans that the nation's founding ideals should apply to all citizens.

[25] The influence of the Declaration reached beyond the United States. People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights. Some nations created governments based on similar

principles, while others used its ideas to support their own movements for independence.

[26] Today, the Declaration of Independence remains one of the most important documents in American history. Students continue to study its words because they explain the nation's founding principles. The document reminds people that governments exist to protect rights and that citizens play an important role in shaping their government.

[27] Even as the ink dried on the document, the conversations it started did not disappear. In homes, churches, newspapers, schools, town meetings, and letters, people continued discussing what freedom, equality, and natural rights truly meant. Those conversations have continued for more than two centuries. Americans have often disagreed about how these ideas should be applied, but the principles written in 1776 have remained at the center of those discussions.

[28] The Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country. Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government. While the nation has changed in many ways since 1776, the ideas expressed in the Declaration continue to shape American democracy and inspire people to work toward the promise of equal rights and freedom for all.

Student Annotation Guide — Words That Changed a Nation

T — Time

In the summer of 1776; July 4, 1776

R — Reactions

Remember the Ladies

A — Actions

grown frustrated with British rule; approved the Declaration of Independence

C — Character/Concept/Creature

Abigail Adams

K — Key Knowledge

all men are created equal; life, liberty, and the pursuit of happiness; unalienable rights

S — Scenery/Setting

the thirteen colonies

TRACKS EVIDENCE HIGHLIGHTING — Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists considered themselves loyal British subjects. They spoke English, traded with British merchants, and followed British laws. Most people did not originally want to separate from Great Britain. Instead, they hoped disagreements with the British government could be resolved peacefully. However, the relationship between the colonies and Great Britain changed over many years as conflicts became more serious.

[3] One major turning point came after the French and Indian War, which ended in 1763. Although Great Britain won the war and gained more land in North America, it also gained a large amount of debt. British leaders believed the colonies should help pay for the cost of defending the land. Parliament passed several new taxes, including the Sugar Act and the Stamp Act. These laws required colonists to pay taxes on goods they used every day.

[4] Many colonists believed these taxes were unfair. They argued that they had no representatives in Parliament, the group that made Britain's laws. Because they could not vote for members of Parliament, they believed it was wrong for Parliament to tax them. Their protest became known by the phrase "taxation without representation." This idea spread quickly through newspapers, speeches, and public meetings. Colonists believed that governments should listen to the people they governed.

[5] As more taxes were passed, protests became stronger. Some colonists refused to buy British goods. Others organized meetings to encourage people to support local businesses instead. Groups such as the Sons of Liberty protested against British policies and encouraged resistance. Although not every colonist agreed with these actions, many shared the belief that their rights were being ignored.

[6] Several important events increased tensions even further. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. News of the event spread quickly and caused many colonists to distrust British authority even more. Three years later, Parliament passed the Tea Act. Although tea became less expensive, the law gave one company special trading rights. Many colonists believed this law still represented unfair taxation.

[7] To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor. They dumped hundreds of chests of tea into the water during an event that became known as the Boston Tea Party. Great Britain responded by passing the Intolerable Acts, which punished the colony of Massachusetts. Instead of weakening colonial resistance, these laws encouraged the colonies to cooperate with one another.

[8] Leaders from the colonies gathered at the First Continental Congress to discuss what should happen next. At first, many delegates still hoped they could settle their disagreements peacefully. Fighting began in 1775 at Lexington and Concord, making compromise much more difficult. As the conflict continued, more colonial leaders

concluded that independence was the only way to protect the rights they believed belonged to the people.

[9] In June 1776, the Continental Congress appointed a committee to prepare a declaration explaining why the colonies wanted independence. Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress. Delegates carefully debated the wording because they wanted every sentence to clearly explain their reasons for separating from Great Britain.

[10] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[11] The Declaration explained that governments exist to protect these rights. According to the document, governments receive "their just powers from the consent of the governed." This means that governments receive authority because the people agree to be governed. If leaders fail to protect people's rights or become destructive, the people have the right to change or replace that government.

[12] These ideas were influenced by Enlightenment thinkers, especially John Locke. Locke believed that people possess natural rights simply because they are human. He argued that governments should protect life, liberty, and property. If a government failed to protect those rights, citizens could create a better government. Colonial leaders believed these ideas supported their decision to seek independence.

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Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS 5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Day 1 Purpose

Students gather the difference between an abrupt, a repetitive, and a purposeful ending, then reveal that Ending synthesizes and Significance is the Bluebird Moment.

Reading Purpose

★ Daily Deck Slide (M4-02 - Reading Purpose)

Write on the board: Read the Very High Stamina versions. Reading focus: Synthesis, lasting impact, consequences, significance, and complete argument. Mark details that can become evidence in an argument.

★ Daily Deck Slide (M4-01 - Module Launch)

Write on the board: Module 4 - Very High Stamina - CREATURES Completion: E - Ending, S - Significance, and the Full CREATURES Response. Overarching Question: How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper? I can use E - S + FULL CREATURES to strengthen an argumentative response.

G - Gather: Stop, Repeat, or Land?

Teacher Script

"Think about a song that simply stops in the middle of a phrase. Even if the beginning was strong, the listener feels unfinished. Arguments need a purposeful finish too. Today we bring the claim home, then give the reader the Bluebird Moment - the reason this thinking matters beyond our paper."

Attention Activity - Stop, Repeat, or Land?: Read three endings. Students show a stop sign for abrupt, a circular motion for repetition, and two hands landing together for a purposeful ending.

- "Kendrix changed the watering." -> Abrupt
- "Kendrix changed the watering because she changed the watering." -> Repetition
- "Ultimately, Kendrix's experience shows that evidence-based decisions are stronger because they can change when new information appears." -> Purposeful ending

R - Reveal: Ending and Significance

★ Daily Deck Slide (M4-04 - Focus on E-S)

Write on the board: E = reinforce claim + synthesize strongest reasoning. S = explain why the issue matters beyond the paper. S is the Bluebird Moment.

Teacher Script

"E stands for Ending. It reinforces the claim and synthesizes the strongest reasoning. S stands for Significance. Significance is our Bluebird Moment. It answers the bigger Why should anyone beyond this assignment care? question without drifting away from the evidence."

★ Daily Deck Slide (M4-05 - Catch and Correct)

Write on the board: Listening Target: Catch the near-miss and repair E or S. Pencils down for the first listen. Respond, explain, then complete Fresh Recall without notes.

Teacher Script

"I may try to trick your ears with a close-but-not-correct ending. Your job is to catch the problem, name the CREATURES letter that needs repair, and improve the sentence."

Teach E - Ending

★ Daily Deck Slide (M4-06 - Ending Synthesizes)

Write on the board: Reinforce the claim. Bring together the strongest reasoning. Do not introduce a brand-new reason. Do not copy the introduction word for word. A strong ending: reinforces the claim, brings together the strongest reasoning, avoids introducing a new reason, and sounds purposeful rather than copied from the introduction. Ending frame: "Ultimately, ___ because the evidence shows ___ and ___." "Taken together, these ideas show ___."

Teach S - Significance / Bluebird Moment

★ Daily Deck Slide (M4-07 - Significance = Bluebird Moment)

Write on the board: Widen the lens. Explain why the position matters beyond this paper. Connect to people, communities, rights, responsibility, decisions, or the future. Stay grounded in the argument.

Significance widens the lens. It connects the position to people, communities, rights, responsibilities, future decisions, or a larger principle. The Bluebird Moment must still grow from the argument; it is not a random life lesson.

- Garden Bluebird example: "This matters beyond one garden because people make stronger decisions in many situations when they observe evidence and revise a plan instead of defending a first guess."

- Declaration Bluebird example: "This matters beyond 1776 because a nation's principles give later generations a standard for questioning whether laws and institutions protect the rights they promise."

Full CREATURES Flow

★ Daily Deck Slide (M4-08 - Full CREATURES Flow)

Write on the board: C Claim - R Reasons - E Evidence - A Argument - T Thinking - U Understanding Others - R Rebuttal - E Ending - S Significance / Bluebird Moment. The structure is a memory path, not a rule that every letter must be exactly one sentence. Some parts may repeat across body paragraphs, especially R, E, A, and T.

Day 1 Closing

🔊 Teacher Script

"You learned that an ending synthesizes and a Bluebird Moment widens the meaning. Tomorrow we build one complete argument from C through S."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft
TEKS 5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

Day 2 Purpose

Students attempt the whole argument by moving through nine CREATURES stations and building one coherent response from C through S.

★ Daily Deck Slide (M4-09 - CREATURES Trail - Directions)

Write on the board: Move through C -> R -> E -> A -> T -> U -> R -> E -> S. Complete the station task. Read the whole response after each new part. Revise if the new part does not connect. Finish only when the argument sounds like one coherent case.

Game: CREATURES TRAIL - Build the Complete Response

Purpose: Teams move through nine CREATURES stations. At each station they add or evaluate the matching part of a shared argument. The game ends only when the response is coherent from C through S.

🔊 Teacher Script

"Your group is not collecting nine unrelated sentences. You are building one creature - one argument. Every station must connect to the same claim. If a new sentence does not fit the line of argument, revise it before moving forward."

The Nine Stations

- C Station - Write one defensible claim that answers the sentence-statement prompt.
- R Station - Choose two distinct reasons that organize the case.
- E Station - Attach the strongest Very High Stamina passage evidence to each reason.
- A Station - Order the reasons and add transitions so the reader can follow the line.
- T Station - Explain how and why each evidence choice supports the claim.
- U Station - Write one accurate sentence representing another viewpoint.
- R Station - Respond to that viewpoint with reasoning and evidence.
- E Station - Write a purposeful ending that reinforces and synthesizes.
- S Station - Write the Bluebird Moment explaining why the issue matters beyond the paper.

★ Daily Deck Slide (M4-10 - Full Model Map)

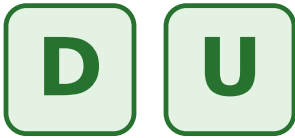
Write on the board: Claim stays constant. Reasons organize. Evidence proves. Argument + Thinking connect. U/R shows fair perspective response. Ending synthesizes. Significance leaves the Bluebird Moment.

Day 2 Closing

Teacher Script

"You built one connected creature from C through S. Remember: the Bluebird Moment grows from the claim; it does not introduce a random new topic."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(vi)	revise drafts by rearranging ideas for coherence
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

Day 3 Purpose

Students discuss the complete argument, then independently plan and draft a full CREATURES response.

D - Discuss the Complete Argument

★ Daily Deck Slide (M4-11 - Discuss the Complete Argument)

Write on the board: Which parts repeat across body paragraphs? How is E - Ending different from S - Significance? Can your Bluebird Moment be traced back to evidence?

Teacher Script

"Why should an ending synthesize instead of repeat? Possible response: Synthesis brings the strongest ideas together and shows what the argument adds up to. Teacher asks: How can significance become too broad? Possible response: It can drift into a dramatic statement that cannot be traced back to the evidence. Teacher asks: Which CREATURES parts may repeat in a longer argument? Possible response: Reasons, evidence, argument connections, and thinking can repeat across body paragraphs."

Teacher Script

"Connect to the Overarching Question: How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper?"

U - Use It Again: My Full CREATURES Argument**★ Daily Deck Slide (M4-12 - Independent Final Argument)**

Write on the board: Plan C-R-E-A-T-U-R-E-S. Draft one coherent argumentative response. Use U/R as a fair perspective bridge. Finish with E and the Bluebird S. Revise and edit before submitting.

Independent Final Writing - "My Full CREATURES Argument." Directions: 1. Choose one sentence-statement prompt. 2. Plan all nine CREATURES parts before drafting. 3. Write a coherent argumentative ECR. 4. Label the CREATURES letters in the margin during drafting, then remove or ignore labels in the polished copy. 5. Include an age-appropriate U and R passage that accurately represents another view and answers it with evidence. 6. End with E and S. 7. Revise and edit before submitting.

Sentence-Statement Prompt A: Defend the position that Kendrix's experience shows evidence-based problem solving is more reliable than acting on assumptions.

Sentence-Statement Prompt B: Defend the position that the Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality.

★ Daily Deck Slide (M4-13 - Model Answer Reveal)

Write on the board: Trace C -> R -> E -> A -> T -> U -> R -> E -> S. Notice that the Bluebird Moment grows from the claim; it does not introduce a random new topic.

Condensed Full Model - Words That Changed a Nation:

- C - Claim: The Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality.
- R - Reason: One reason the document remains important is that it explains rights as principles government should protect.
- E - Evidence: The passage identifies life, liberty, and the pursuit of happiness as unalienable rights and explains that governments receive power from the consent of the governed.
- A - Argument: These ideas connect individual rights to government responsibility, creating a logical basis for judging whether government is serving the people.
- T - Thinking: This strengthens the claim because a principle can influence later decisions even when society does not live up to it immediately; people can compare reality with the standard the document states.
- U - Understanding Others: Some readers may argue that the Declaration's equality language was too limited to be truly significant because women, enslaved people, Native Americans, and others did not receive equal protection in 1776.
- R - Rebuttal: That limitation is real; however, the passage also shows that people repeatedly used the language of rights and equality to question exclusion, and later movements returned to those principles when demanding change.
- E - Ending: Taken together, the Declaration's ideas about rights, consent, and equality created standards that remained influential even as the nation struggled to apply them consistently.
- S - Significance / Bluebird Moment: This matters beyond one historical document because communities and governments need principles that allow people to ask whether power is being used fairly and whether promised rights are being protected for everyone.

Day 3 Closing

Teacher Script

"You planned and drafted a full CREATURES argument. Tomorrow we revise it into one clear, connected case."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Day 4 Purpose

Students revise the complete response, award their greatest CREATURES growth, then target the next argument.

Standards Application Check - Module 4

★ Daily Deck Slide (M4-14 - Standards Application Check)

Write on the board: Revise: sentence structure + word choice. ADD - DELETE - COMBINE - REARRANGE for coherence. Check conclusion. Edit capitalization, commas, and spelling conventions.

Students revise the complete response by improving sentence structure and word choice, adding/deleting/combining/rearranging ideas for coherence, and checking that the conclusion is purposeful. They edit capitalization of abbreviations, initials, acronyms, and organizations, commas in complex sentences, and spelling patterns/rules/high-frequency words as they occur in the final draft. Teacher check: Highlight one revision of each type - ADD, DELETE, COMBINE, REARRANGE - then verify that no revision changes the writer's intended claim.

A - Award Your CREATURES Growth

★ Daily Deck Slide (M4-15 - Award Your CREATURES Growth)

Write on the board: Choose your strongest CREATURES letter. Cite one line from your own writing as proof. Update the cluster tracking chart.

 Teacher Script

"Look back at your Module 1 tracker. You began with C-R-E. Now you can trace a full argument through S. Choose the CREATURES letter that shows your greatest growth and write one sentence proving that growth from your own paper."

T - Target the Next Argument **Daily Deck Slide (M4-16 - Target the Next Argument)**

Write on the board: Choose ONE future target from C-R-E-A-T-U-R-E-S. Write what you will do differently in your next argument.

Students select a next-step goal: stronger claims; more distinct reasons; more precise evidence; deeper Thinking; smoother line of argument; fairer Understanding Others; stronger rebuttal; more synthesized ending; more grounded Bluebird significance; cleaner conventions.

Day 4 Closing

Complete the sentence: "The CREATURES letter that shows my greatest growth is ____, and my next target is ____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
TEKS 5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F)(xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Day 5 Purpose

Students teach all nine CREATURES parts from memory, then answer the module overarching question.

E - Turn and Teach Full CREATURES

★ Daily Deck Slide (M4-17 - Turn and Teach Full CREATURES)

Write on the board: Teach all nine parts from memory. Explain each job - not just the word. Show one part in your own final response.

🔊 Teacher Script

"With notes closed, teach CREATURES to a partner from C through S. Do not merely say the names. Explain the job of each part. Then choose one letter and show how it appears in your final argument."

✓ Daily Deck Slide (M4-20 - Answer the Overarching Question)

Write on the board: How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper?

A purposeful ending reinforces the claim and synthesizes the most important reasoning without simply repeating earlier sentences. Significance then creates the Bluebird Moment by explaining why the position matters beyond the immediate response - to decisions, communities, rights, responsibilities, or the world around us. When E and S complete the full CREATURES structure, the reader understands both what the writer believes and why the argument is worth remembering.

Final Student Self-Check

- My claim is clear and defensible.
- My reasons are logical and different from one another.
- My evidence is accurate and directly connected to my reasons.
- My argument flows as one connected case.
- My Thinking explains how and why the evidence supports the claim.
- I represented another viewpoint accurately and respectfully.
- My rebuttal responds with reasoning and evidence.
- My ending reinforces and synthesizes instead of merely repeating.
- My significance explains why the issue matters beyond this paper.
- I revised and edited my final response.

Teacher Closing Words of Encouragement

Teacher Script

"Writers, CREATURES gives you a path, but your thinking gives the path meaning. You can take a position, prove it, connect the proof, understand another viewpoint, answer it fairly, and end by showing why your ideas matter. That is more than filling in parts. That is learning to build an argument a reader can trust and remember."

Module 4 - Low, Medium, and High Exemplars

Task: Complete a full CREATURES argument for the sentence-statement prompt "Defend the position that the Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality." Focus the exemplars on the Ending (E) and Significance (S).

Low Exemplar

- Student Ending and Significance: "The Declaration was important. It was important because it was important. Gardens matter too." (Repetitive ending; significance is off-topic and unsupported.)
- What Is Working: The student attempts to close the argument.
- Teacher Notes: The ending repeats instead of synthesizing, and the significance drifts to an unrelated topic.
- What Needs Improvement: Write an ending that pulls the strongest reasoning together, and a significance that stays connected to the argument about rights and equality.

Medium Exemplar

- Student Ending and Significance: "Taken together, the Declaration's ideas about rights and consent were important. This matters because rights are good." (Ending synthesizes; significance is grounded but vague.)
- What Is Working: The ending begins to synthesize the reasoning about rights and consent.
- Teacher Notes: The significance is connected but too general to feel like a real Bluebird Moment.
- What Needs Improvement: Make the significance specific: explain why principles that let people question whether rights are protected matter beyond one document.

High Exemplar

- Student Ending and Significance: "Taken together, the Declaration's ideas about rights, consent, and equality created standards that remained influential even as the nation struggled to apply them consistently. This matters beyond one historical document because communities and governments need principles that allow people to ask whether power is being used fairly and whether promised rights are being protected for everyone." (Ending synthesizes; significance is a grounded Bluebird Moment.)
- What Is Working: The ending reinforces the claim and synthesizes the strongest reasoning without adding a new reason, and the significance widens the meaning while staying traceable to the evidence.
- Teacher Notes: This completes a full CREATURES response and is ready for final revision and editing.

Module 4 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can complete a full CREATURES argument with a purposeful Ending and grounded Significance.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.11(B)(iii) organize with a conclusion; 5.11(C)(vi) rearrange ideas for coherence
Task	Students play CREATURES TRAIL and complete the independent "My Full CREATURES Argument" final writing.
Expected Response	Students produce a coherent argument from C through S, with an ending that synthesizes and a Bluebird Moment grounded in evidence.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each CREATURES part and explain their reasoning.

Formative Assessment

The independent Use-It-Again practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Ending	Must reinforce the claim and synthesize the strongest reasoning without adding a new reason.
Significance	Must explain why the position matters beyond the paper and stay traceable to the evidence.
Full Flow	Must read as one connected case from C through S.
Revision	Must revise and edit for coherence and the assigned conventions.

Simple Module Rubric (0-3)

Category	Scoring Guide
Claim	0 missing; 1 unclear/factual; 2 clear position; 3 clear, defensible, precise position
Reasons	0 missing; 1 repeated/weak; 2 logical; 3 distinct and well organized
Evidence	0 missing; 1 weak/inaccurate; 2 relevant; 3 precise and clearly matched
Conventions	0 interferes; 1 frequent errors; 2 mostly correct; 3 controlled and readable

Answer Key - Sample

Weak ending: The Declaration was important because it was important. Strong ending: Taken together, the ideas about rights, consent, and equality created lasting standards; Significance: communities still need principles for asking whether rights are protected for everyone.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Catch and Correct the Mistake: Students catch a near-miss ending or significance and name the CREATURES letter to repair.
- Visual/Physical - Attempt: CREATURES TRAIL: Students move through the nine stations and check that each part connects to the same claim.
- Written - Discuss/Use: Independent Full CREATURES Argument: Students write a coherent response ending with a purposeful Ending and grounded Significance.

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers, card, or written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 4

Complete the Missing Creature

For students who leave gaps in a full argument, add one missing part at a time using a checklist.



Teacher Script

"This argument is missing two CREATURES parts. Label what is present, name what is missing, rehearse it aloud, then write it."

Directions: Give students a short argument with two CREATURES parts missing. Students use a checklist to identify what is absent, then add one missing part at a time. Begin with obvious gaps such as missing Thinking or missing Ending. Progress to subtler gaps such as an inaccurate U sentence or an S sentence that is too broad.

Teacher sequence: Read -> label what is present -> name what is missing -> orally rehearse the missing part -> write -> reread the entire response for coherence.

Goal: Students learn to notice and repair missing parts so the argument reads as one complete case.

Module 4 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask for an ending.	Students synthesize the strongest reasoning.	Students repeat the introduction or add a new reason.	Ask, "Does this pull the ideas together without adding something new?"
Ask for significance.	Students explain why the position matters beyond the paper.	Students make an exaggerated or off-topic statement.	Ask, "Can you trace this back to the evidence?"
Ask students to check the whole flow.	Students confirm every part connects to the same claim.	Students leave a part disconnected.	Ask, "Which part does not yet connect to the claim?"

Student Support Quick Reference

If a student...	Support to Provide
Repeats instead of synthesizing	Ask the student to combine the strongest reasoning into one ending.
Writes an exaggerated significance	Ask the student to trace the idea back to the evidence.
Leaves a part disconnected	Use Complete the Missing Creature to fill the gap.
Masters quickly	Route to the Module 4 enrichment (Two Bluebird Endings).

Enrichment - Module 4

Two Bluebird Endings

Students who master Ending and Significance compare two ways to widen the meaning.

★ Daily Deck Slide (M4-19 - Enrichment - Two Bluebird Endings)

Write on the board: Write E-S Ending A: individual/decision connection. Write E-S Ending B: community/civic/historical connection. Defend which significance best fits the argument.

Challenge: Students write two different E-S endings for the same argument. One significance statement should connect the issue to individual decision-making; the other should connect it to a larger community, civic, or historical principle. Students compare which best fits the claim and audience.

Extension: Students explain why the chosen Bluebird Moment can still be traced back to the evidence.

Module 4 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Defend the position that Kendrix's experience shows evidence-based problem solving is more reliable than acting on assumptions.
- Defend the position that the Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality.
- Defend the position that a purposeful ending synthesizes the strongest reasoning instead of repeating it.
- Defend the position that a Bluebird Moment must stay connected to the evidence.
- Defend the position that a complete argument reads as one connected case from C through S.

Writing Prompt

Choose one prompt from the bank. This week you learned to complete a full CREATURES argument with a purposeful Ending and grounded Significance. Use the lesson tools to build one stronger part of an argumentative response.

Planning Support

1. Plan all nine CREATURES parts before drafting.
2. Write a coherent argument with an age-appropriate U and R.
3. End with a purposeful Ending and a grounded Significance, then revise and edit.

Drafting Space

Success Criteria

- My work follows this module's CREATURES focus accurately.
- My ideas and evidence come from the two Cluster 4 passages.
- My writing is clear, fair, and organized as one connected case.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice, add one needed idea, delete one distracting idea, and combine repeated ideas so the argument is coherent.

Edit

Run the Conventions Sweep for this module: capitalization of abbreviations, initials, acronyms, and organizations; commas in complex sentences; and correct spelling of grade-appropriate patterns, rules, and high-frequency words.

Module 4 - Auditory Engagement (Active Participation)

Approach: Catch and Correct the Mistake.

Purpose: Students listen for a deliberate near-miss in a CREATURES ending and repair it.

Listening Target: Listen for whether the ending synthesizes and whether the significance stays connected to the argument.



Teacher Script

"I may try to trick your ears with a close-but-not-correct ending. Your job is to catch the problem, name the CREATURES letter that needs repair, and improve the sentence."

Heard Sentence	What It Needs
Ending: "Kendrix watered too much, the soil was muddy, and then she watered less."	Needs E repair - it retells details instead of synthesizing the claim.
Significance: "This proves gardens are the most important thing in the world."	Needs S repair - the statement is exaggerated and not supported.
Ending: "Ultimately, Kendrix's experience shows that careful observation leads to stronger decisions than acting on assumptions."	Strong E - reinforces and synthesizes.
Significance: "This matters beyond one garden because people in many situations make better choices when they examine evidence and revise a plan."	Strong S - Bluebird Moment connected to the argument.

Fresh Recall: Students name all nine CREATURES parts from memory and explain which two parts close the response.

Pause Points

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

|| Pause Point - Synthesize, Don't Repeat

Stop and think: Does my ending pull the strongest reasoning together without adding a new reason?

|| Pause Point - Bluebird Moment

Stop and think: Does my significance explain why this matters beyond the paper?

|| Pause Point - Stay Grounded

Stop and think: Can my significance be traced back to the evidence?

|| Pause Point - One Connected Case

Stop and think: Does the whole response read as one case from C through S?

Module 4 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

Directions: This tracker is for YOU! As you read and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel.

I Can...	Not yet	Getting set	I can do it
Write an ending that synthesizes the strongest reasoning.			
Write a Significance statement (Bluebird Moment) grounded in the argument.			
Produce one coherent response using the full CREATURES flow.			
Revise and edit the complete argument for coherence and conventions.			

One thing I am proud of:

One thing I want to get better at:

Module 4 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

“At the beginning of this module, we asked: How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper? Now we can answer it: A purposeful ending reinforces the claim and synthesizes the most important reasoning without simply repeating earlier sentences. Significance then creates the Bluebird Moment by explaining why the position matters beyond the immediate response — to decisions, communities, rights, responsibilities, or the world around us. When E and S complete the full CREATURES structure, the reader understands both what the writer believes and why the argument is worth remembering.”

Module Overarching Question - Answered

How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper? A purposeful ending reinforces the claim and synthesizes the most important reasoning without simply repeating earlier sentences. Significance then creates the Bluebird Moment by explaining why the position matters beyond the immediate response — to decisions, communities, rights, responsibilities, or the world around us. When E and S complete the full CREATURES structure, the reader understands both what the writer believes and why the argument is worth remembering.

Teacher Reflection - Module 4

Which students can build this module's CREATURES skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready to write full CREATURES arguments across new prompts, from a defensible Claim all the way to a grounded Significance?

Teacher Notes

Module 4 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 4 fully online without losing rigor or participation. For Stop, Repeat, or Land, students show a stop sign for abrupt, a circular motion for repetition, and two hands landing together for a purposeful ending, or type STOP, REPEAT, or LAND in the chat. Display the full CREATURES flow, the Ending, and the Significance charts on slides. For CREATURES TRAIL, convert the nine stations into slides or draggable objects; teams add or evaluate one part at a time and reread the whole response after each. For the independent final argument, students draft in a digital notebook and label the CREATURES letters in the margin. For Explain to Others, students teach all nine parts from memory in breakout rooms.