

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 6

*Extended Constructed Response - Argumentative
(CREATURES)*

TEACHER LESSON PLAN GUIDE

Grade 5 • Cluster 6

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Statement of Purpose

Cluster 6 teaches students that a decision prompt - should or should not, whether or not - is really a WHY prompt. Students choose a side, declare the why in a clear claim, and write for a real audience.

Across four modules students recognize the decision prompt and build claim, reasons, and evidence (C-R-E); create a coherent argument with thinking (A-T); add understanding, rebuttal, ending, and significance (U-R-E-S); and finish a full CREATURES argument in a piece of correspondence for a real audience. Stamina grows from Low to Very High.

Abstract

Module 1, Decision Prompts, Claim, Reasons, and Evidence (C-R-E), teaches students to spot decision words and declare a claim. Module 2, Coherent Argument and Thinking (A-T), builds and connects the body of the argument.

Module 3, Understanding, Rebuttal, Ending, and Significance (U-R-E-S), completes the reasoning, and Module 4, Full CREATURES in Argumentative Correspondence for a Real Audience, applies the whole framework to a real letter. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

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

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

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

M O D U L E

1

Decision Prompts, Claim, Reasons, and Evidence - C - R - E

Week 1 • Low Stamina

Module 1: Decision Prompts, Claim, Reasons, and Evidence - C - R - E

Week 1 - Low Stamina - Cluster 6 (ECR Correspondence - Argumentative)

Module Overarching Question

How does choosing a defensible side and supporting it with reasons and evidence begin a strong argumentative response?

Formal Writing Prompt - Sentence Statement

Explain whether community participation should be treated as an important responsibility for people who are able to take part.

Today We Will Look For

- a decision that clearly chooses a side
- a defensible claim that declares why
- three distinct, logical reasons
- evidence that directly matches each reason

Why This Module Matters

Students begin Cluster 6 by learning that a decision statement creates an argumentative task. They use the Low Stamina passage pair to choose a supportable side, form a claim, magnify reasons, and select the strongest text evidence. The emphasis is C, R, and E of CREATURES while students also complete the scope-and-sequence cumulative revision and editing diagnostic.

Module Passage Set - Low Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Voice in the Community	Nonfiction	Passage 11	199
A Gift That Welcomed Millions	Nonfiction	Passage 12	222

Teacher Passage Use Note: Use the Low Stamina versions printed in this module. Both passages appear first as clean reading copies and again as TRACKS-highlighted copies with an Annotation Guide. Use these texts for every model, game, prompt, and response.

Teacher Inspiration

Teacher Script

“When students learn that an argument begins with a choice they can defend, writing becomes purposeful instead of uncertain.”

Module 1 - Family Communication

This Week at a Glance

Students are learning that a decision prompt calls for a supportable side. They will build C-R-E: a claim, distinct reasons, and relevant evidence from two Low Stamina passages.

Ask at Home

Ask: “What side did you choose, and which passage detail best proves one reason?”

One Way to Help

Invite your child to make a claim about a familiar family decision, give two different reasons, and identify a fact that supports each reason.

Family Letter

Dear Families,

This week your fifth grader begins Cluster 6, argumentative Extended Constructed Response writing. Students will learn the first three parts of the CREATURES framework: Claim, Reasons, and Evidence. They will read “A Voice in the Community” and “A Gift That Welcomed Millions” twice—first to understand each text and again with TRACKS annotations to locate exact evidence.

Your child will choose a defensible position, develop distinct reasons, and select details that truly prove each reason. We will discuss civic participation, opportunity, and the meaning the Statue of Liberty held for Rosa’s family. The goal is not to find one “right” opinion; it is to make a fair, accurate argument that stays grounded in the passages.

At home, invite your child to make a claim about a familiar decision, name two different reasons, and explain which fact supports each reason. Ask, “How does that detail prove your reason?” Thank you for partnering with us as students build confident, evidence-based voices.

Sincerely, Your Child's Teacher

Ask your child to return to “A Voice in the Community” and point to one detail about schools, roads, safety, rules, or laws. Then ask your child to connect that detail to a reason. In “A Gift That Welcomed Millions,” ask what the Statue of Liberty represented to Rosa's family and which exact detail supports that answer.

Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado comienza el Grupo 6, la respuesta construida extensa argumentativa. Los estudiantes aprenderán las primeras tres partes de CREATURES: afirmación, razones y evidencia. Leerán "A Voice in the Community" y "A Gift That Welcomed Millions" dos veces: primero para comprender cada texto y después con anotaciones TRACKS para localizar evidencia exacta.

Su hijo o hija elegirá una postura defendible, desarrollará razones diferentes y seleccionará detalles que realmente demuestren cada razón. Hablaremos sobre la participación cívica, las oportunidades y el significado que tuvo la Estatua de la Libertad para la familia de Rosa. La meta no es encontrar una sola opinión "correcta"; es construir un argumento justo y preciso basado en los pasajes.

En casa, invite a su hijo o hija a expresar una afirmación sobre una decisión familiar, dar dos razones diferentes y explicar qué hecho apoya cada razón. Pregunte: "¿Cómo demuestra ese detalle tu razón?" Gracias por colaborar con nosotros mientras los estudiantes desarrollan voces seguras y basadas en evidencia.

Atentamente, El maestro o la maestra de su hijo o hija

Pida a su hijo o hija que vuelva a "A Voice in the Community" y señale un detalle sobre las escuelas, los caminos, la seguridad, las reglas o las leyes. Después, pida que conecte ese detalle con una razón. En "A Gift That Welcomed Millions", pregunte qué representó la Estatua de la Libertad para la familia de Rosa y qué detalle exacto apoya esa respuesta.

Module 1 - Family Conversation Starters

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

- In “A Voice in the Community,” which way of participating seems most important to you, and what detail supports that choice?
- Why might one person believe civic participation matters while another person decides not to participate?
- In “A Gift That Welcomed Millions,” what did the Statue of Liberty represent to Rosa’s family before they knew what would happen at Ellis Island?
- Which exact detail would you use to support a claim about opportunity, freedom, or responsibility?

Simple Family Activities

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

Family Activity - Claim, Reason, Evidence

Choose a small family decision, such as how to spend a free afternoon. Have your child make a clear claim, give two different reasons, and name one real detail that supports each reason. Ask which detail fits each reason best and why.

Family Activity - Evidence Match

Read one sentence from either passage together. Ask your child to name a claim the sentence could support, then explain why it does not support every possible claim. Finish by asking, “What would make this evidence match even more clearly?”

Module 1 - Standards Alignment

The standards are organized into four labeled TEKS groups so teachers can see the writing process, genre, revising, and editing expectations separately.

Writing Process TEKS

Standard	Full Breakout	Visible Student Work
TEKS 5.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Applied in the C-R-E response and cumulative standards check.

Writing Genre TEKS

Standard	Full Breakout	Visible Student Work
TEKS 5.12C(i)	compose argumentative texts, including opinion essays, using genre characteristics	Applied in the C-R-E response and cumulative standards check.
TEKS 5.12C(ii)	compose argumentative texts, including opinion essays, using craft	Applied in the C-R-E response and cumulative standards check.
TEKS 5.12D(i)	compose correspondence that requests information	Applied in the C-R-E response and cumulative standards check.

Revising TEKS

Standard	Full Breakout	Visible Student Work
TEKS 5.11C(i)	revise drafts to improve sentence structure	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(ii)	revise drafts to improve word choice	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(iii)	revise drafts by adding ideas for coherence	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(iv)	revise drafts by deleting ideas for coherence	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(v)	revise drafts combining ideas for coherence	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(vi)	revise drafts by rearranging ideas for coherence	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(vii)	revise drafts by adding ideas for clarity	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(viii)	revise drafts deleting ideas for clarity	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(ix)	revise drafts combining ideas for clarity	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11C(x)	revise drafts rearranging ideas for clarity	Applied in the C-R-E response and cumulative standards check.

Editing TEKS

Standard	Full Breakout	Visible Student Work
TEKS 5.11D(i)	edit drafts using complete simple and compound sentences with subject-verb agreement and avoiding splices, run-ons, and fragments	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(ii)	edit drafts using past tense of irregular verbs	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(iii)	edit drafts using collective nouns	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(iv)	edit drafts using adjectives, including comparative and superlative forms	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(ix)	edit drafts using conjunctive adverbs	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(xi)	edit drafts using prepositions	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(xii)	edit drafts using prepositional phrases	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(xiii)	edit drafts recognizing the influence of prepositional phrases on subject-verb agreement	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(xiv)	edit drafts using coordinating conjunctions to form compound subjects, predicates, and sentences	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(xv)	edit drafts using subordinating conjunctions to form complex sentences	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(xxviii)	edit drafts using correct spelling of words with grade-appropriate orthographic patterns and rules	Applied in the C-R-E response and cumulative standards check.
TEKS 5.11D(xxix)	edit drafts using correct spelling of high-frequency words	Applied in the C-R-E response and cumulative standards check.

Module 1 - ELPS Alignment

Standard	Full Breakout	Visible Application
ELPS 1(E)(i)	demonstrate listening comprehension from information presented orally by restating, responding, paraphrasing, summarizing, or asking for clarification	Students listen to two argumentative openings and defend a choice.
ELPS 2(B)(i)	speak using content-area vocabulary during formal classroom interactions	Students use claim, reason, evidence, civic, and viewpoint in partner talk.
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity	Students justify why evidence matches a reason.
ELPS 2(F)(i)	restate, ask questions about, or respond to information during formal classroom interactions	Students respond during discussion and teach-back.
ELPS 4(C)(i)	write using high-frequency words and content-area vocabulary	Students draft a C-R-E response.
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types	Students revise simple, compound, and complex sentences.
ELPS 4(D)(iii)	write content-area texts using a variety of transition words	Students connect reasons and evidence.
ELPS 4(F)(ix)	write to justify with supporting evidence using appropriate content for a specific purpose	Students support a defensible claim with passage evidence.

Language Domains

Domain	Active Work
Listening	Hear two argumentative beginnings and identify the stronger C-R-E foundation.
Speaking	Defend a side and explain why evidence matches a reason.
Reading	Read both passages closely and mark exact TRACKS evidence.
Writing	Write a claim, three reasons, and evidence from the assigned passages.

Module 1 - Learning Destination

I Can Statements

- I can recognize a decision statement as an argumentative task.
- I can write a clear, defensible claim that takes a side.
- I can generate at least three logical reasons.
- I can select evidence that actually supports my reason.

I Will Statements

- I will read both assigned passages closely.
- I will listen before I choose and defend a response.
- I will explain why one piece of evidence is stronger than another.
- I will revise and edit my response using Grade 5 expectations.

Success Criteria

- My claim clearly chooses a side and declares why.
- My reasons are distinct rather than repeated.
- My evidence is accurate, specific, and matched to a reason.

Module 1 - Rigor and Misconceptions

Rigor Safeguard

Teachers may reread passages, model one example, and provide a three-column C-R-E organizer. Students must still select their own side, reasons, and evidence.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of Thinking
Identify	Name a claim, reason, and evidence detail.	Supported during modeling.	Accurate labels in the organizer.
Apply	Choose a defensible side and match evidence to a reason.	Guided, then independent.	A C-R-E response with a clear match.
Evaluate	Compare two details and defend the stronger evidence choice.	Independent in the relay and writing task.	An oral or written explanation of why the detail proves the reason.

Educator Insight

Students may confuse a topic with a claim, repeat one reason three ways, or choose a true detail that does not prove the reason. Ask, “What exact idea does this detail prove?” Keep the task at Grade 5 while chunking the process.

Misconceptions to Watch For

Misconception	Teacher Response
Naming a topic instead of taking a side	Ask the writer to finish: ‘I believe ___ should or should not ___ because ___.’
Repeating one reason in different words	Ask what new idea each reason adds to the claim.
Choosing a true detail that does not prove the reason	Ask: ‘What exact idea does this detail prove?’
Treating opportunity as a promise of an easy life	Return to Rosa's reflection that the statue did not promise life would be easy.

Levels of Thinking for Argumentative Writing

Level	Student Thinking	Evidence
Remember	Name C, R, and E.	Correct labels.
Understand	Explain each part's job.	Oral explanation.
Apply	Build a C-R-E response.	Independent writing.
Analyze	Compare evidence choices.	Evidence-match reasoning.
Evaluate/Create	Defend and refine a position.	Revised argument.

Module 1 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

“Preview these words aloud. Students repeat each word, explain it in their own words, and use it in an argument sentence.”

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition
choose	to pick one option
side	the position a person supports
fair	reasonable and respectful to people and ideas
help	to make a situation better
voice	a chance to share an idea
change	to make something different
share	to give an idea or information to others
important	having a strong effect or value
together	with other people
match	to fit or belong with something

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition
claim	the writer's clear, defensible position
reason	a logical why that supports the claim
evidence	specific proof from a source
defensible	able to be supported with reasoning and evidence
viewpoint	a way of thinking about an issue
participation	taking part in an activity or decision
civic	related to people, communities, and public life
liberty	freedom protected or valued in a society
opportunity	a chance to do or achieve something
community	a group of people connected by place or shared life

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition
civic	SIV-ik	related to community and public life
liberty	LIB-er-tee	freedom protected or valued in society
democracy	dih-MOK-ruh-see	government in which people participate in choosing leaders
immigration	im-uh-GRAY-shuhn	movement into a country to live there
Ellis Island	EL-is EYE-luhnd	historic entry station in New York Harbor
Statue of Liberty	STACH-oo uhv LIB-er-tee	monument symbolizing liberty and hope
national	NASH-uh-nuhl	related to an entire country
election	ih-LEK-shuhn	a process for choosing leaders by voting
volunteer	vol-uhn-TEER	a person who freely offers to help
independence	in-dih-PEN-duhns	freedom from control by another power

Background Knowledge and Teacher Context

Teacher Script

“A Voice in the Community” presents civic participation at local, state, and national levels and acknowledges reasons people may or may not participate. “A Gift That Welcomed Millions” follows Rosa’s 1907 arrival in New York Harbor and uses the Statue of Liberty as a symbol of hope, freedom, opportunity, and democracy. Together, the passages support arguments about participation, belonging, responsibility, and opportunity.”

Materials and Teacher Preparation

Material or Preparation	Purpose
Clean and TRACKS-highlighted copies of both Low Stamina passages	Students read each passage twice and locate exact evidence.
Visible CREATURES chart with C = Claim, R = Reasons, E = Evidence	Keeps the module's writing moves visible.
Highlighters, response cards, interactive notebooks, pencils, scissors, and glue	Supports annotation, discussion, and written work.
Ten C-R-E Evidence Match Relay cards and answer key	Provides the collaborative evidence-matching task.
Daily Deck slides M1-01 through M1-20	Supports launch, modeling, and daily retrieval.
Student tracking chart and cumulative standards diagnostic	Documents individual growth and transfer.

The DOT Reading Habit

Teacher Script

“Dot unfamiliar words, discover their meaning, and drop the dot when the word belongs to you.”

Step	Action
D - Dot	Mark an unfamiliar word without stopping the first read.
O - Discover	Use context, discussion, and resources to determine meaning.
T - Drop	Remove the dot after you can explain and use the word.

CREATURES Mentor Model - C - R - E

Teacher Script

"Today you will decide a side, but choosing is only the beginning. Strong writers must be able to defend the choice with reasons and proof."

CREATURES Part	Model
C - Claim	Community participation should be treated as an important responsibility because people can influence decisions that affect everyday life.
R - Reasons	People can vote; people can speak to leaders; people can volunteer or attend meetings.
E - Evidence	The passage explains that participation can affect schools, roads, safety, laws, and community programs.

TRACKS - Reading Both Passages for Evidence

Students first read each passage as a clean copy. Then they read each passage again with exact TRACKS highlights and complete the Annotation Guide.

Letter	Evidence Type	Highlight Color
T	Time	Pastel Green
R	Reactions	Pastel Purple
A	Actions	Pastel Yellow
C	Character, Concept, or Creature	Pastel Yellow
K	Key Knowledge	Pastel Orange
S	Scenery or Setting	Pastel Green

Teacher Script

"TAP the TRACKS in both passages. Mark exact words, then explain which reason each detail can prove."

Annotation Guide

- Circle one highlighted detail that supports participation as a responsibility.
- Box one detail that shows a challenge or different viewpoint.
- Star one detail that shows what liberty or opportunity means to Rosa's family.
- In the margin, label the claim or reason each starred detail could support.

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 11 — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[3] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[4] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

Student Annotation Guide — A Voice in the Community

T — Time

over time

R — Reactions

They may think one person's vote will not make much of a difference

A — Actions

voting, attending meetings, volunteering, or sharing opinions

C — Character/Concept/Creature

communities are shaped by the people who live in them

K — Key Knowledge

local, state, or national level

S — Scenery/Setting

schools, roads, safety, and other parts of daily life

TRACKS EVIDENCE HIGHLIGHTING — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[3] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[4] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

PASSAGE 12 — A Gift That Welcomed Millions

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[5] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[6] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

Student Annotation Guide — A Gift That Welcomed Millions

T — Time

In the spring of 1907

R — Reactions

Some looked excited. Others looked nervous.

A — Actions

Her family had traveled for weeks from Italy

C — Character/Concept/Creature

The Statue of Liberty

K — Key Knowledge

the torch stood for hope and freedom

S — Scenery/Setting

New York Harbor

TRACKS EVIDENCE HIGHLIGHTING — A Gift That Welcomed Millions

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

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Day 1 - Gather and Reveal

★ Daily Deck M1-01 - Module Launch

- Cluster 6 | Module 1 | Low Stamina
- Decision Prompts, Claim, Reasons, and Evidence - C - R - E
- Overarching Question: How does choosing a defensible side and supporting it with reasons and evidence begin a strong argumentative response?

Gather - Decide and Declare

Read: "Community participation should be treated as an important responsibility."
Students move to AGREE or DISAGREE, state one reason, listen to a different reason, and may change positions when evidence changes their thinking.

🔊 Teacher Script

"When a writing statement asks you to decide whether something should or should not happen, your brain should hear WHY."

★ Daily Deck M1-02 - Passage Orientation

- A Voice in the Community - Low Stamina
- A Gift That Welcomed Millions - Low Stamina
- Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

Reveal - First Read

Read both passages without highlighting. Pause only for essential meaning. Students summarize each passage orally, identify one possible decision, and record one detail they remember from each source.

Fresh Recall

Close the texts. Students name C, R, and E and describe the job of each letter.

TEKS + ELPS — Day 1

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(vii), 5.11D(i)	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)	Students use claim, distinct reasons, and evidence that directly matches a reason in an evidence-based response.

Gather and Reveal — Teacher Script

Teacher Script

"Today we begin with claim, distinct reasons, and evidence that directly matches a reason. Listen for the decision the prompt requires before you write."

Teacher Script

"Say the possible side aloud, then tell a partner which passage detail could help a writer defend it."

Teacher Script

"A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason."

Teacher Script

"Close your notes and name the one move you can already control."

Day 2 - Auditory Engagement and Teacher Modeling

★ Daily Deck M1-07 - Listen, Decide, and Defend

Listening target: Listen for which explanation creates a defensible C-R-E foundation and why.

Teacher Script

"I will read two possible argumentative beginnings. Do not write while I read. After both are finished, show A or B, then defend your choice to a partner."

Teacher Script

"A: People should participate because participation is good. B: People should participate in civic life because voting, speaking at meetings, and volunteering can influence community decisions."

★ Daily Deck M1-07 - Listen, Decide, and Defend (cont.)

- Students show A or B with a response card.
- Partners finish: "I chose ___ because the claim, reasons, or evidence are stronger when..."
- Answer key: B is stronger because it takes a clear position and names supportable ways people can participate. A is too vague to guide evidence selection.

★ Daily Deck M1-08 - Key Concept

CREATURES is a memory system, but each letter must do real work in the response.

Model the C-R-E Foundation

Formal prompt: Explain whether community participation should be treated as an important responsibility for people who are able to take part.

Teacher Script

"The word whether tells me I must decide. I choose yes. Now I declare the why in a defensible claim."

Think aloud through a claim, three nonrepeating reasons, and a passage detail matched to each reason. Deliberately show one true but mismatched detail and reject it.

TEKS + ELPS — Day 2

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(vii), 5.11D(i)	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)	Students use claim, distinct reasons, and evidence that directly matches a reason in an evidence-based response.

Attempt — Teacher Script **Teacher Script**

“Use the passages to test the decision about community participation; do not decide before you can point to support.”

 Teacher Script

“Talk through your choice first. Your partner should be able to hear the link between your claim and your evidence.”

 Teacher Script

“If a detail is true but it does not prove your reason, place it aside and keep looking.”

 Teacher Script

“Before you move on, explain the evidence match in a complete sentence.”

Day 3 - Attempt: C-R-E Evidence Match Relay

★ Daily Deck M1-10 - Relay Directions

- Read the sentence-statement card.
- Choose a side and write one claim.
- Add one logical reason.
- Locate or paraphrase passage evidence.
- Earn one point only when the evidence supports the reason.
- Rotate roles and save the strongest response in the interactive notebook.

Activity Cards

Card	Sentence-Statement Prompt
1	Explain whether community members should learn about an issue before speaking publicly about it.
2	Explain whether one person's vote or voice can still matter in a large community.
3	Explain whether volunteering should count as an important form of civic participation.
4	Explain whether leaders should consider different community viewpoints before making a decision.
5	Explain whether the Statue of Liberty should be taught as both a historical monument and a symbol of hope.
6	Explain whether Rosa's family had strong reasons to face the uncertainty of immigration.
7	Explain whether opportunity can be meaningful even when a journey is difficult.
8	Explain whether respectful disagreement can make a community stronger.
9	Explain whether reliable information should come before public action.
10	Explain whether people who are able to participate have a responsibility to contribute to community life.

Activity Card Key / Teacher Look-Fors

- Accept either defensible side when the response uses accurate passage evidence.
- A complete round includes a clear claim, a distinct reason, and relevant evidence.
- Do not award credit for evidence that is true but does not support the chosen reason.
- Card 2 can use the passage's point that every action can still have an effect over time.

- Card 5 can use the torch's meaning of hope and freedom and the tablet's independence date.
- Card 6 can use the family's hope for opportunity and a new life despite uncertainty.

★ Daily Deck M1-11 - Model Card

Explain whether respectful disagreement can make a community stronger. Possible claim: Respectful disagreement can strengthen a community because people can question ideas while continuing to work together.

TEKS + ELPS — Day 3

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(vii), 5.11D(i)	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)	Students use claim, distinct reasons, and evidence that directly matches a reason in an evidence-based response.

Discuss and Use — Teacher Script

Teacher Script

“Read your work as a reader would: where does the idea begin, and how does each next sentence help it grow?”

Teacher Script

“Point to a source detail, name the reason it supports, and explain the connection without rereading the whole passage.”

Teacher Script

“Use a respectful sentence stem when you represent another possible idea; accuracy comes before response.”

Teacher Script

“Write independently now. Your job is to make the thinking visible, not to copy a model.”

Day 4 - Discuss and Use Independently

★ Daily Deck M1-12 - Discuss

- What made one claim more defensible than another?
- How did you know an evidence detail belonged with a reason?
- What happened when two reasons were nearly the same?

Teacher look-fors: A defensible claim can be supported with specific evidence; matched evidence directly proves the reason; repeated reasons weaken the argument.

★ Daily Deck M1-13 - Independent Writing Prompt

Explain whether reliable information should be considered necessary before people act on a community issue.

- Write one defensible claim.
- Write three distinct reasons.
- Select at least one accurate passage detail for two reasons.
- Write one sentence explaining why the strongest evidence matches the reason.
- Label C, R, and E in the margin.

Independent Conference Questions

- Which word in the prompt signals a decision?
- How are your three reasons different?
- What exact passage detail proves this reason?
- Why is this evidence stronger than another possible detail?

TEKS + ELPS — Day 4

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(vii), 5.11D(i)	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)	Students use claim, distinct reasons, and evidence that directly matches a reason in an evidence-based response.

Award and Target — Teacher Script

🔊 Teacher Script

"Award one precise move, not a vague compliment. Point to the words that made the writing stronger."

 Teacher Script

“Target one next step that will make the reasoning clearer for a real reader.”

 Teacher Script

“Revise the idea before you edit the surface. Ask whether every sentence still serves the claim.”

 Teacher Script

“Keep the source open. A revision is stronger when you can verify the evidence again.”

Day 5 - Revise, Edit, Award, Target, Explain

★ Daily Deck M1-15 - Standards Application Check

Revise for coherence and clarity. Edit only the Grade 5 conventions assigned in the standards section. Explain at least five decisions.

Student Sentence	Correction / Acceptable Revision	Convention
The community volunteers helps at the meeting.	The community volunteers help at the meeting.	subject-verb agreement
People can vote, they can attend meetings.	People can vote, and they can attend meetings.	compound sentence; avoid splice
Because Rosa wanted a new opportunity.	Because Rosa wanted a new opportunity, she traveled with her family.	avoid fragment; complex sentence
Rosa goed through inspection.	Rosa went through inspection.	irregular past-tense verb
Participation can have a more strong effect.	Participation can have a stronger effect.	comparative adjective
The issue was difficult. However people listened.	The issue was difficult; however, people listened.	conjunctive adverb
The group of neighbors are speaking.	The group of neighbors is speaking.	prepositional phrase and agreement

★ Daily Deck M1-16 - Award

Highlight one sentence that best shows today's C-R-E focus. Star one evidence-to-reason match. Give a specific partner compliment and update the tracker.

🔊 Teacher Script

"Strong writers notice specific evidence of growth. Point to the exact move you controlled today."

★ Daily Deck M1-17 - Target

- make my claim more precise
- develop reasons that are different from one another
- choose evidence that directly proves the reason
- explain the match between reason and evidence

★ Daily Deck M1-18 - Explain

Teach a partner how C, R, and E work together. Round 1 may use notes. Round 2 happens from memory. The listener asks one clarifying question.

TEKS + ELPS — Day 5

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(vii), 5.11D(i)	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)	Students use claim, distinct reasons, and evidence that directly matches a reason in an evidence-based response.

Explain — Teacher Script

Teacher Script

“Teach a partner how claim, distinct reasons, and evidence that directly matches a reason works in your own words.”

Teacher Script

“Use one exact passage detail as you explain the move; a definition alone is not enough.”

Teacher Script

“Close your notes for Fresh Recall, then reconstruct the writing move from memory.”

Teacher Script

“Name your next target clearly so you know what to practice in the next response.”

Reproducible Activity Cards and Key

C-R-E Evidence Match Relay Cards

Card	Cut-Apart Sentence-Statement Prompt
1	Explain whether community members should learn about an issue before speaking publicly about it.
2	Explain whether one person's vote or voice can still matter in a large community.
3	Explain whether volunteering should count as an important form of civic participation.
4	Explain whether leaders should consider different community viewpoints before making a decision.
5	Explain whether the Statue of Liberty should be taught as both a historical monument and a symbol of hope.
6	Explain whether Rosa's family had strong reasons to face the uncertainty of immigration.
7	Explain whether opportunity can be meaningful even when a journey is difficult.
8	Explain whether respectful disagreement can make a community stronger.
9	Explain whether reliable information should come before public action.
10	Explain whether people who are able to participate have a responsibility to contribute to community life.

Teacher Key

Accept either side only when the claim is defensible and evidence directly supports a distinct reason. Card 1 should connect informed participation to responsible public speech. Card 2 can use the point that every action may have an effect over time. Card 3 can use volunteering as a form of participation. Card 4 should recognize different viewpoints. Card 5 can use the torch, tablet, liberty, hope, and independence details. Card 6 can connect uncertainty with the family's hope for opportunity. Card 7 should distinguish meaningful opportunity from guaranteed ease. Card 8 requires respectful listening and continued cooperation. Card 9 requires reliable information before action. Card 10 can use schools, roads, safety, laws, or community change as support.

Module 1 - Student Response Exemplars

Low Exemplar — Pink

Community participation is important. People can vote and volunteer. The passage talks about schools and roads.

What Needs Improvement: Take a clear side, add a distinct reason, and explain how one exact source detail proves that reason.

Medium Exemplar — Yellow

Community participation should be important because people can affect decisions near them. The passage explains that decisions can affect schools, roads, and safety. This shows that people have a reason to learn about issues and share an informed idea.

What Needs Improvement: Add a second distinct reason and explain why the selected evidence is the strongest match.

High Exemplar — Green

Reliable information should be considered necessary before people act on a community issue because accurate facts help people make stronger decisions. One reason is that people need to understand how a decision may affect daily life. “A Voice in the Community” explains that public decisions can affect schools, roads, safety, and laws. This evidence supports the claim because people can respond responsibly only when they understand what may change. Another reason is that information helps people consider more than one viewpoint. The passage acknowledges that some people feel unsure because they do not have enough information. That detail shows why learning first can lead to a more defensible choice. Therefore, reliable information gives community action a sound foundation. Teacher look-for: The green exemplar includes a clear claim, distinct reasons, source support, and an explanation of the evidence-to-reason match.

Assessment - C-R-E Application

Use the independent product and standards application check as a diagnostic.

Criterion	Beginning	Developing	Secure
Claim	unclear or no side	side is present but broad	precise, defensible side and why
Reasons	repeated or unrelated	partly distinct	three distinct logical reasons
Evidence	absent or merely true	generally related	accurate and directly matched
Explanation	restates detail	partial connection	clearly explains why evidence proves reason
Conventions	errors obscure meaning	some control	Grade 5 conventions support clarity

Check for Learning

- Can the student identify a decision statement without prompting?
- Can the student state C, R, and E from memory?
- Does the claim take a supportable side?
- Are the reasons meaningfully different?
- Can the student point to exact evidence and explain its match?
- Can the student revise and edit without lowering the cognitive demand?

Detailed Intervention - Support Without Lowering Rigor

- Use a three-column C-R-E mat.
- Give two possible claims and ask the student to choose the more defensible one, then explain why.
- Limit evidence search to one paragraph at a time, but do not preselect the answer.
- Rehearse the claim orally before writing.
- Use color coding: claim = green, reason = blue, evidence = yellow.
- Fade one support at a time and require an independent final response.

Embedded Supports for Multilingual Learners

- Rehearse orally with: “I claim ___ because ___.”
- Compare reason and evidence with: “This detail proves my reason because ___.”
- Allow bilingual discussion before the English written response.
- Display claim, reason, evidence, defensible, civic, and liberty with examples.
- Read passages aloud while students track the exact print.
- Require the same claim, reasoning, evidence, and Grade 5 product.

Enrichment - Extend the Thinking

- Write defensible claims on opposite sides of one issue, then judge which side has stronger passage evidence.
- Use evidence from both passages to compare how participation and opportunity affect belonging.
- Create a new sentence-statement decision prompt and provide a C-R-E answer key.
- Rank three accurate details from strongest to weakest evidence and defend the ranking.

Additional Writing Opportunities

1. Explain whether every community action can matter even when its effect is not immediate.
2. Explain whether symbols such as the Statue of Liberty can shape people's choices.
3. Explain whether opportunity can remain meaningful when success is not guaranteed.
4. Explain whether communities should make participation easier for people who face barriers.

Each response must use a claim, at least two distinct reasons, and evidence from one or both passages.

Auditory Engagement - Active Participation

Listen, Decide, and Defend

Read two response openings aloud with pencils down. Students show A or B only after both are complete, defend the choice with academic vocabulary, and then reconstruct C-R-E from memory.

Additional Auditory Rehearsal

- Echo-read one precise claim.
- Partner A states a reason; Partner B supplies a matching detail.
- Partners explain why a true but mismatched detail is weak evidence.
- Students chant: “Choose it, reason it, prove it - C, R, E!”

Teacher Pause Points

|| Pause Point - After the First Read

Pause if students confuse the two passage topics or cannot summarize each source.

|| Pause Point - After Modeling

Pause if claims state only a topic or if reasons repeat the claim.

|| Pause Point - During the Relay

Pause if teams award points for true but mismatched evidence.

|| Pause Point - Before Independent Use

Require every student to explain the evidence-matching rule aloud or in writing.

Student Progress Tracking Chart

Skill	Not Yet	Almost	Yes	My Evidence
I can recognize a decision statement.				_____
I can write a clear claim that takes a side.				_____
I can generate three logical reasons.				_____
I can select evidence that supports my reason.				_____
I can explain why one detail is stronger.				_____
I can use both Low Stamina passages.				_____
I can revise for clarity and coherence.				_____
I can explain C, R, and E to another student.				_____

Module Closure

✓ Answer to the Module Overarching Question

How does choosing a defensible side and supporting it with reasons and evidence begin a strong argumentative response?

A writer begins a strong argumentative response by recognizing that a decision must be made, choosing a side that the passages can support, and stating that position as a clear claim. Distinct reasons organize why the claim makes sense, and accurate evidence gives each reason proof. Together, C, R, and E create a defensible foundation for the full CREATURES argument.

Teacher script: “You built the foundation of an argument today. A clear claim, distinct reasons, and strong evidence give your thinking something solid to stand on. Keep choosing ideas you can prove.”

Virtual Classroom Adjustment - End of Module



Virtual Classroom

Use this purple-box section last. Screen-share the exact Low Stamina passages and use annotation tools without shortening the text. Run Listen, Decide, and Defend live; require a visible A/B response before discussion and end with Fresh Recall. Put each relay card on a slide and assign C, R, and E roles in breakout rooms. Require every student to leave a visible thinking trace in chat, a shared document, an annotation layer, or an uploaded notebook photo. Keep every formal writing prompt as a sentence statement. Use the Daily Deck slide numbers as the screen-sharing sequence. For independent work, students draft privately before submitting the completed C-R-E response. Preserve the same Grade 5 rigor, standards, and evidence expectations while changing only the interaction format.

GRADE 5 · CLUSTER 6 · ECR - ARGUMENTATIVE

M O D U L E

2

Coherent Argument and Thinking - A T

Week 2 | Medium Stamina | Grade 5 | Cluster 6 | ECR
Correspondence · Argumentative

Module 2: Coherent Argument and Thinking - A - T

Week 2 | Medium Stamina | Grade 5 | Cluster 6 | ECR Correspondence - Argumentative

Teacher Script



Teacher Script

"Today we are not collecting more parts. We are learning how to make the parts connect."

Overarching Question

How do strong reasons, transitions, and explanation turn evidence into a coherent line of argument?



Daily Deck Slide (M2-01 - Module Launch)

Cluster 6 | Module 2 | Medium Stamina. Coherent Argument and Thinking - A - T. I can arrange reasons in a logical order.

Today We Will Look For

- purposeful order from claim to reasons, evidence, and thinking
- transitions that name a real relationship
- specific facts and details from the assigned passages
- Thinking sentences that explain how and why evidence proves a reason

Module Passage Set - Medium Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Voice in the Community	Nonfiction	Passage 11	500
A Gift That Welcomed Millions	Historical Fiction	Passage 12	500

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.



Daily Deck Slide (M2-02 - Passage Orientation)

A Voice in the Community - Medium Stamina. A Gift That Welcomed Millions - Medium Stamina. Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

Teacher Inspiration

Teacher Script

“Strong writers do not pile up facts. They build a path the reader can follow from claim to proof to meaning.”

Module 2 - Family Communication

This Week at a Glance

- The big skill: connect claim, reason, evidence, and thinking into a coherent argument.
- The reading habit: notice choices, responsibilities, opportunity, and significance.
- The activity: Argument Pathway Build.

One Question to Ask at Home



Teacher Script

"How does that evidence prove your reason, and why does it matter?"

Family Letter

Dear Families,

This week your child will read the Medium Stamina versions of "A Voice in the Community" and "A Gift That Welcomed Millions." Students are learning that an argument is a connected path: a claim leads to reasons, evidence, and thinking that explains why the evidence matters. They will use purposeful transitions so the reader can follow their ideas rather than encounter a pile of disconnected facts.

As students discuss civic participation and Rosa's family's journey, they will choose accurate evidence and explain how it supports a reason. We will also practice revising for clarity by combining or rearranging ideas when a paragraph does not yet make sense.

At home, invite your child to share an opinion about a community or family decision. Ask for one reason, one specific example, and a transition that connects the ideas. Then ask, "How does that example prove your reason, and why does it matter?" Thank you for helping your child build clear, evidence-based arguments.

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

As you read together, have your child trace an argument path aloud: claim, reason, evidence, and Thinking. In the civic passage, notice how a town may respond after residents share ideas. In Rosa's passage, ask which detail explains why the family hoped for opportunity even though the inspection was uncertain.

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija leerá las versiones de resistencia media de "A Voice in the Community" y "A Gift That Welcomed Millions". Los estudiantes están aprendiendo que un argumento es un camino conectado: una afirmación lleva a razones, evidencia y pensamiento que explica por qué la evidencia importa. Usarán transiciones intencionales para que el lector pueda seguir sus ideas en vez de encontrar una lista de hechos desconectados.

Mientras hablan sobre la participación cívica y el viaje de la familia de Rosa, elegirán evidencia precisa y explicarán cómo apoya una razón. También practicaremos la revisión para lograr claridad al combinar o reorganizar ideas cuando un párrafo todavía no tiene sentido.

En casa, invite a su hijo o hija a compartir una opinión sobre una decisión de la familia o comunidad. Pida una razón, un ejemplo específico y una transición que conecte las ideas. Después pregunte: "¿Cómo demuestra ese ejemplo tu razón y por qué importa?" Gracias por ayudar a su hijo o hija a construir argumentos claros y basados en evidencia.

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

Al leer juntos, pida a su hijo o hija que trace en voz alta un camino de argumento: afirmación, razón, evidencia y pensamiento. En el pasaje cívico, observen cómo un pueblo puede responder después de que los residentes comparten ideas. En el pasaje de Rosa, pregunte qué detalle explica por qué la familia esperaba oportunidades aunque la inspección era incierta.

Module 2 - Family Conversation Starters

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

- What makes an argument feel like a path instead of a pile of facts?
- Which transition best connects a reason to evidence about civic participation, and what relationship does it name?
- How does a detail about Rosa's journey prove a reason instead of merely repeating the passage?
- Why might an idea about opportunity or responsibility matter to a community?

Simple Family Activities

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

Family Activity - Build a Path

Write Claim, Reason, Evidence, and Thinking on four cards. Arrange them in an order that makes sense, say a transition between each part, and explain why the order works. Rearrange one card and discuss how the meaning changes.

Family Activity - Transition Hunt

Find a transition in a book, message, or conversation: because, however, for example, or therefore. Ask your child what relationship it signals. Together, make a new sentence about the passages using that transition and explain whether the connection is accurate.

Module 2 - Lesson Overview and Standards

Lesson Overview

Students use Medium Stamina texts to organize a purposeful argumentative structure, develop engaging ideas with facts and details, connect reasons with transitions, and explain how and why evidence supports the claim. The CREATURES spotlight is Argument and Thinking.

BIG Goal

Students will build a coherent line of argument rather than a list of disconnected facts.

Formal Writing Prompt - Sentence Statement

Explain whether people should participate in civic life even when one person's action seems small.

Standards Safeguard

The source standards appear in four labeled groups.

Writing Process TEKS

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

TEKS	Student Expectation (verbatim breakout)
5.12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
5.12C(ii)	compose argumentative texts, including opinion essays, using craft
5.12D(i)	compose correspondence that requests information

Revising TEKS

TEKS	Student Expectation (verbatim breakout)
5.11C(ix)	revise drafts combining ideas for clarity
5.11C(x)	revise drafts by rearranging ideas for clarity

Editing TEKS

TEKS	Student Expectation (verbatim breakout)
5.11D(xxii)	edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue
5.11D(xxiii)	edit drafts using standard English conventions, including punctuation marks, including italics for titles
5.11D(xxiv)	edit drafts using standard English conventions, including punctuation marks, including italics for emphasis
5.11D(xxv)	edit drafts using standard English conventions, including punctuation marks, including underlining for titles
5.11D(xxvi)	edit drafts using standard English conventions, including underlining for emphasis

Module 2 - TEKS and ELPS

TEKS in Four Required Groups

Writing Process TEKS

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

TEKS	Student Expectation (verbatim breakout)
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Revising TEKS

TEKS	Student Expectation (verbatim breakout)
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5.11C(x)	revise drafts by rearranging ideas for clarity

Editing TEKS

TEKS	Student Expectation (verbatim breakout)
5.11D(xxii)	edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue
5.11D(xxiii)	edit drafts using standard English conventions, including punctuation marks, including italics for titles
5.11D(xxiv)	edit drafts using standard English conventions, including punctuation marks, including italics for emphasis
5.11D(xxv)	edit drafts using standard English conventions, including punctuation marks, including underlining for titles
5.11D(xxvi)	edit drafts using standard English conventions, including underlining for emphasis

ELPS Breakouts Addressed

Language Domain	ELPS Breakout	Full Breakout
Writing	4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
Writing	4(D)(i)	write content-area texts using a variety of sentence lengths
Writing	4(D)(ii)	write content-area texts using a variety of sentence types
Writing	4(D)(iii)	write content-area texts using a variety of transition words
Writing	4(E)(i)	write content-area specific text using conventions
Writing	4(E)(ii)	write content-area specific text using grammatical structures
Writing	4(F)(ix)	write to justify with supporting evidence using appropriate content for a specific purpose
Writing	4(F)(xiii)	write to justify with supporting evidence using appropriate content for a specific audience

★ Daily Deck Slide (M2-03 - Standards Snapshot)

Writing focus: purposeful structure, transitions, specific facts and details, clarity revision, and conventions.

Module 2 - Language Domains in Action

Language Domain	Active Work
Listening	Students listen with pencils down for the four-part path: claim, reason, evidence, thinking.
Speaking	Students rehearse a pathway and explain the relationship named by each transition.
Reading	Students locate evidence, viewpoint, decisions, opportunities, responsibilities, and significance.
Writing	Students arrange ideas, connect them with transitions, and explain evidence.

Module 2 - Learning Destination

I Can Statements

- I can arrange reasons in a logical order.
- I can use transitions that show real relationships.
- I can explain how evidence proves a reason.
- I can combine or rearrange ideas for clarity.

I Will Statements

- I will listen, sketch, discuss, write, revise, and explain.
- I will use specific facts and details from the passages.
- I will update my tracking chart with evidence from my work.

★ Daily Deck Slide (M2-04 - Learning Targets)

I can build a path from claim to proof to meaning. I will explain how and why my evidence matters.

Module 2 - Rigor and Cognitive Demand

Rigor Safeguard

Students must decide the strongest order, select relevant evidence, name relationships with transitions, and explain meaning. Sentence frames support language without supplying the reasoning.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of Thinking
Identify	Name the claim, reason, evidence, and thinking jobs.	Supported during the launch.	Correctly labeled pathway.
Connect	Select a transition that names a real relationship.	Guided, then independent.	Coherent sentence-to-sentence link.
Analyze	Compare two possible orders for reasons and evidence.	Independent during the task cards.	Defended sequence.
Synthesize	Build and explain a complete argument path.	Independent in the formal response.	A coherent response with evidence-to-thinking explanation.

Misconceptions to Watch For

Misconception	Teacher Response
Piling up facts without a line of reasoning	Ask the student to name what each fact proves.
Inserting a transition randomly	Ask what exact relationship the transition signals.
Repeating evidence instead of writing Thinking	Ask how and why the evidence matters.
Confusing a reason with a passage detail	Have the student sort the “why” from the proof.
Arranging ideas chronologically when another order is stronger	Invite the student to compare two purposeful sequences.

Module 2 - Thinking Levels

Level	Student Move	Evidence of Thinking
Recall	Name claim, reason, evidence, and thinking.	Correct labels
Explain	Tell what one detail means.	Evidence-to-thinking sentence
Connect	Select a transition that names a relationship.	Coherent link
Analyze	Compare two possible orders.	Defended sequence
Synthesize	Build and explain a complete argument path.	Independent response

Module 2 - Vocabulary

Vocabulary - Teacher Script



Teacher Script

"Preview each tier, then ask students to use one word in an evidence-to-thinking sentence."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition
path	a route from one point to another
connect	to join ideas so their relationship is clear
order	the way ideas are arranged
explain	to tell how or why something happens
link	a connection between two ideas
strong	able to do its job well
detail	a small, specific piece of information
build	to put parts together into a whole
clear	easy for another person to understand
matter	to be important or have an effect

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition
claim	the writer's position
reason	an idea that supports a claim
evidence	specific proof from a source
transition	a word or phrase that shows a relationship
explanation	thinking that tells how or why evidence matters
coherent	organized so ideas make sense together
structure	the purposeful arrangement of parts
relevant	directly connected to the claim or reason
support	to strengthen an idea with proof
significance	why an idea matters beyond one detail

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition
civic	SIV-ik	connected to a community and its citizens
democracy	dih-MOK-ruh-see	government in which people participate in choosing leaders
participation	par-tis-uh-PAY-shuhn	taking part in an activity or decision
election	ih-LEK-shuhn	a process for choosing leaders by voting
national	NASH-uh-nuhl	related to an entire country
liberty	LIB-er-tee	freedom protected or valued in society
immigration	im-uh-GRAY-shuhn	movement into a country to live there
Ellis Island	EL-is EYE-luhnd	historic entry station in New York Harbor
opportunity	op-er-TOO-nuh-tee	a chance to do or achieve something
independence	in-dih-PEN-duhns	freedom from control by another power

★ Daily Deck Slide (M2-05 - Vocabulary)

path | connect | order | explain | claim | evidence | transition | civic | liberty | opportunity

Module 2 - Background Knowledge and Educator Insight

Passage Context

Teacher Script

"A Voice in the Community" presents ways people participate at local, state, and national levels and also explains barriers and differing views. "A Gift That Welcomed Millions" follows Rosa's 1907 arrival in New York Harbor and her family's experience at Ellis Island."

Educator Insight

Argument is not volume or disagreement. It is a connected line in which each reason supports the claim, each detail supports a reason, and each Thinking sentence interprets the proof.

★ Daily Deck Slide (M2-06 - Passage Orientation)

Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

Module 2 - Materials and Preparation

Material or Preparation	Purpose
Both Medium Stamina passages, printed or projected	Students read both sources and select relevant evidence.
Interactive notebooks, pencils, highlighters, scissors, and glue	Supports annotation, sorting, and writing.
CREATURES anchor chart with A = Argument and T = Thinking	Keeps the argument pathway visible.
Pathway cards and sentence-statement task cards	Lets teams build and defend coherent sequences.
Student tracking chart	Records evidence of individual growth.
Daily Deck slides M2-01 through M2-20	Supports modeling, practice, and retrieval.

Teacher Script



Teacher Script

"A reader should be able to follow your argument like a path, not jump across a pile of disconnected facts."

Module 2 - Anchor Chart and Board Notes

CREATURES Spotlight

- A = Argument: a connected line, not a list.
- T = Thinking: how does this evidence prove my reason, and why does it matter?

Purposeful Structure

Introduction -> Reasons -> Evidence -> Thinking -> Ending

Transition Bank

because | therefore | however | for example | as a result | in addition

★ Daily Deck Slide (M2-07 - CREATURES A and T)

Argument = connected line. Thinking = how and why the evidence proves the reason.

Module 2 - Teacher Modeling: Make the Thinking Visible

Formal Writing Prompt - Sentence Statement

Explain whether people should participate in civic life even when one person's action seems small.

Teacher Script



Teacher Script

"My claim answers the decision. My reason tells why. My evidence gives specific proof. My Thinking explains what the proof means."

Think-Aloud Model

Claim: People should participate when they are able. Reason: Small local actions can lead to visible change. Evidence: The passage explains that a town might repair a playground or add a stop sign after community members share ideas. Thinking: This matters because participation gives leaders information about needs they may not notice alone.



Daily Deck Slide (M2-08 - Model the Path)

Claim -> because -> Reason -> for example -> Evidence -> therefore -> Thinking.

Module 2 - TRACKS Close Reading

TRACKS Key

T = Time | R = Reactions and relationships | A = Actions | C = Central people, ideas, or objects | K = Key facts | S = Setting

Student Annotation Guide

1. Read each clean passage without highlighting.
2. Reread the TRACKS-highlighted copy.
3. Label what each marked detail helps you understand.
4. Star evidence that can support a reason.
5. Write one Thinking note: "This matters because..."

★ Daily Deck Slide (M2-09 - Annotation Guide)

Read clean. Reread with TRACKS. Star supportable evidence. Explain why it matters.

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 11 — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

Student Annotation Guide — A Voice in the Community

T — Time

over time

R — Reactions

They may think one person's vote will not make much of a difference

A — Actions

voting, attending meetings, volunteering, or sharing opinions about rules and laws

C — Character/Concept/Creature

communities are shaped by the people who live in them

K — Key Knowledge

local, state, or national level

S — Scenery/Setting

schools, roads, safety, and other parts of daily life

TRACKS EVIDENCE HIGHLIGHTING — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

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PASSAGE 12 — A Gift That Welcomed Millions

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] Rosa leaned against the rail and studied every detail. The statue stood in the harbor. From far away, it seemed to rise straight out of the water. Seven rays stretched from its crown.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby. Two boys waved their caps. An elderly man removed his hat. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[7] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[8] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew what would happen.

[9] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[10] Inside the building, officials called names while doctors examined travelers. Families stayed close together as they moved from one line to another. Rosa answered questions about her age and where she had come from. She worried that she might say something wrong, but her father gave her an encouraging smile.

[11] After many hours, Rosa's family was allowed to leave. They stepped onto a ferry that would take them into the city. Rosa turned for one last look at the statue. The torch was still visible above the harbor.

[12] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they

had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

Student Annotation Guide — A Gift That Welcomed Millions

T — Time

In the spring of 1907

R — Reactions

Some looked excited. Others looked nervous.

A — Actions

Her family had traveled for weeks from Italy

C — Character/Concept/Creature

The Statue of Liberty

K — Key Knowledge

the torch stood for hope and freedom

S — Scenery/Setting

New York Harbor

TRACKS EVIDENCE HIGHLIGHTING — A Gift That Welcomed Millions

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had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

Day 1 - Gather and Reveal

Objective

Students identify the A and T jobs and reconstruct the claim-reason-evidence-thinking pathway from an auditory model.

Auditory Engagement

First listen with pencils down: claim, reason, evidence, thinking. Second listen: sketch a road or staircase with four stops. Partners compare sketches. Fresh Recall: turn the page over and redraw the pathway from memory.

★ Daily Deck Slide (M2-10 - Gather)

Listen. Sketch four stops. Add relationship arrows. Explain one arrow to a partner.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script

Teacher Script

"Do not copy my sentences. Sketch the structure your ears detect."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

TEKS + ELPS — Day 1

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(ix), 5.11D(xxii)	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)	Students use a coherent path from claim to reason, evidence, and Thinking in an evidence-based response.

Gather and Reveal — Teacher Script

Teacher Script

"Today we begin with a coherent path from claim to reason, evidence, and Thinking. Listen for the decision the prompt requires before you write."

 Teacher Script

"Say the possible side aloud, then tell a partner which passage detail could help a writer defend it."

 Teacher Script

"A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason."

 Teacher Script

"Close your notes and name the one move you can already control."

Day 2 - Attempt: Argument Pathway Build

Game: Argument Pathway Build

Purpose: Students physically assemble claim, reason, evidence, thinking, and transition pieces into a coherent line of argument.

Teacher Directions

Give each team pathway cards labeled Claim, Transition, Reason, Evidence, and Thinking. Teams draw one sentence-statement task card, build a five-part path, read it aloud, and rearrange it if it sounds disconnected. One teammate must explain the order before the next card.

★ Daily Deck Slide (M2-11 - Game Directions)

Build -> Read aloud -> Check relationships -> Rearrange -> Explain -> Record.

Reproducible Activity Cards - Cut Apart

Card 1 - Local Playground

Claim: Residents should share concerns with local leaders. Reason: Leaders need specific information about neighborhood needs. Evidence: The passage explains that a town might repair a playground because community members shared their ideas. Thinking: Explain how this detail proves that one voice can begin a practical change. Choose and place one transition before the evidence.

Card 2 - Safer Streets

Claim: Local participation can improve daily life. Reason: A small request may identify a safety problem. Evidence: The passage names adding a stop sign as a possible result of community input. Thinking: Explain why a nearby change can matter even if it does not affect the whole country. Choose and place one transition before the Thinking sentence.

Card 3 - More Than Voting

Claim: Civic participation includes more than elections. Reason: People can contribute in several ways. Evidence: The passage names meetings, volunteering, petitions, letters, and learning about issues. Thinking: Explain how the variety of actions strengthens the claim. Arrange the pieces in a logical path.

Card 4 - Informed Choices

Claim: People should learn before forming a position. Reason: National issues can be complex. Evidence: The passage says people may need to read different sources and listen to more than one viewpoint. Thinking: Explain why gathering information makes participation more responsible. Add a cause-and-effect transition.

Card 5 - Barriers Matter

Claim: Communities should make participation more accessible. Reason: Willing people may face practical barriers. Evidence: Some people lack transportation, time, information, or knowledge of whom to contact. Thinking: Explain how libraries, schools, and organizations can reduce those barriers. Add a transition that introduces an example.

Card 6 - Disagreement

Claim: Disagreement can still be part of civic life. Reason: Participation gives people a way to discuss different ideas. Evidence: The passage says people may ask questions and work toward solutions without agreeing. Thinking: Explain why respectful disagreement can strengthen a community. Add a contrast transition.

Card 7 - Rosa's First View

Claim: The statue represented hope to arriving families. Reason: Its symbols connected liberty with a possible future. Evidence: Rosa's father explains that the raised torch stood for hope and freedom. Thinking: Explain why the symbol mattered before the family knew the result of inspection. Add a time or sequence transition.

Card 8 - A Difficult Process

Claim: Rosa's family accepted uncertainty for the possibility of opportunity. Reason: Their journey required persistence. Evidence: They traveled for weeks and then waited through questioning and examination. Thinking: Explain how this evidence supports the claim without pretending the process was easy. Add an addition transition.

Card 9 - Shared Reaction

Claim: The statue held meaning across language differences. Reason: Many passengers responded emotionally when they saw it. Evidence: People pointed, lifted a baby, waved caps, removed a hat, and smiled. Thinking: Explain what these varied reactions suggest. Add a transition that introduces evidence.

Card 10 - Liberty and Choice

Claim: Liberty influenced the family's decision to immigrate. Reason: Rosa understood liberty as freedom to make choices and build a future. Evidence: Her parents had left their old home partly for that possibility. Thinking: Explain how the definition connects the symbol to the family's action. Add a cause transition.

Card 11 - No Easy Promise

Claim: Hope does not guarantee an easy life. Reason: A symbol can inspire action without promising a result. Evidence: Years later, Rosa remembers that the statue did not promise life would be easy. Thinking: Explain why this distinction makes the argument more honest. Add a contrast transition.

Card 12 - Opportunity and Belonging

Claim: Rosa's family judged the difficult journey worthwhile. Reason: They wanted new opportunities and membership in a democratic country. Evidence: The ending connects their journey to freedom, democracy, and becoming part of the country. Thinking: Explain why the ending gives significance to the earlier challenges. Add a conclusion transition.

Key 1

For example can introduce the playground evidence. Strong Thinking explains that a resident's idea supplies leaders with actionable information; it does not claim that every request automatically succeeds.

Key 2

As a result or therefore can link proof to meaning. Strong Thinking distinguishes the size of an action from the importance of its local effect.

Key 3

In addition accurately joins different forms of participation. The pathway should move from the broad claim to the reason, then to the list as evidence, followed by an explanation of choice and access.

Key 4

Because or therefore should express cause and effect. Strong Thinking explains that multiple sources reduce the risk of making a decision from incomplete information.

Key 5

For example introduces the barrier list. Strong Thinking connects supports to access without blaming people who face those barriers.

Key 6

However can signal that disagreement does not cancel participation. Strong Thinking values discussion, questions, and solutions rather than insisting that everyone reach the same opinion.

Key 7

At first or before the inspection can clarify sequence. Strong Thinking explains that the symbol gave the family a reason for hope during uncertainty.

Key 8

In addition can connect weeks of travel with the inspection process. Strong Thinking acknowledges both persistence and difficulty.

Key 9

For example introduces the passengers' reactions. Strong Thinking infers shared significance while staying grounded in visible actions.

Key 10

Because accurately connects the family's understanding of liberty with leaving home. Strong Thinking explains the relationship among belief, choice, and action.

Key 11

However accurately protects the distinction between hope and guarantee. Strong Thinking recognizes that mature argument can hold promise and difficulty together.

Key 12

Ultimately or therefore can signal significance. Strong Thinking connects opportunity and belonging to the family's willingness to continue through uncertainty.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script**Teacher Script**

"A transition earns its place only when it names a real relationship."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

TEKS + ELPS — Day 2

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(ix), 5.11D(xxii)	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)	Students use a coherent path from claim to reason, evidence, and Thinking in an evidence-based response.

Attempt — Teacher Script**Teacher Script**

"Use the passages to test whether a small civic action can matter; do not decide before you can point to support."

**Teacher Script**

"Talk through your choice first. Your partner should be able to hear the link between your claim and your evidence."

 Teacher Script

"If a detail is true but it does not prove your reason, place it aside and keep looking."

 Teacher Script

"Before you move on, explain the evidence match in a complete sentence."

Day 3 - Discuss and Use

Independent Interactive Notebook Task

Formal Writing Prompt - Sentence Statement: Explain whether Rosa's family's hope for opportunity was strong enough to justify the difficult process of adapting to a new country.

Write an introduction with a clear claim. Arrange at least two reasons in purposeful order. Use a transition between reasons. Use one passage detail as evidence for each reason. Write a Thinking sentence after each evidence detail. Underline one sentence you combined or rearranged for clarity.

★ Daily Deck Slide (M2-12 - Independent Use)

Claim. Two ordered reasons. Two evidence details. Two Thinking sentences. One clarity revision.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script



Teacher Script

"Your notebook must show your decisions, not a copied pathway."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

TEKS + ELPS — Day 3

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(ix), 5.11D(xxii)	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)	Students use a coherent path from claim to reason, evidence, and Thinking in an evidence-based response.

Discuss and Use — Teacher Script



Teacher Script

"Read your work as a reader would: where does the idea begin, and how does each next sentence help it grow?"

 Teacher Script

"Point to a source detail, name the reason it supports, and explain the connection without rereading the whole passage."

 Teacher Script

"Use a respectful sentence stem when you represent another possible idea; accuracy comes before response."

 Teacher Script

"Write independently now. Your job is to make the thinking visible, not to copy a model."

Day 4 - Award and Target

Standards Application Check

Highlight one sentence that best shows A or T. Place a star beside one strong evidence-to-thinking connection. Give a partner one specific compliment: "Your argument became stronger when you..." Update the tracking chart.

Revision Focus

Combine or rearrange ideas for clarity. Check quotation marks in dialogue and formatting of titles or emphasis.

★ Daily Deck Slide (M2-13 - Award and Target)

Award one controlled move. Target one measurable next step. Prove both with your own writing.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script



Teacher Script

"Strong writers notice specific evidence of growth."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

TEKS + ELPS — Day 4

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(ix), 5.11D(xxii)	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)	Students use a coherent path from claim to reason, evidence, and Thinking in an evidence-based response.

Award and Target — Teacher Script



Teacher Script

"Award one precise move, not a vague compliment. Point to the words that made the writing stronger."

 Teacher Script

“Target one next step that will make the reasoning clearer for a real reader.”

 Teacher Script

“Revise the idea before you edit the surface. Ask whether every sentence still serves the claim.”

 Teacher Script

“Keep the source open. A revision is stronger when you can verify the evidence again.”

Day 5 - Explain and Fresh Recall

Teach It Back

Teach a partner the difference between evidence and Thinking, then explain why transitions matter to Argument. Round 1: use notes. Round 2: close notes and teach it again from memory. The listener asks one clarifying question and names one accurate idea heard.

★ Daily Deck Slide (M2-14 - Explain)

Teach: Evidence is _____. Thinking is _____. Transitions matter because _____.

Materials

Passages, notebook, Daily Deck, pathway cards, and tracking chart.

Teacher Script

Teacher Script

"If you can teach the pathway clearly, you understand how its parts work together."

Check for Understanding

Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

TEKS + ELPS — Day 5

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(ii), 5.12C(i), 5.11C(ix), 5.11D(xxii)	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)	Students use a coherent path from claim to reason, evidence, and Thinking in an evidence-based response.

Explain — Teacher Script

Teacher Script

"Teach a partner how a coherent path from claim to reason, evidence, and Thinking works in your own words."

 Teacher Script

"Use one exact passage detail as you explain the move; a definition alone is not enough."

 Teacher Script

"Close your notes for Fresh Recall, then reconstruct the writing move from memory."

 Teacher Script

"Name your next target clearly so you know what to practice in the next response."

Module 2 - Student Response Exemplars

Low Exemplar — Pink

People should participate. There are meetings and voting. It can help.

Medium Exemplar — Yellow

What Needs Improvement: Add a more precise explanation of how the evidence proves the reason or advances the argument. People should participate because community members can share needs with leaders. For example, the passage says a town may repair a playground after people share ideas. This evidence shows that speaking up can affect a local decision.

High Exemplar — Green

People who are able should participate in civic life because even a small action can give leaders useful information and build change over time. For example, "A Voice in the Community" explains that towns may repair playgrounds, add stop signs, or create programs after residents share ideas. This evidence proves that participation can turn a concern into a practical improvement close to home. In addition, people who learn about issues and listen to more than one viewpoint help a community make more informed choices. Individual action may seem limited at first; however, connected actions create a path toward solutions that leaders and neighbors can follow.

Teacher Look-Fors

The high exemplar answers the decision, orders distinct reasons, uses precise evidence, names relationships with transitions, and explains significance.

Module 2 - Assessment

Independent Product

Respond to the formal sentence-statement prompt using the assigned passage. Include a clear claim, two ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, and a revision-and-editing pass.

Success Criteria

- claim answers the decision
- structure is purposeful and coherent
- facts and details are specific
- transitions show actual relationships
- Thinking explains how and why evidence matters
- clarity and conventions are controlled

Revision Practice Set

Practice 1 - Repair a Pile

Draft: People vote. Schools need money. There are meetings. People can volunteer. A stop sign can be added.

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence. Explain one detail you deleted and why it did not fit your line of argument.

Practice 2 - Choose the Relationship

Draft: National issues are complex. People should read different sources. People should listen to more than one viewpoint.

Task: Combine the ideas using a transition that accurately shows cause and effect. Then write a Thinking sentence explaining why information supports responsible participation.

Practice 3 - Protect a Different Viewpoint

Draft: Everyone should attend every community meeting because there is no good reason not to participate.

Task: Revise the absolute language. Acknowledge barriers such as transportation, work, family responsibilities, time, and access to information. Preserve the claim while making it fair, accurate, and supportable.

Practice 4 - Evidence or Thinking

Sort each sentence as Evidence or Thinking: The passage says community groups sometimes hold public events. These events can make participation more accessible by showing people how to begin. Rosa's family waited through questioning and examination. Their willingness to continue shows how strongly they valued the possibility of a new future.

Task: Pair each evidence sentence with its matching Thinking sentence and underline the words that make the interpretation different from repetition.

Practice 5 - Rearrange for Clarity

Draft order: explanation, second reason, claim, first evidence, first reason, second evidence.

Task: Number the parts into a coherent order. Add one transition that introduces an example and another that adds a distinct reason. Read the result aloud and mark any point where a listener could lose the path.

Practice 6 - Edit After Revising

Draft: Rosa said its even bigger than I imagined the other passenger explained that the statue was a symbol however Rosa still worried about inspection.

Task: First revise the ideas so the relationship is clear. Then edit capitalization, apostrophes, quotation marks, sentence boundaries, and the comma with however. Explain why revision came before editing.

Revision Practice Answer Key

Practice 1 should center one claim and delete unrelated or redundant facts. Practice 2 should use because, therefore, or a similarly accurate cause-and-effect connection. Practice 3 should avoid everyone and no good reason while acknowledging real barriers. Practice 4 pairs public events with accessibility and inspection with commitment to opportunity. Practice 5 begins with the claim and places each reason before its evidence and explanation. Practice 6 requires complete sentences, "it's" for it is, dialogue punctuation, and a controlled contrast; wording may vary when the meaning remains accurate.

Module 2 - Check for Learning

Evidence	Beginning	Developing	Secure
Argument	Lists parts	Some links are clear	Every part advances the claim
Thinking	Repeats evidence	Gives a partial meaning	Explains how and why proof supports the reason
Transitions	Missing or random	Usually accurate	Precisely names relationships
Revision	Surface-only	Combines or rearranges one idea	Makes purposeful clarity changes

★ Daily Deck Slide (M2-15 - Self-Check)

Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?

Module 2 - Detailed Intervention

Use four movable cards: Claim, Reason, Evidence, Thinking. Have the student arrange cards before drafting. Ask the student to say the Thinking sentence aloud. Offer transition choices only after the student states the relationship. Use the reader-confusion check: "Where did the path break?" Preserve the same prompt, passages, and reasoning demand.

★ Daily Deck Slide (M2-16 - Support)

Arrange first. Say the relationship. Choose a transition. Rehearse Thinking. Then write.

Module 2 - Embedded Supports

- Color-code Claim, Reason, Evidence, and Thinking without supplying content.
- Let students orally rehearse in pairs before writing.
- Provide enlarged passage text and a transition bank.
- Permit home-language planning notes and speech-to-text.
- Require every learner to produce an independent visible thinking trace.

Accessibility Check

Support access to the task while preserving the same passage, prompt, and cognitive target.

Module 2 - Enrichment

- Write the same argument with two different reason orders and defend the stronger sequence.
- Add a second Thinking sentence that explains significance without repetition.
- Create a transition map labeled cause/effect, contrast, addition, and example.
- Challenge a peer to find the exact point where a deliberately scrambled pathway breaks.

Module 2 - Additional Writing Opportunities

Quick Write

Explain which form of community participation could create the most visible local change.

Passage-to-Passage Connection

Argue whether civic participation and Rosa's family journey share a meaningful idea about opportunity and responsibility. Use evidence from both passages while preserving their differences.

Correspondence Rehearsal

Write a brief note to a community leader that states a concern, supports it with one fact, and respectfully requests more information.

Module 2 - Auditory Engagement: Active Participation

Listening Target

Listen for the four-part path that turns a claim into a coherent argument.

Protocol

1. Pencils down while the teacher reads claim, reason, evidence, and thinking.
2. Listen again and sketch a road or staircase with four stops.
3. Add transitions between stops.
4. Compare sketches and explain one arrow.
5. Turn the page over and redraw from memory.

★ Daily Deck Slide (M2-17 - Listen and Sketch)

Pencils down first. Sketch second. Explain an arrow. Fresh Recall from memory.

Module 2 - Pause Points

|| Pause Point - Path or Pile

Does each sentence lead logically to the next?

|| Pause Point - Transition Integrity

Does the transition name the relationship I mean?

|| Pause Point - Evidence Match

Does this detail actually prove the reason?

|| Pause Point - Thinking

Did I explain how and why, or merely repeat the evidence?

★ Pause Point - Daily Deck Slide (M2-18 - Pause Points)

Path or pile? Real relationship? Matching evidence? New thinking?

Module 2 - Student Progress Tracking Chart

Checkpoint	I Can	Not Yet	With Help		My Proof
Day 1	Identify A and T in a model.	[]	[]	[]	
Day 2	Build and defend a pathway.	[]	[]	[]	
Day 3	Write evidence and Thinking.	[]	[]	[]	
Day 4	Award strength and target growth.	[]	[]	[]	
Day 5	Teach the pathway from memory.	[]	[]	[]	

★ Daily Deck Slide (M2-19 - Track Growth)

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

Module 2 - Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Script

"You turned separate pieces into a path a reader can follow. That is a major step in becoming an independent writer. Strong arguments are built through connection, order, and explanation."

Overarching Question - Answered

How do strong reasons, transitions, and explanation turn evidence into a coherent line of argument?

Strong reasons give the argument distinct support, transitions make relationships visible, and Thinking interprets evidence so the reader can follow the claim from proof to meaning.

Teacher Reflection

Which students can choose an order independently? Which students select transitions by relationship? Which students interpret evidence rather than repeat it?

Module 2 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use draggable text boxes labeled Claim, Reason, Evidence, Thinking, and Transition. Students rearrange them on shared slides. Model the exact task before breakout rooms. Assign Reader, Builder, Explainer, and Checker roles. Require every student to leave a visible thinking trace in chat, a shared document, an annotation layer, or an uploaded notebook photo. Keep formal prompts as sentence statements. For Fresh Recall, briefly hide the shared slide and have students reconstruct the pathway before reopening notes. Offer oral response, speech-to-text, enlarged text, and home-language planning notes while preserving the same reasoning target.



Daily Deck Slide (M2-20 - Virtual Classroom)

Drag the pathway. Explain each connection. Leave a visible thinking trace. Finish with Fresh Recall.

M O D U L E

3

Understanding, Rebuttal,
Ending, and Significance - U -
R - E - S

Week 3 | High Stamina | Grade 5 | Cluster 6 | ECR Argumentative

Module 3: Understanding, Rebuttal, Ending, and Significance - U - R - E - S

Week 3 | High Stamina | Grade 5 | Cluster 6 | ECR Argumentative

Teacher Script



Teacher Script

"Today we will listen fairly, answer with evidence, and carry our meaning beyond the paper."

Overarching Question

How does accurately understanding another viewpoint and responding to it make an argument more fair, convincing, and meaningful?

Module Passage Set - High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Voice in the Community	Nonfiction	Passage 11	1,000
A Gift That Welcomed Millions	Historical Fiction	Passage 12	1,000

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Teacher Inspiration

Teacher Script

"A rebuttal becomes powerful only after a writer has represented the other viewpoint fairly."

Module 3 - Family Communication

This Week at a Glance

- The big skill: connect understanding, rebuttal, ending, and significance into a coherent argument.
- The reading habit: notice choices, responsibilities, opportunity, and significance.
- The activity: Viewpoint Bridge - Understand, Rebut, Lift.

One Question to Ask at Home



Teacher Script

"How does that evidence prove your reason, and why does it matter?"

Family Letter

Dear Families,

This week your fifth grader works with the High Stamina versions of “A Voice in the Community” and “A Gift That Welcomed Millions.” Students will use four CREATURES moves: Understanding another viewpoint, Rebuttal, Ending, and Significance. Before they disagree, students will practice stating another person’s idea accurately and respectfully.

Students will then use evidence to respond to that viewpoint, refine their own claim, and write an ending that explains why the issue matters beyond the paper. The passages help students consider civic participation, barriers to participation, opportunity, and belonging without pretending that every person has the same experience.

At home, try a respectful “Some people may think..., but...” conversation about a family or community decision. Ask your child to represent the other view fairly before giving a reasoned response. End by asking, “Why does this issue matter?” Thank you for supporting thoughtful, fair argument.

With appreciation, Your Child's Teacher - The Writing Academy LLC

Use the sentence frame ‘Some people may think ___ because ___. However, ___’ with a family decision. Ask your child to make the first part fair before giving the response. Then return to the civic passage and identify the exact barriers named there: time, transportation, or access to information.

Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado trabaja con las versiones de resistencia alta de “A Voice in the Community” y “A Gift That Welcomed Millions”. Los estudiantes usarán cuatro movimientos de CREATURES: comprender otro punto de vista, refutar, cerrar y expresar importancia. Antes de estar en desacuerdo, practicarán expresar la idea de otra persona de forma precisa y respetuosa.

Después usarán evidencia para responder a ese punto de vista, perfeccionar su propia afirmación y escribir un cierre que explique por qué el tema importa más allá del escrito. Los pasajes ayudan a considerar la participación cívica, las barreras para participar, las oportunidades y el sentido de pertenencia sin suponer que todas las personas tienen la misma experiencia.

En casa, prueben una conversación respetuosa de “Algunas personas pueden pensar..., pero...”. Pida a su hijo o hija que represente la otra opinión con justicia antes de dar una respuesta razonada. Termine preguntando: “¿Por qué importa este tema?” Gracias por apoyar argumentos reflexivos y justos.

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

Use el marco ‘Algunas personas pueden pensar ___ porque ___. Sin embargo, ___’ para una decisión familiar. Pida a su hijo o hija que haga justa la primera parte antes de dar la respuesta. Después, vuelvan al pasaje cívico e identifiquen las barreras exactas que se mencionan: tiempo, transporte o acceso a información.

Module 3 - Family Conversation Starters

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

- What might a person who does not participate in civic life believe, and how can we state that idea fairly?
- Which detail from the passage helps explain why participation may be difficult for some people?
- How is a rebuttal different from simply saying that another person is wrong?
- What larger idea about opportunity, responsibility, or belonging could make a strong ending?

Simple Family Activities

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

Family Activity - Fair First

Choose a small family decision with more than one reasonable answer. Have your child say, "Some people may think ___ because ___." Then have them respond with "However..." and one reason. Discuss whether the first sentence represents the other view accurately.

Family Activity - Bluebird Ending

Read a sentence from either passage. Ask your child to make a two-sentence ending: first, restate an evidence-based claim; second, explain why the idea matters in a community. Compare an ending that repeats the claim with one that carries the meaning further.

Module 3 - Lesson Overview and Standards

Lesson Overview

Students use the High Stamina passage pair to accurately represent another viewpoint, respond with a respectful rebuttal, conclude purposefully, and write a significance statement. Students assemble a full CREATURES response and revise it for coherence and clarity.

Formal Writing Prompt - Sentence Statement

Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

Standards Safeguard

The source standards appear in four labeled groups.

Writing Process TEKS

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

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

Revising TEKS

TEKS	Student Expectation (verbatim breakout)
5.11C(i)	revise drafts to improve sentence structure
5.11C(ii)	revise drafts to improve word choice
5.11C(v)	revise drafts combining ideas for coherence
5.11C(vi)	revise drafts by rearranging ideas for coherence
5.11C(ix)	revise drafts combining ideas for clarity
5.11C(x)	revise drafts by rearranging ideas for clarity

Editing TEKS

TEKS	Student Expectation (verbatim breakout)
5.11D(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11D(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11D(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11D(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11D(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences
5.11D(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
5.11D(xxii)	edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue
5.11D(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
5.11D(xxviii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
5.11D(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Module 3 - TEKS and ELPS

TEKS in Four Required Groups

Writing Process TEKS

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

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

TEKS	Student Expectation (verbatim breakout)
5.11C(i)	revise drafts to improve sentence structure
5.11C(ii)	revise drafts to improve word choice
5.11C(v)	revise drafts combining ideas for coherence
5.11C(vi)	revise drafts by rearranging ideas for coherence
5.11C(ix)	revise drafts combining ideas for clarity
5.11C(x)	revise drafts by rearranging ideas for clarity

Editing TEKS

TEKS	Student Expectation (verbatim breakout)
5.11D(ii)	edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement
5.11D(iii)	edit drafts using standard English conventions, including complete compound sentences with avoidance of splices
5.11D(iv)	edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons
5.11D(v)	edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments
5.11D(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences
5.11D(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
5.11D(xxii)	edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue
5.11D(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
5.11D(xxviii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
5.11D(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS Breakouts Addressed

Language Domain	ELPS Breakout	Full Breakout
Writing	4(B)(i)	write text following conventional spelling patterns
Writing	4(B)(ii)	write text following conventional spelling rules
Writing	4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
Writing	4(D)(i)	write content-area texts using a variety of sentence lengths
Writing	4(D)(ii)	write content-area texts using a variety of sentence types
Writing	4(D)(iii)	write content-area texts using a variety of transition words
Writing	4(E)(i)	write content-area specific text using conventions
Writing	4(E)(ii)	write content-area specific text using grammatical structures

Module 3 - Language Domains in Action

Language Domain	Active Work
Listening	Students listen for a viewpoint and identify whether it has been represented fairly.
Speaking	Students rehearse a respectful rebuttal that uses evidence rather than attack.
Reading	Students reread both High Stamina passages with TRACKS and mark evidence about barriers, opportunity, and belonging.
Writing	Students build an argument with understanding, rebuttal, ending, and significance.

Module 3 - Learning Destination

I Can Statements

- I can represent another viewpoint accurately and neutrally.
- I can rebut the actual viewpoint with reasoning and evidence.
- I can reinforce my claim in a purposeful ending.
- I can synthesize the strongest reasoning instead of merely repeating it.
- I can write a Bluebird significance statement.

I Will Statements

- I will listen, paraphrase, verify, rebut, and explain.
- I will revise a full argument for coherence and clarity.
- I will use evidence from my work to track growth.

Module 3 - Rigor and Cognitive Demand

Rigor Safeguard

Students may use a viewpoint frame, reread the passages, and rehearse orally. They must still identify an actual viewpoint, choose evidence that responds to it, and explain why their ending has significance.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of Thinking
Understand	State another viewpoint accurately.	Guided at first.	Fair paraphrase without exaggeration.
Analyze	Distinguish a reasonable viewpoint from an unsupported attack.	Partner then independent.	Annotation and oral defense.
Evaluate	Select evidence that fairly answers the viewpoint.	Independent in drafting.	Relevant rebuttal with explanation.
Synthesize	End by connecting the claim to a larger significance.	Independent in the final response.	Bluebird ending that goes beyond repetition.

Misconceptions to Watch For

Misconception	Teacher Response
Attacking a weaker version of another view	Ask the student to restate the actual idea fairly.
Treating disagreement as proof	Ask for a reason and evidence that answer the idea.
Repeating the claim as an ending	Ask why the claim matters beyond the paragraph.
Ignoring practical barriers to participation	Return to the source detail and distinguish willingness from access.

Module 3 - Thinking Levels

Level	Student Move	Evidence of Thinking
Recall	Name understanding, rebuttal, ending, and significance.	Correct labels
Explain	Tell what one detail means.	Evidence-to-thinking sentence
Connect	Select a transition that names a relationship.	Coherent link
Analyze	Compare two possible orders.	Defended sequence
Synthesize	Build and explain a complete argument path.	Independent response

Module 3 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

“Preview everyday, academic, and passage-specific words. Students use each Tier 2 or Tier 3 word in a fair viewpoint or rebuttal sentence.”

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition
fair	honest and reasonable toward people and ideas
listen	to pay attention in order to understand
answer	to respond to an idea
different	not the same
agree	to share the same opinion
disagree	to have a different opinion
finish	to bring something to an end
bigger	more important or wider in meaning
care	to think something matters
trust	to believe someone or something is reliable

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition
viewpoint	a way of thinking about an issue
counterargument	a reasonable viewpoint that differs from the writer's claim
rebuttal	a reasoned response that defends or refines a claim
synthesize	to bring important ideas together into a larger understanding
significance	why an idea matters beyond the immediate task
credibility	the quality of being believable and trustworthy
responsibility	a duty or obligation a person accepts
belonging	feeling accepted as part of a group or place
claim	the writer's defensible position
evidence	specific proof from a source

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition
civic	SIV-ik	related to community and public life
participation	par-tis-uh-PAY-shuhn	taking part in an activity or decision
transportation	trans-por-TAY-shuhn	ways people travel from place to place
access	AK-ses	a way to reach or use something needed
opportunity	op-er-TOO-nuh-tee	a chance to do or achieve something
volunteer	vol-uhn-TEER	a person who freely offers to help
liberty	LIB-er-tee	freedom protected or valued in society
democracy	dih-MOK-ruh-see	government in which people participate in choosing leaders
Ellis Island	EL-is EYE-luhnd	historic entry station in New York Harbor
immigration	im-uh-GRAY-shuhn	movement into a country to live there

Module 3 - Background Knowledge and Educator Insight

Passage Context

Teacher Script

"A Voice in the Community" presents ways people participate at local, state, and national levels and also explains barriers and differing views. "A Gift That Welcomed Millions" follows Rosa's 1907 arrival in New York Harbor and her family's experience at Ellis Island."

Educator Insight

Argument is not volume or disagreement. It is a connected line in which each reason supports the claim, each detail supports a reason, and each Thinking sentence interprets the proof.

★ Daily Deck Slide (M3-06 - Passage Orientation)

Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

Module 3 - Materials and Preparation

Material or Preparation	Purpose
Both High Stamina passages in clean and TRACKS-highlighted copies	Supports two readings and close evidence work.
U-R-E-S anchor chart and viewpoint/rebuttal frames	Makes the four writing moves visible without supplying reasoning.
Interactive notebooks, pencils, highlighters, scissors, and glue	Supports annotation, sorting, and writing.
Viewpoint Bridge cards and answer key	Gives teams a fair-viewpoint and rebuttal rehearsal.
Student tracking chart	Records evidence of growth in fair argument.
Daily Deck slides M3-01 through M3-20	Supports modeling, practice, and Fresh Recall.

Module 3 - Anchor Chart and Board Notes

CREATURES Spotlight

- A = Argument: a connected line, not a list.
- T = Thinking: how does this evidence prove my reason, and why does it matter?

Purposeful Structure

Introduction -> Reasons -> Evidence -> Thinking -> Ending

Transition Bank

because | therefore | however | for example | as a result | in addition

★ Daily Deck Slide (M3-07 - CREATURES A and T)

Argument = connected line. Thinking = how and why the evidence proves the reason.

Module 3 - Teacher Modeling: Make the Thinking Visible

Formal Writing Prompt - Sentence Statement

Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

Teacher Script



Teacher Script

"I first state the other viewpoint accurately. Then I answer that actual idea with reasoning and text evidence."

Think-Aloud Model

Some people may believe extra supports are unnecessary because citizens can simply choose whether to participate. However, the passage explains that time, transportation, and access to information can make participation difficult. This evidence shows that the issue is not always willingness; sometimes people need a practical way to take part. Communities should therefore remove reasonable barriers. When more people can share informed ideas, public decisions can better reflect the people who live with the results.

Module 3 - TRACKS Close Reading

TRACKS Key

T = Time | R = Reactions and relationships | A = Actions | C = Central people, ideas, or objects | K = Key facts | S = Setting

Student Annotation Guide

1. Read each clean passage without highlighting.
2. Reread the TRACKS-highlighted copy.
3. Label what each marked detail helps you understand.
4. Star evidence that supports a viewpoint or rebuttal.
5. Write one margin note explaining why the evidence matters.

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 11 — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

[10] One way people begin participating is by paying attention to what is happening

around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

[11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.

[12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

[13] Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

[14] Voting is one of the best-known forms of civic participation. In an election, citizens choose leaders or decide questions placed on a ballot. A single vote may seem small, but elections are made up of many individual choices. In close elections, only a few votes may separate the winning side from the losing side. Voting also allows people to show which ideas and leaders they support.

[15] However, voting is not the only way to participate. Some people serve on local boards, help with campaigns, or volunteer for community organizations. Others speak during public meetings or write to elected officials. A person may also participate by helping neighbors understand an issue. Different forms of involvement allow people to use their time and skills in different ways.

[16] Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[17] Reliable information is also important. Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it. They can look for facts, dates, and evidence instead of depending only on strong opinions. Careful reading helps people make choices based on what is known rather than what is guessed.

Student Annotation Guide — A Voice in the Community

T — Time

over time

R — Reactions

They may think one person's vote will not make much of a difference

A — Actions

voting, attending meetings, volunteering, or sharing opinions about rules and laws

C — Character/Concept/Creature

civic participation

K — Key Knowledge

transportation to a meeting, time to volunteer, or easy access to information

S — Scenery/Setting

local, state, or national level

TRACKS EVIDENCE HIGHLIGHTING — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

[10] One way people begin participating is by paying attention to what is happening

around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

[11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.

[12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

[13] Schools often give students chances to practice **civic participation**. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

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[17] Reliable information is also important. Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it. They can look for facts, dates, and evidence instead of depending only on strong opinions. Careful reading helps people make choices based on what is known rather than what is guessed.

PASSAGE 12 — A Gift That Welcomed Millions

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] Rosa leaned against the cold metal rail and tried to take in every detail. The statue stood on a small island in the harbor. From far away, it seemed to rise straight out of the water. The morning mist curled around its base, while sunlight touched the crown on its head. Seven long rays stretched from the crown, making it look like a bright star.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby so the child could see. Two boys waved their caps over their heads. An elderly man removed his hat and pressed it against his chest. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] For most of the voyage, the passengers had seen only ocean. Day after day, gray waves had rolled past the ship. Sometimes the wind had been so strong that Rosa could barely stand. At night, her family slept in a crowded room below deck. The air was warm and close, and the sound of coughing often kept her awake.

[7] Rosa had missed her grandmother, the small stone house where she had grown up, and the olive trees near her village. Still, she remembered why her parents had decided to leave. Work had been difficult to find, and her father wanted his children to have more chances than he had. He had heard that people in America could earn money, attend school, and begin again.

[8] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[9] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[10] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother, Marco, held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew exactly what would happen.

[11] Before leaving the ship, Rosa turned once more toward the Statue of Liberty. She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed. Rosa wondered how many people

before her had stared at it with the same mixture of fear and hope.

[12] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[13] The main building was larger than Rosa had expected. Inside, footsteps echoed across the floor. Officials called names while doctors watched the travelers carefully. Families moved through long lines, stopping at desks where they answered questions about their health, jobs, and plans.

[14] Rosa's mother kept one hand on Marco's shoulder. Her father carried the suitcase and the papers that listed their names. Every few minutes, he checked to make sure the papers were still in his coat pocket. Rosa could tell he was worried, although he tried not to show it.

[15] A doctor looked at Rosa's eyes and listened to her breathing. Another official asked her age and the name of the village where she had been born. Rosa answered in a quiet voice. She worried that she might say something wrong, but her father gave her an encouraging smile.

[16] The hours passed slowly. Rosa's feet ached, and Marco complained that he was hungry. Their mother gave him the last piece of bread from their bag. Rosa watched sunlight move across the tall windows as the lines became shorter.

[17] Finally, an official checked their papers and marked them with a stamp. Her father thanked him again and again. Rosa did not understand every word that was spoken, but she understood her father's smile. They had been allowed to enter the United States.

[18] The family stepped onto a ferry that would take them into New York City. From the water, Rosa saw rows of tall buildings crowded together. Smoke rose from rooftops, and boats moved across the harbor in every direction. The city looked noisy, busy, and full of possibilities.

[19] Their first home was a small apartment shared with relatives. The rooms were crowded, and the street below was loud. Her father found work at a factory, and her mother sewed clothing for a nearby shop. Rosa began school, where she slowly learned to read and speak English.

[20] Life was not easy. The family worked long hours, and money was often scarce. Yet Rosa made friends, helped her brother with school, and learned her way around the city. Each new skill made the unfamiliar place feel more like home.

[21] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

Student Annotation Guide — A Gift That Welcomed Millions

T — Time

In the spring of 1907

R — Reactions

Some looked excited. Others looked nervous.

A — Actions

Her family had traveled for weeks from Italy

C — Character/Concept/Creature

The Statue of Liberty

K — Key Knowledge

the torch stood for hope and freedom

S — Scenery/Setting

New York Harbor

TRACKS EVIDENCE HIGHLIGHTING — A Gift That Welcomed Millions

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Day 1 - Gather and Reveal

Objective

Students identify Understanding and Rebuttal and catch inaccurate or unsupported reasoning.

Auditory Engagement

Use Catch and Correct with pencils down, partner repair, evidence addition, and Fresh Recall.

Materials

High Stamina passages, notebook, Daily Deck, Viewpoint Bridge cards, and tracking chart.

Teacher Script



Teacher Script

"Accuracy comes before disagreement."

Check for Understanding

Inspect the visible thinking trace and ask a student to explain why the move is accurate, evidence-based, and fair.

TEKS + ELPS — Day 1

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(iii), 5.12C(i), 5.11C(i), 5.11D(xx)	2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix)	Students use fair understanding, evidence-based rebuttal, ending, and significance in an evidence-based response.

Gather and Reveal — Teacher Script



Teacher Script

"Today we begin with fair understanding, evidence-based rebuttal, ending, and significance. Listen for the decision the prompt requires before you write."



Teacher Script

"Say the possible side aloud, then tell a partner which passage detail could help a writer defend it."

 Teacher Script

"A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason."

 Teacher Script

"Close your notes and name the one move you can already control."

Day 2 - Attempt: Viewpoint Bridge

Game: Viewpoint Bridge - Understand, Rebut, Lift

Teams advance through UNDERSTAND, REBUT, END, and SIGNIFICANCE. A team repairs any invented viewpoint, personal attack, unsupported rebuttal, repetitive ending, or narrow significance statement before advancing.

Materials

High Stamina passages, notebook, Daily Deck, Viewpoint Bridge cards, and tracking chart.

Teacher Script

Teacher Script

"Build the bridge by listening accurately, answering the real idea, and lifting the meaning."

Check for Understanding

Inspect the visible thinking trace and ask a student to explain why the move is accurate, evidence-based, and fair.

TEKS + ELPS — Day 2

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(iii), 5.12C(i), 5.11C(i), 5.11D(xx)	2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix)	Students use fair understanding, evidence-based rebuttal, ending, and significance in an evidence-based response.

Attempt — Teacher Script

Teacher Script

"Use the passages to test how communities can respond fairly to participation barriers; do not decide before you can point to support."

Teacher Script

"Talk through your choice first. Your partner should be able to hear the link between your claim and your evidence."

 Teacher Script

"If a detail is true but it does not prove your reason, place it aside and keep looking."

 Teacher Script

"Before you move on, explain the evidence match in a complete sentence."

Day 3 - Discuss and Use

Independent Interactive Notebook Task

Formal Writing Prompt - Sentence Statement: Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

State a clear claim and reasons. Use evidence from "A Voice in the Community." Write one accurate Understanding Others sentence, one evidence-based rebuttal, a purposeful ending, and a Bluebird significance sentence.

Sample Answer / Exemplar

Communities should make participation easier because people are more likely to contribute when they can access information, meetings, and opportunities. Some people may believe extra supports are unnecessary because citizens can simply choose whether to participate. However, the passage explains that time, transportation, and access to information can make participation difficult. This evidence shows that the issue is not always willingness; sometimes people need a practical way to take part. Communities should therefore remove reasonable barriers to participation. When more people can share informed ideas, public decisions can better reflect the people who live with the results.

Materials

High Stamina passages, notebook, Daily Deck, Viewpoint Bridge cards, and tracking chart.

Teacher Script



Teacher Script

"Your response must answer the real viewpoint, not a weaker version of it."

Check for Understanding

Inspect the visible thinking trace and ask a student to explain why the move is accurate, evidence-based, and fair.

TEKS + ELPS — Day 3

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(iii), 5.12C(i), 5.11C(i), 5.11D(xx)	2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix)	Students use fair understanding, evidence-based rebuttal, ending, and significance in an evidence-based response.

Discuss and Use — Teacher Script

Teacher Script

“Read your work as a reader would: where does the idea begin, and how does each next sentence help it grow?”

Teacher Script

“Point to a source detail, name the reason it supports, and explain the connection without rereading the whole passage.”

Teacher Script

“Use a respectful sentence stem when you represent another possible idea; accuracy comes before response.”

Teacher Script

“Write independently now. Your job is to make the thinking visible, not to copy a model.”

Day 4 - Award and Target

Standards Application Check

Highlight one sentence that best shows today's CREATURES focus. Star one evidence-to-thinking connection. Give one specific compliment. Update the tracking chart.

Revision Focus

Improve sentence structure and word choice; combine or rearrange ideas for coherence and clarity. Edit compound sentences for agreement, splices, run-ons, and fragments; check commas, dialogue quotation marks, spelling patterns, spelling rules, and high-frequency words.

Materials

High Stamina passages, notebook, Daily Deck, Viewpoint Bridge cards, and tracking chart.

Teacher Script



Teacher Script

"Name the exact move you controlled; evidence of growth is specific."

Check for Understanding

Inspect the visible thinking trace and ask a student to explain why the move is accurate, evidence-based, and fair.

TEKS + ELPS — Day 4

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(iii), 5.12C(i), 5.11C(i), 5.11D(xx)	2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix)	Students use fair understanding, evidence-based rebuttal, ending, and significance in an evidence-based response.

Award and Target — Teacher Script



Teacher Script

"Award one precise move, not a vague compliment. Point to the words that made the writing stronger."



Teacher Script

"Target one next step that will make the reasoning clearer for a real reader."

 Teacher Script

“Revise the idea before you edit the surface. Ask whether every sentence still serves the claim.”

 Teacher Script

“Keep the source open. A revision is stronger when you can verify the evidence again.”

Day 5 - Explain and Fresh Recall

Teach It Back

Teach a partner how U, R, E, and S strengthen a full CREATURES response. Round 1 may use notes. Round 2 happens with notes closed. The listener asks one clarifying question and names one accurate idea.

Materials

High Stamina passages, notebook, Daily Deck, Viewpoint Bridge cards, and tracking chart.

Teacher Script



Teacher Script

"If you can teach why each move matters, you can control the full argument."

Check for Understanding

Inspect the visible thinking trace and ask a student to explain why the move is accurate, evidence-based, and fair.

TEKS + ELPS — Day 5

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(iii), 5.12C(i), 5.11C(i), 5.11D(xx)	2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix)	Students use fair understanding, evidence-based rebuttal, ending, and significance in an evidence-based response.

Explain — Teacher Script



Teacher Script

"Teach a partner how fair understanding, evidence-based rebuttal, ending, and significance works in your own words."



Teacher Script

"Use one exact passage detail as you explain the move; a definition alone is not enough."



Teacher Script

"Close your notes for Fresh Recall, then reconstruct the writing move from memory."

 Teacher Script

"Name your next target clearly so you know what to practice in the next response."

Module 3 - Activity Cards and Answer Key

Viewpoint Bridge - Understand, Rebut, Lift

Cut apart the cards. At UNDERSTAND, state the viewpoint accurately and neutrally. At REBUT, respond with reasoning and text evidence. At END, reinforce and synthesize the claim. At SIGNIFICANCE, write a Bluebird statement. Repair any step that attacks a person, invents a viewpoint, or lacks evidence.

Card	Sentence-Statement Task
1	Explain whether people who do not participate in civic life may still have reasonable concerns that deserve to be heard.
2	Explain whether a rebuttal should begin by accurately representing the other viewpoint.
3	Explain whether a writer can disagree respectfully and still make a strong argument.
4	Explain whether the difficulty of immigration can exist alongside hope for opportunity.
5	Explain whether a symbol such as the Statue of Liberty can mean different things to different people.
6	Explain whether communities should remove barriers that make participation difficult.
7	Explain whether a rebuttal without evidence is strong enough to defend a claim.
8	Explain whether a conclusion should introduce a completely new major reason.
9	Explain whether a Bluebird significance sentence should connect the issue to life beyond the paper.
10	Explain whether listening to another viewpoint can improve a writer's own claim.

Answer Key / Teacher Look-Fors

- Understanding Others is accurate and neutral in tone.
- Rebuttal answers the actual viewpoint with reasoning and text evidence.
- Ending reinforces and synthesizes without adding a new major reason.
- Significance explains why the issue matters beyond the immediate response.

Module 3 - Student Response Exemplars

Low Exemplar — Pink

Communities should help people participate. Some people disagree. They are wrong because participation is good.

Medium Exemplar — Yellow

What Needs Improvement: Add a more precise explanation of how the evidence proves the reason or advances the argument. Communities should make participation easier. Some people may believe citizens should solve access problems themselves. However, the passage names time, transportation, and information as barriers, so practical support could help more people participate.

High Exemplar — Green

Communities should make participation easier because public decisions are stronger when more residents can contribute informed ideas. Some people may believe extra supports are unnecessary because participation is a personal choice. However, "A Voice in the Community" explains that time, transportation, and access to information can prevent willing people from taking part. This evidence shows that a lack of participation does not always mean a lack of responsibility; sometimes the path is simply blocked. Communities should remove reasonable barriers while still expecting citizens to learn and contribute. When access and responsibility work together, civic decisions can more fairly represent the people who live with their results.

Teacher Look-Fors

The high exemplar represents another viewpoint fairly, answers it with relevant evidence, synthesizes the argument, and ends with significance.

Module 3 - Assessment

Independent Product

Respond to the formal sentence-statement prompt using the assigned passage. Include a clear claim, two ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, and a revision-and-editing pass.

Success Criteria

- claim answers the decision
- structure is purposeful and coherent
- facts and details are specific
- transitions show actual relationships
- Thinking explains how and why evidence matters
- clarity and conventions are controlled

Revision Practice Set

Practice 1 - Repair a Pile

Draft: People vote. Schools need money. There are meetings. People can volunteer. A stop sign can be added.

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence. Explain one detail you deleted and why it did not fit your line of argument.

Practice 2 - Choose the Relationship

Draft: National issues are complex. People should read different sources. People should listen to more than one viewpoint.

Task: Combine the ideas using a transition that accurately shows cause and effect. Then write a Thinking sentence explaining why information supports responsible participation.

Practice 3 - Protect a Different Viewpoint

Draft: Everyone should attend every community meeting because there is no good reason not to participate.

Task: Revise the absolute language. Acknowledge barriers such as transportation, work, family responsibilities, time, and access to information. Preserve the claim while making it fair, accurate, and supportable.

Practice 4 - Evidence or Thinking

Sort each sentence as Evidence or Thinking: The passage says community groups sometimes hold public events. These events can make participation more accessible by showing people how to begin. Rosa's family waited through questioning and examination. Their willingness to continue shows how strongly they valued the possibility of a new future.

Task: Pair each evidence sentence with its matching Thinking sentence and underline the words that make the interpretation different from repetition.

Practice 5 - Rearrange for Clarity

Draft order: explanation, second reason, claim, first evidence, first reason, second evidence.

Task: Number the parts into a coherent order. Add one transition that introduces an example and another that adds a distinct reason. Read the result aloud and mark any point where a listener could lose the path.

Practice 6 - Edit After Revising

Draft: Rosa said its even bigger than I imagined the other passenger explained that the statue was a symbol however Rosa still worried about inspection.

Task: First revise the ideas so the relationship is clear. Then edit capitalization, apostrophes, quotation marks, sentence boundaries, and the comma with however. Explain why revision came before editing.

Revision Practice Answer Key

Practice 1 should center one claim and delete unrelated or redundant facts. Practice 2 should use because, therefore, or a similarly accurate cause-and-effect connection. Practice 3 should avoid everyone and no good reason while acknowledging real barriers. Practice 4 pairs public events with accessibility and inspection with commitment to opportunity. Practice 5 begins with the claim and places each reason before its evidence and explanation. Practice 6 requires complete sentences, "it's" for it is, dialogue punctuation, and a controlled contrast; wording may vary when the meaning remains accurate.

Module 3 - Check for Learning

Evidence	Beginning	Developing	Secure
Argument	Lists parts	Some links are clear	Every part advances the claim
Thinking	Repeats evidence	Gives a partial meaning	Explains how and why proof supports the reason
Transitions	Missing or random	Usually accurate	Precisely names relationships
Revision	Surface-only	Combines or rearranges one idea	Makes purposeful clarity changes

★ Daily Deck Slide (M3-15 - Self-Check)

Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?

Module 3 - Detailed Intervention

Use four movable cards: Understand, Rebut, End, Significance. Have the student arrange cards before drafting. Ask the student to say the Thinking sentence aloud. Offer transition choices only after the student states the relationship. Use the reader-confusion check: "Where did the path break?" Preserve the same prompt, passages, and reasoning demand.

★ Daily Deck Slide (M3-16 - Support)

Arrange first. Say the relationship. Choose a transition. Rehearse Thinking. Then write.

Module 3 - Embedded Supports

- Color-code Claim, Reason, Evidence, and Thinking without supplying content.
- Let students orally rehearse in pairs before writing.
- Provide enlarged passage text and a transition bank.
- Permit home-language planning notes and speech-to-text.
- Require every learner to produce an independent visible thinking trace.

Accessibility Check

Support access to the task while preserving the same passage, prompt, and cognitive target.

Module 3 - Enrichment

- Write the same argument with two different reason orders and defend the stronger sequence.
- Add a second Thinking sentence that explains significance without repetition.
- Create a transition map labeled cause/effect, contrast, addition, and example.
- Challenge a peer to find the exact point where a deliberately scrambled pathway breaks.

Module 3 - Additional Writing Opportunities

Quick Write

Explain which form of community participation could create the most visible local change.

Passage-to-Passage Connection

Argue whether civic participation and Rosa's family journey share a meaningful idea about opportunity and responsibility. Use evidence from both passages while preserving their differences.

Correspondence Rehearsal

Write a brief note to a community leader that states a concern, supports it with one fact, and respectfully requests more information.

Module 3 - Auditory Engagement: Catch and Correct

Listening Target

Listen for unfair or unsupported reasoning, then repair it.

Protocol

1. Pencils down while the teacher reads a flawed viewpoint and rebuttal.
2. Students signal when they hear an inaccurate or unfair representation.
3. Partners paraphrase the viewpoint neutrally.
4. Partners add evidence to the rebuttal.
5. Fresh Recall: close notes and complete: U does ____; R does ____.

Module 3 - Pause Points

|| Pause Point - Path or Pile

Does each sentence lead logically to the next?

|| Pause Point - Transition Integrity

Does the transition name the relationship I mean?

|| Pause Point - Evidence Match

Does this detail actually prove the reason?

|| Pause Point - Thinking

Did I explain how and why, or merely repeat the evidence?

★ Pause Point - Daily Deck Slide (M3-18 - Pause Points)

Path or pile? Real relationship? Matching evidence? New thinking?

Module 3 - Student Progress Tracking Chart

Checkpoint	I Can	Not Yet	With Help		My Proof
Day 1	Identify A and T in a model.	[]	[]	[]	
Day 2	Build and defend a pathway.	[]	[]	[]	
Day 3	Write evidence and Thinking.	[]	[]	[]	
Day 4	Award strength and target growth.	[]	[]	[]	
Day 5	Teach the pathway from memory.	[]	[]	[]	

★ Daily Deck Slide (M3-19 - Track Growth)

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

Module 3 - Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Script

"You listened before answering, used evidence instead of attack, and carried your meaning beyond the paper. Those are mature argumentative habits."

Overarching Question - Answered

How does accurately understanding another viewpoint and responding to it make an argument more fair, convincing, and meaningful?
Understanding another viewpoint shows that the writer listened accurately instead of attacking a weak version of someone else's idea. A rebuttal answers that viewpoint with reasoning and evidence. A purposeful ending reinforces the claim, and significance carries the thinking beyond the paper. These moves make the argument fairer, stronger, and more meaningful.

Module 3 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Create four virtual columns or sequential slides labeled UNDERSTAND, REBUT, END, and SIGNIFICANCE. Students type one sentence in each step before the team advances. Model the task, post a visible checklist, and assign roles before breakout rooms. Require every student to leave a visible thinking trace in chat, a shared document, an annotation layer, or an uploaded notebook photo. For Fresh Recall, hide the shared slide and have students reconstruct U, R, E, and S before reopening notes. Offer oral response, speech-to-text, enlarged text, and home-language planning while preserving the same Grade 5 reasoning target.

M O D U L E

4

Full CREATURES in Argumentative Correspondence for a Real Audience

Week 4 | Very High Stamina | Grade 5 | Cluster 6 | ECR
Correspondence • Argumentative

Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience

Week 4 | Very High Stamina | Grade 5 | Cluster 6 | ECR Correspondence - Argumentative

Teacher Script



Teacher Script

"Today your argument leaves the classroom and enters correspondence. That means your reader is not just a grader; your reader is a person."

Overarching Question

How does writing for a real audience change the way a writer begins, supports, and ends an argumentative letter?

Module Passage Set - Very High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
A Voice in the Community	Nonfiction	Passage 11	1,500
A Gift That Welcomed Millions	Historical Fiction	Passage 12	1,500

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Teacher Inspiration

Teacher Script

“When students write to a real audience, structure becomes more than a school exercise—their words have a purpose and a reader.”

Module 4 - Family Communication

This Week at a Glance

- The big skill: connect audience, argument, request, and correspondence into a coherent argument.
- The reading habit: notice choices, responsibilities, opportunity, and significance.
- The activity: Letter Lab - Audience, Argument, Request.

One Question to Ask at Home



Teacher Script

"How does that evidence prove your reason, and why does it matter?"

Family Letter

Dear Families,

This week your fifth grader completes Cluster 6 with the Very High Stamina versions of “A Voice in the Community” and “A Gift That Welcomed Millions.” Students will use the full CREATURES framework to write an argumentative letter for a real or simulated audience. Their letters will include a clear claim, accurate evidence, respectful acknowledgment of another viewpoint, a reasoned rebuttal, a purposeful ending, and a genuine request for information.

Students will consider how audience changes word choice, tone, and organization. A letter to a school or local leader should be respectful and specific, even when the writer disagrees or asks for change. The request for information must connect to the topic rather than appear as an unrelated final sentence.

At home, invite your child to draft a polite request to a teacher, librarian, or community leader. Ask who will read it, what information the writer needs, and which evidence makes the request more convincing. Thank you for supporting writing that is both thoughtful and useful.

With appreciation, Your Child's Teacher - The Writing Academy LLC

Invite your child to read the letter aloud as if a school or local leader received it. Ask what information the writer is requesting and whether that request grows from the claim and evidence. Then ask how a respectful greeting, precise word choice, and closing help a real reader respond.

Carta para las Familias

Estimadas familias:

Esta semana su estudiante de quinto grado completa el Grupo 6 con las versiones de resistencia muy alta de “A Voice in the Community” y “A Gift That Welcomed Millions”. Los estudiantes usarán el marco completo CREATURES para escribir una carta argumentativa dirigida a un público real o simulado. Sus cartas incluirán una afirmación clara, evidencia precisa, un reconocimiento respetuoso de otro punto de vista, una refutación razonada, un cierre con propósito y una solicitud auténtica de información.

Los estudiantes considerarán cómo el público cambia la elección de palabras, el tono y la organización. Una carta a un líder escolar o local debe ser respetuosa y específica, aun cuando el escritor no esté de acuerdo o pida un cambio. La solicitud de información debe relacionarse con el tema y no aparecer como una última oración sin conexión.

En casa, invite a su hijo o hija a redactar una solicitud cortés a un maestro, bibliotecario o líder comunitario. Pregunte quién leerá la carta, qué información necesita el escritor y qué evidencia hace más convincente la solicitud. Gracias por apoyar una escritura reflexiva y útil.

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

Invite a su hijo o hija a leer la carta en voz alta como si la recibiera un líder escolar o local. Pregunte qué información solicita el escritor y si esa solicitud surge de la afirmación y la evidencia. Después, pregunte cómo un saludo respetuoso, palabras precisas y una despedida ayudan a un lector real a responder.

Module 4 - Family Conversation Starters

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

- How would your word choice change if you wrote to a friend, a teacher, or a local leader about civic participation?
- What information might a student respectfully request about ways young people can participate in community decisions?
- Which detail from Rosa's journey could help a writer explain why opportunity and belonging matter?
- How can a writer disagree with another viewpoint while still sounding fair and respectful?

Simple Family Activities

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

Family Activity - Audience Switch

Choose a simple request, such as asking about a library program. Say it first to a sibling or friend, then revise it for a librarian or community leader. Discuss which words, greeting, and closing changed and why the request still needs a clear purpose.

Family Activity - Evidence-to-Request

Choose one detail from either passage. Have your child state a claim, explain why the detail matters, and write one respectful request for related information. Ask whether the request genuinely grows from the argument or was added only at the end.

Module 4 - Lesson Overview and Standards

Lesson Overview

Students apply the entire CREATURES framework in argumentative correspondence. They write to a real or simulated audience, use a respectful register, include an authentic request for information, and revise and edit the complete letter using the current Cluster 6 standards.

Formal Writing Prompt - Sentence Statement

Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

Standards Safeguard

The source standards appear in four labeled groups.

Writing Process TEKS

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

TEKS	Student Expectation (verbatim breakout)
5.12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
5.12C(ii)	compose argumentative texts, including opinion essays, using craft
5.12D(i)	compose correspondence that requests information

Revising TEKS

TEKS	Student Expectation (verbatim breakout)
5.11C(vii)	revise drafts by adding ideas for clarity
5.11C(viii)	revise drafts deleting ideas for clarity
5.11C(ix)	revise drafts combining ideas for clarity
5.11C(x)	revise drafts by rearranging ideas for clarity

Editing TEKS

TEKS	Student Expectation (verbatim breakout)
5.11D(xvi)	edit drafts using standard English conventions, including capitalization of abbreviations
5.11D(xvii)	edit drafts using standard English conventions, including capitalization of initials
5.11D(xviii)	edit drafts using standard English conventions, including capitalization of acronyms
5.11D(xix)	edit drafts using standard English conventions, including capitalization of organizations
5.11D(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences
5.11D(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
5.11D(xxii)	edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue
5.11D(xxiii)	edit drafts using standard English conventions, including punctuation marks, including italics for titles
5.11D(xxiv)	edit drafts using standard English conventions, including punctuation marks, including italics for emphasis
5.11D(xxv)	edit drafts using standard English conventions, including punctuation marks, including underlining for titles
5.11D(xxvi)	edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis
5.11D(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
5.11D(xxviii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
5.11D(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Module 4 - TEKS and ELPS

TEKS in Four Required Groups

Writing Process TEKS

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

TEKS	Student Expectation (verbatim breakout)
5.12C(i)	compose argumentative texts, including opinion essays, using genre characteristics
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5.12D(i)	compose correspondence that requests information

Revising TEKS

TEKS	Student Expectation (verbatim breakout)
5.11C(vii)	revise drafts by adding ideas for clarity
5.11C(viii)	revise drafts deleting ideas for clarity
5.11C(ix)	revise drafts combining ideas for clarity
5.11C(x)	revise drafts by rearranging ideas for clarity

Editing TEKS

TEKS	Student Expectation (verbatim breakout)
5.11D(xvi)	edit drafts using standard English conventions, including capitalization of abbreviations
5.11D(xvii)	edit drafts using standard English conventions, including capitalization of initials
5.11D(xviii)	edit drafts using standard English conventions, including capitalization of acronyms
5.11D(xix)	edit drafts using standard English conventions, including capitalization of organizations
5.11D(xx)	edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences
5.11D(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
5.11D(xxii)	edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue
5.11D(xxiii)	edit drafts using standard English conventions, including punctuation marks, including italics for titles
5.11D(xxiv)	edit drafts using standard English conventions, including punctuation marks, including italics for emphasis
5.11D(xxv)	edit drafts using standard English conventions, including punctuation marks, including underlining for titles
5.11D(xxvi)	edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis
5.11D(xxvii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
5.11D(xxviii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules
5.11D(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS Breakouts Addressed

Language Domain	ELPS Breakout	Full Breakout
Writing	4(A)(i)	apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
Writing	4(B)(i)	write text following conventional spelling patterns
Writing	4(B)(ii)	write text following conventional spelling rules
Writing	4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
Writing	4(D)(i)	write content-area texts using a variety of sentence lengths
Writing	4(D)(ii)	write content-area texts using a variety of sentence types
Writing	4(D)(iii)	write content-area texts using a variety of transition words
Writing	4(E)(i)	write content-area specific text using conventions
Writing	4(E)(ii)	write content-area specific text using grammatical structures
Writing	4(F)(iii)	write with appropriate register for a specific purpose
Writing	4(F)(vii)	write with appropriate register for a specific audience
Writing	4(F)(ix)	write to justify with supporting evidence using appropriate content for a specific purpose
Writing	4(F)(xiii)	write to justify with supporting evidence using appropriate content for a specific audience

Module 4 - Language Domains in Action

Language Domain	Active Work
Listening	Students listen for tone, audience, claim, and a genuine information request in model correspondence.
Speaking	Students rehearse respectful requests and explain how an audience changes register.
Reading	Students reread both Very High Stamina passages with TRACKS to select accurate evidence for a real audience.
Writing	Students compose and revise an argumentative letter using the full CREATURES framework.

Module 4 - Learning Destination

I Can Statements

- I can identify my real or simulated audience.
- I can use the parts of a formal letter.
- I can use all parts of CREATURES in a connected response.
- I can include a genuine request for information.

I Will Statements

- I will keep my tone respectful while defending a position.
- I will revise the letter for clarity and organization.
- I will edit dialogue, titles, emphasis, spelling, and sentence boundaries.

Module 4 - Rigor and Cognitive Demand

Rigor Safeguard

Students may use a letter template, audience checklist, and oral rehearsal. They must still choose their own claim, evidence, rebuttal, register, and information request for the stated audience.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of Thinking
Apply	Use an audience-appropriate greeting, tone, and request.	Guided during modeling.	Correspondence conventions fit the reader.
Analyze	Judge whether evidence and a request connect to the claim.	Partner review then independent.	Annotated explanation of the connection.
Evaluate	Revise wording that is vague, disrespectful, or unsupported.	Independent in revision.	A precise, respectful revised sentence.
Synthesize	Compose a complete argument that uses all CREATURES moves.	Independent in the final letter.	Coherent letter with a meaningful request and ending.

Misconceptions to Watch For

Misconception	Teacher Response
Writing as if the audience is only the teacher	Ask the student to name the real reader and the reader's needs.
Adding a request that does not fit the argument	Ask how the request grows from the evidence and claim.
Using demanding or disrespectful language	Rehearse a precise, respectful alternative.
Dropping evidence or a rebuttal to make a letter shorter	Return to the full CREATURES checklist.

Module 4 - Thinking Levels

Level	Student Move	Evidence of Thinking
Recall	Name audience, argument, request, and correspondence.	Correct labels
Explain	Tell what one detail means.	Evidence-to-thinking sentence
Connect	Select a transition that names a relationship.	Coherent link
Analyze	Compare two possible orders.	Defended sequence
Synthesize	Build and explain a complete argument path.	Independent response

Module 4 - Vocabulary

Vocabulary - Teacher Script



Teacher Script

"Preview all three tiers. Students orally rehearse a respectful request and explain how one word fits the audience."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition
reader	the person who reads writing
letter	a written message to a person or group
ask	to request information or action
polite	showing respect and good manners
purpose	the reason for doing or writing something
tone	the feeling or attitude a writer's words show
reply	an answer to a message or request
improve	to make something better
share	to give an idea or information to others
decide	to make a choice after thinking

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition
audience	the person or group the writer is addressing
recipient	the person who receives the letter
request	to ask respectfully for information or action
reinforce	to strengthen an idea by returning to it with purpose
correspondence	written communication between people or groups
register	the level of formality chosen for an audience
conventions	agreed rules for writing, grammar, punctuation, and format
claim	the writer's defensible position
rebuttal	a reasoned response to another viewpoint
synthesize	to combine important ideas into a clear whole

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition
civic action	SIV-ik AK-shuhn	a purposeful act that supports community life or decisions
participation	par-tis-uh-PAY-shuhn	taking part in an activity or decision
election	ih-LEK-shuhn	a process for choosing leaders by voting
volunteer	vol-uhn-TEER	a person who freely offers to help
liberty	LIB-er-tee	freedom protected or valued in society
democracy	dih-MOK-ruh-see	government in which people participate in choosing leaders
immigration	im-uh-GRAY-shuhn	movement into a country to live there
Ellis Island	EL-is EYE-luhnd	historic entry station in New York Harbor
interpreter	in-TER-pruh-ter	a person who helps people communicate across languages
opportunity	op-er-TOO-nuh-tee	a chance to do or achieve something

Module 4 - Background Knowledge and Educator Insight

Passage Context

Teacher Script

"A Voice in the Community" presents ways people participate at local, state, and national levels and also explains barriers and differing views. "A Gift That Welcomed Millions" follows Rosa's 1907 arrival in New York Harbor and her family's experience at Ellis Island."

Educator Insight

Argument is not volume or disagreement. It is a connected line in which each reason supports the claim, each detail supports a reason, and each Thinking sentence interprets the proof.

★ Daily Deck Slide (M4-06 - Passage Orientation)

Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

Module 4 - Materials and Preparation

Material or Preparation	Purpose
Both Very High Stamina passages in clean and TRACKS-highlighted copies	Supports full-length close reading and evidence selection.
Full CREATURES and correspondence anchor charts	Keeps argument moves, audience, register, and request visible.
Letter planning page, audience checklist, and revision checklist	Supports organization without supplying student reasoning.
Interactive notebooks, pencils, highlighters, scissors, and glue	Supports annotation, planning, and drafting.
Letter Lab task cards and teacher answer key	Provides rehearsal for audience, argument, and request.
Daily Deck slides M4-01 through M4-20 and student tracking chart	Supports daily learning and evidence of growth.

Module 4 - Anchor Chart and Board Notes

CREATURES Spotlight

- A = Argument: a connected line, not a list.
- T = Thinking: how does this evidence prove my reason, and why does it matter?

Purposeful Structure

Introduction -> Reasons -> Evidence -> Thinking -> Ending

Transition Bank

because | therefore | however | for example | as a result | in addition

★ Daily Deck Slide (M4-07 - CREATURES A and T)

Argument = connected line. Thinking = how and why the evidence proves the reason.

Module 4 - Teacher Modeling: Make the Thinking Visible

Formal Writing Prompt - Sentence Statement

Explain whether local communities should create more ways for young people to participate in civic decisions, and write an argumentative letter to a local leader that requests information about how students can participate.

Teacher Script



Teacher Script

"This prompt requires two jobs at once: build an argument and write real correspondence that requests information. My CREATURES reasoning must fit a real audience."

Model Request Sentence

Could you please share information about the meetings, committees, volunteer opportunities, or other civic activities in which students may participate?

Module 4 - TRACKS Close Reading

TRACKS Key

T = Time | R = Reactions and relationships | A = Actions | C = Central people, ideas, or objects | K = Key facts | S = Setting

Student Annotation Guide

1. Read each clean passage without highlighting.
2. Reread the TRACKS-highlighted copy.
3. Label what each marked detail helps you understand.
4. Star evidence useful for a real audience.
5. Write one margin note explaining why the evidence matters.

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 11 — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

[10] One way people begin participating is by paying attention to what is happening

around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

[11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.

[12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

[13] Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

[14] Voting is one of the best-known forms of civic participation. In an election, citizens choose leaders or decide questions placed on a ballot. A single vote may seem small, but elections are made up of many individual choices. In close elections, only a few votes may separate the winning side from the losing side. Voting also allows people to show which ideas and leaders they support.

[15] However, voting is not the only way to participate. Some people serve on local boards, help with campaigns, or volunteer for community organizations. Others speak during public meetings or write to elected officials. A person may also participate by helping neighbors understand an issue. Different forms of involvement allow people to use their time and skills in different ways.

[16] Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[17] Reliable information is also important. Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it. They can look for facts, dates, and evidence instead of depending only on strong opinions. Careful reading helps people make choices based on what is known rather than what is guessed.

[18] Another part of civic life is understanding that change can take time. A problem may not be solved after one meeting, one vote, or one letter. Leaders may need to study the issue, compare choices, and decide how much a plan will cost. Community members may need to return to later meetings or provide more information. Staying involved can show that an issue continues to matter.

[19] Sometimes people work together because a problem affects many parts of a

community. For example, a town may need to decide what to do with an empty piece of land. Some residents might want a sports field. Others might prefer a library, garden, or place for local businesses. Each choice could offer benefits, but the town may not have enough space or money for every idea. Public meetings allow residents to explain what they value and hear the reasons behind other choices.

[20] Compromise can be important in situations like this. A compromise happens when people give up part of what they want so that a group can reach an agreement. The final decision may not be anyone's first choice. Still, it may include parts of several ideas. The town might build a smaller sports area beside a community garden, or it might choose a plan that can be completed in stages.

[21] Civic participation can also happen through service. Volunteers may collect food, clean public spaces, visit older neighbors, or help after a storm. These actions do not always involve government, but they still support the community. Service can bring people together and help them notice needs they had not seen before. It can also encourage others to become involved.

[22] People sometimes participate because of an issue that affects them personally. A parent may speak about school safety. A business owner may attend a meeting about road repairs. A student may ask for more recycling bins at school. Personal experiences can help leaders understand how a rule or decision works in daily life. At the same time, leaders must consider how a choice will affect the larger community.

[23] Not every form of participation brings the result a person hopes for. A proposed law may not pass. A candidate may lose an election. A community may choose a different plan. This can be disappointing, but it does not mean the effort had no value. People may have raised awareness, shared new information, or encouraged others to think about the issue. Those effects can influence later decisions.

[24] Respectful disagreement is especially important when emotions are strong. People can question an idea without attacking the person who supports it. They can use evidence, listen without interrupting, and ask for explanations. These habits make it easier for groups to continue working together. When discussions become insulting or threatening, people may stop listening, and finding a solution becomes more difficult.

[25] In the end, civic life depends on people who choose to learn, listen, speak, and help. Their choices, both large and small, can guide a community toward a stronger future.

Student Annotation Guide — A Voice in the Community

T — Time

changes over time

R — Reactions

They may think one person's vote will not make much of a difference

A — Actions

Students may organize a food drive, write letters about an issue, or help improve a park

C — Character/Concept/Creature

civic participation

K — Key Knowledge

transportation to a meeting, time to volunteer, or easy access to information

S — Scenery/Setting

local, state, or national level

TRACKS EVIDENCE HIGHLIGHTING — A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

[10] One way people begin participating is by paying attention to what is happening

around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

[11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.

[12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

[13] Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

[14] Voting is one of the best-known forms of civic participation. In an election, citizens choose leaders or decide questions placed on a ballot. A single vote may seem small, but elections are made up of many individual choices. In close elections, only a few votes may separate the winning side from the losing side. Voting also allows people to show which ideas and leaders they support.

[15] However, voting is not the only way to participate. Some people serve on local boards, help with campaigns, or volunteer for community organizations. Others speak during public meetings or write to elected officials. A person may also participate by helping neighbors understand an issue. Different forms of involvement allow people to use their time and skills in different ways.

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PASSAGE 12 — A Gift That Welcomed Millions

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] Rosa leaned against the cold metal rail and tried to take in every detail. The statue stood on a small island in the harbor. From far away, it seemed to rise straight out of the water. The morning mist curled around its base, while sunlight touched the crown on its head. Seven long rays stretched from the crown, making it look like a bright star.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby so the child could see. Two boys waved their caps over their heads. An elderly man removed his hat and pressed it against his chest. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] For most of the voyage, the passengers had seen only ocean. Day after day, gray waves had rolled past the ship. Sometimes the wind had been so strong that Rosa could barely stand. At night, her family slept in a crowded room below deck. The air was warm and close, and the sound of coughing often kept her awake.

[7] The trip had begun early one morning at a busy port in Italy. Rosa remembered holding her mother's hand while workers carried trunks and boxes onto the ship. Her grandmother stood on the dock, waving a white handkerchief as the ship moved away. Rosa waved back until the people on shore looked like tiny dots.

[8] During the first days at sea, Rosa and Marco explored the deck whenever the weather was calm. They watched sailors pull ropes, raise flags, and check the ship's equipment. Sometimes they counted seabirds or searched the waves for dolphins. On stormy days, however, everyone stayed below deck while dishes rattled and the floor seemed to move beneath their feet.

[9] Rosa met children whose families came from other parts of Europe. They did not always understand one another's words, but they shared games, traded small pieces of food, and laughed together. Their parents had different reasons for leaving home. Some hoped to find work. Others planned to join relatives who had already settled in American cities. All of them wondered what their new lives would be like.

[10] Rosa had missed her grandmother, the small stone house where she had grown up, and the olive trees near her village. Still, she remembered why her parents had decided to leave. Work had been difficult to find, and her father wanted his children to have more chances than he had. He had heard that people in America could earn money, attend school, and begin again.

[11] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet

in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[12] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[13] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother, Marco, held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew exactly what would happen.

[14] Before leaving the ship, Rosa turned once more toward the Statue of Liberty. She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed. Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.

[15] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[16] The main building was larger than Rosa had expected. Inside, footsteps echoed across the floor. Officials called names while doctors watched the travelers carefully. Families moved through long lines, stopping at desks where they answered questions about their health, jobs, and plans.

[17] As the family waited, Rosa studied the enormous room. High windows filled it with pale light, and footsteps echoed from the tiled floor. Signs pointed travelers toward different lines. Interpreters moved through the crowd, helping officials speak with people who knew little English.

[18] Marco became frightened when a doctor asked him to open his mouth. He stepped behind his mother and shook his head. Rosa knelt beside him and explained that the doctor only wanted to make sure he was healthy. After a moment, Marco took a deep breath and allowed the examination to continue.

[19] Not every family moved through the building quickly. Some travelers were asked to wait for more questions. Others needed additional health checks. Rosa saw people hug, whisper prayers, and search the room for relatives. She understood why her parents had worried about the inspection.

[20] While they waited, a girl about Rosa's age sat beside her. The girl carried a small book and spoke only a few words Rosa understood. They exchanged names and smiled. When the girl's family was called, she waved goodbye before disappearing into the crowd.

[21] Rosa's mother kept one hand on Marco's shoulder. Her father carried the suitcase and the papers that listed their names. Every few minutes, he checked to make sure the papers were still in his coat pocket. Rosa could tell he was worried, although he tried not to show it.

[22] A doctor looked at Rosa's eyes and listened to her breathing. Another official asked her age and the name of the village where she had been born. Rosa answered in a quiet voice. She worried that she might say something wrong, but her father gave her an encouraging smile.

[23] The hours passed slowly. Rosa's feet ached, and Marco complained that he was hungry. Their mother gave him the last piece of bread from their bag. Rosa watched sunlight move across the tall windows as the lines became shorter.

[24] Finally, an official checked their papers and marked them with a stamp. Her father thanked him again and again. Rosa did not understand every word that was spoken, but she understood her father's smile. They had been allowed to enter the United States.

[25] The family stepped onto a ferry that would take them into New York City. From the water, Rosa saw rows of tall buildings crowded together. Smoke rose from rooftops, and boats moved across the harbor in every direction. The city looked noisy, busy, and full of possibilities.

[26] Their first home was a small apartment shared with relatives. The rooms were crowded, and the street below was loud. Her father found work at a factory, and her mother sewed clothing for a nearby shop. Rosa began school, where she slowly learned to read and speak English.

[27] At school, Rosa understood only a few words at first. She watched the teacher and copied each lesson from the board. Several students spoke Italian and helped her follow directions. At home, she practiced English with Marco by pointing to objects and repeating their names.

[28] As the months passed, Rosa became more confident. She learned to ask questions, read short stories, and write her address. She also taught her classmates songs and words from Italy. Her teacher explained that students from many places could learn from one another while becoming part of the same community.

[29] The family also kept traditions from their old home. On Sundays, they cooked familiar foods, sang songs, and shared news from Italy. These customs helped them remember where they had come from while they slowly created a new life in America.

[30] Life was not easy. The family worked long hours, and money was often scarce. Yet Rosa made friends, helped her brother with school, and learned her way around the city. Each new skill made the unfamiliar place feel more like home.

[31] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

Student Annotation Guide — A Gift That Welcomed Millions

T — Time

In the spring of 1907

R — Reactions

Some looked excited. Others looked nervous.

A — Actions

Her family had traveled for weeks from Italy

C — Character/Concept/Creature

The Statue of Liberty

K — Key Knowledge

the torch stood for hope and freedom

S — Scenery/Setting

New York Harbor

TRACKS EVIDENCE HIGHLIGHTING — A Gift That Welcomed Millions

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Day 1 - Gather and Reveal

Objective

Students identify how a real audience changes word choice, register, evidence, and ending.

Auditory Engagement

Use Partner Teach-Back with notes, then without notes, and finish with Fresh Recall.

Teacher Script

Teacher Script

"A real audience changes your greeting, tone, evidence choices, request, and closing."

TEKS + ELPS — Day 1

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(i), 5.12C(i), 5.12D(i), 5.11C(vii), 5.11D(xx)	4(C)(i), 4(D)(ii), 4(E)(i), 4(F)(xiii)	Students use full CREATURES reasoning in respectful correspondence with a genuine information request in an evidence-based response.

Gather and Reveal — Teacher Script

Teacher Script

"Today we begin with full CREATURES reasoning in respectful correspondence with a genuine information request. Listen for the decision the prompt requires before you write."

Teacher Script

"Say the possible side aloud, then tell a partner which passage detail could help a writer defend it."

Teacher Script

"A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason."

**Teacher Script**

"Close your notes and name the one move you can already control."

Day 2 - Attempt: Letter Lab

Game: Letter Lab - Audience, Argument, Request

Teams draw a task card, plan full CREATURES, add formal letter parts and a genuine information request, peer-check register and clarity, then revise one sentence.

Teacher Script



Teacher Script

"Plan the argument before you place it inside the letter."

TEKS + ELPS — Day 2

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(i), 5.12C(i), 5.12D(i), 5.11C(vii), 5.11D(xx)	4(C)(i), 4(D)(ii), 4(E)(i), 4(F)(xiii)	Students use full CREATURES reasoning in respectful correspondence with a genuine information request in an evidence-based response.

Attempt — Teacher Script



Teacher Script

"Use the passages to test how audience, evidence, and a request fit together in an argumentative letter; do not decide before you can point to support."



Teacher Script

"Talk through your choice first. Your partner should be able to hear the link between your claim and your evidence."



Teacher Script

"If a detail is true but it does not prove your reason, place it aside and keep looking."



Teacher Script

"Before you move on, explain the evidence match in a complete sentence."

Day 3 - Discuss and Use

Independent Interactive Notebook Task

Formal Writing Prompt - Sentence Statement: Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

Use a date and greeting. State purpose and claim early. Use two reasons with passage evidence and thinking. Represent another viewpoint and rebut it respectfully. Request information. Reinforce the claim, add significance, and use an appropriate closing and signature.

High Exemplar

Dear Community Leader,

I am writing to explain why students should have stronger connections between civic learning and real community participation. "A Voice in the Community" shows that people can take part by voting, attending meetings, volunteering, contacting leaders, and learning about issues. Students may not be old enough to vote, but they can still learn, listen, volunteer, and share informed ideas. Some people may think students should wait until adulthood to participate. However, learning civic habits early can help young people understand how respectful participation works before they become voters. Could you please share information about meetings, volunteer opportunities, youth advisory groups, or other programs in which students may participate? Creating these connections would help students see that civic responsibility is something people practice, not just something they study. Respectfully, A Grade 5 Student

TEKS + ELPS — Day 3

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(i), 5.12C(i), 5.12D(i), 5.11C(vii), 5.11D(xx)	4(C)(i), 4(D)(ii), 4(E)(i), 4(F)(xiii)	Students use full CREATURES reasoning in respectful correspondence with a genuine information request in an evidence-based response.

Discuss and Use — Teacher Script

Teacher Script

"Read your work as a reader would: where does the idea begin, and how does each next sentence help it grow?"

 Teacher Script

"Point to a source detail, name the reason it supports, and explain the connection without rereading the whole passage."

 Teacher Script

"Use a respectful sentence stem when you represent another possible idea; accuracy comes before response."

 Teacher Script

"Write independently now. Your job is to make the thinking visible, not to copy a model."

Day 4 - Award and Target

Standards Application Check

Revise by adding, deleting, combining, or rearranging for clarity. Edit capitalization, commas, quotation marks, italics, underlining, and spelling.

Teacher Script



Teacher Script

"Strong writers point to the exact move they controlled today."

TEKS + ELPS — Day 4

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(i), 5.12C(i), 5.12D(i), 5.11C(vii), 5.11D(xx)	4(C)(i), 4(D)(ii), 4(E)(i), 4(F)(xiii)	Students use full CREATURES reasoning in respectful correspondence with a genuine information request in an evidence-based response.

Award and Target — Teacher Script



Teacher Script

"Award one precise move, not a vague compliment. Point to the words that made the writing stronger."



Teacher Script

"Target one next step that will make the reasoning clearer for a real reader."



Teacher Script

"Revise the idea before you edit the surface. Ask whether every sentence still serves the claim."



Teacher Script

"Keep the source open. A revision is stronger when you can verify the evidence again."

Day 5 - Explain and Fresh Recall

Teach It Back

Teach a partner how full CREATURES fits inside an argumentative letter and how the request for information changes the correspondence task. Round 1 may use notes. Round 2 happens with notes closed.

Teacher Script

Teacher Script

"A purposeful letter combines a strong argument with respect for a real reader."

TEKS + ELPS — Day 5

TEKS in Today's Scope	ELPS in Today's Scope	Visible Student Work
5.11B(i), 5.12C(i), 5.12D(i), 5.11C(vii), 5.11D(xx)	4(C)(i), 4(D)(ii), 4(E)(i), 4(F)(xiii)	Students use full CREATURES reasoning in respectful correspondence with a genuine information request in an evidence-based response.

Explain — Teacher Script

Teacher Script

"Teach a partner how full CREATURES reasoning in respectful correspondence with a genuine information request works in your own words."

Teacher Script

"Use one exact passage detail as you explain the move; a definition alone is not enough."

Teacher Script

"Close your notes for Fresh Recall, then reconstruct the writing move from memory."

Teacher Script

"Name your next target clearly so you know what to practice in the next response."

Module 4 - Activity Cards and Answer Key

Letter Lab - Audience, Argument, Request

Cut apart the cards. Identify the audience, purpose, claim, and information request. Build full CREATURES before drafting. Add date, greeting, introduction, body, request, ending, closing, and signature. Peer-check tone and clarity.

Card	Sentence-Statement Task
1	Explain whether local communities should create more ways for young people to participate, and write to a local leader requesting participation information.
2	Explain whether schools should teach civic participation through real community projects, and request information from a school leader.
3	Explain whether community meetings should provide easier access to reliable information, and request agenda information from a city office.
4	Explain whether volunteering should be taught as civic participation, and request information about youth volunteer roles.
5	Explain whether the Statue of Liberty remains important for studying immigration and belonging, and request exhibit information.
6	Explain whether schools should teach opportunities and challenges of immigration, and request immigrant stories from an archive.
7	Explain whether respectful disagreement should be taught in schools, and request information about discussion programs.
8	Explain whether young people should share ideas with local leaders, and request information about youth advisory groups.
9	Explain whether communities become stronger when participation is accessible, and request information about accessibility supports.
10	Explain whether liberty should connect to civic responsibility, and request student resources from an educational organization.

🔑 Answer Key / Teacher Look-Fors

- A complete plan includes audience, claim, reasons, evidence, thinking, another viewpoint, rebuttal, ending, significance, and a genuine request for information.
- The request asks for information rather than merely telling the recipient what to do.
- Tone remains respectful even when the position is strong.

Module 4 - Student Response Exemplars

Low Exemplar — Pink

Dear Leader, Students should participate more. Please make a program. From, Student

Medium Exemplar — Yellow

What Needs Improvement: Add a more precise explanation of how the evidence proves the reason or advances the argument. Dear Community Leader, Students should participate because they can help their communities. The passage shows that students may volunteer and write letters. Could you send information about youth programs? Respectfully, A Student

High Exemplar — Green

Dear Community Leader, I am writing to explain why students should have structured ways to participate in civic life. The passage shows that young people can organize service, write letters, improve parks, and practice listening to different opinions. Some people may believe students should wait until adulthood, but early participation teaches the respectful habits future voters need. Could you please share information about meetings, volunteer opportunities, or youth advisory groups available to students? Making these paths visible would connect civic learning to responsible action and help young people understand that community belonging includes both voice and service. Respectfully, A Grade 5 Student

Teacher Look-Fors

The high exemplar maintains a respectful register, develops full CREATURES reasoning, makes a genuine information request, and closes purposefully.

Module 4 - Assessment

Independent Product

Respond to the formal sentence-statement prompt using the assigned passage. Include a clear claim, two ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, and a revision-and-editing pass.

Success Criteria

- claim answers the decision
- structure is purposeful and coherent
- facts and details are specific
- transitions show actual relationships
- Thinking explains how and why evidence matters
- clarity and conventions are controlled

Revision Practice Set

Practice 1 - Repair a Pile

Draft: People vote. Schools need money. There are meetings. People can volunteer. A stop sign can be added.

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence. Explain one detail you deleted and why it did not fit your line of argument.

Practice 2 - Choose the Relationship

Draft: National issues are complex. People should read different sources. People should listen to more than one viewpoint.

Task: Combine the ideas using a transition that accurately shows cause and effect. Then write a Thinking sentence explaining why information supports responsible participation.

Practice 3 - Protect a Different Viewpoint

Draft: Everyone should attend every community meeting because there is no good reason not to participate.

Task: Revise the absolute language. Acknowledge barriers such as transportation, work, family responsibilities, time, and access to information. Preserve the claim while making it fair, accurate, and supportable.

Practice 4 - Evidence or Thinking

Sort each sentence as Evidence or Thinking: The passage says community groups sometimes hold public events. These events can make participation more accessible by showing people how to begin. Rosa's family waited through questioning and examination. Their willingness to continue shows how strongly they valued the possibility of a new future.

Task: Pair each evidence sentence with its matching Thinking sentence and underline the words that make the interpretation different from repetition.

Practice 5 - Rearrange for Clarity

Draft order: explanation, second reason, claim, first evidence, first reason, second evidence.

Task: Number the parts into a coherent order. Add one transition that introduces an example and another that adds a distinct reason. Read the result aloud and mark any point where a listener could lose the path.

Practice 6 - Edit After Revising

Draft: Rosa said its even bigger than I imagined the other passenger explained that the statue was a symbol however Rosa still worried about inspection.

Task: First revise the ideas so the relationship is clear. Then edit capitalization, apostrophes, quotation marks, sentence boundaries, and the comma with however. Explain why revision came before editing.

Revision Practice Answer Key

Practice 1 should center one claim and delete unrelated or redundant facts. Practice 2 should use because, therefore, or a similarly accurate cause-and-effect connection. Practice 3 should avoid everyone and no good reason while acknowledging real barriers. Practice 4 pairs public events with accessibility and inspection with commitment to opportunity. Practice 5 begins with the claim and places each reason before its evidence and explanation. Practice 6 requires complete sentences, "it's" for it is, dialogue punctuation, and a controlled contrast; wording may vary when the meaning remains accurate.

Module 4 - Check for Learning

Evidence	Beginning	Developing	Secure
Argument	Lists parts	Some links are clear	Every part advances the claim
Thinking	Repeats evidence	Gives a partial meaning	Explains how and why proof supports the reason
Transitions	Missing or random	Usually accurate	Precisely names relationships
Revision	Surface-only	Combines or rearranges one idea	Makes purposeful clarity changes

★ Daily Deck Slide (M4-15 - Self-Check)

Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?

Module 4 - Detailed Intervention

Use four movable cards: Audience, Argument, Request, Correspondence. Have the student arrange cards before drafting. Ask the student to say the Thinking sentence aloud. Offer transition choices only after the student states the relationship. Use the reader-confusion check: "Where did the path break?" Preserve the same prompt, passages, and reasoning demand.

★ Daily Deck Slide (M4-16 - Support)

Arrange first. Say the relationship. Choose a transition. Rehearse Thinking. Then write.

Module 4 - Embedded Supports

- Color-code Claim, Reason, Evidence, and Thinking without supplying content.
- Let students orally rehearse in pairs before writing.
- Provide enlarged passage text and a transition bank.
- Permit home-language planning notes and speech-to-text.
- Require every learner to produce an independent visible thinking trace.

Accessibility Check

Support access to the task while preserving the same passage, prompt, and cognitive target.

Module 4 - Enrichment

- Write the same argument with two different reason orders and defend the stronger sequence.
- Add a second Thinking sentence that explains significance without repetition.
- Create a transition map labeled cause/effect, contrast, addition, and example.
- Challenge a peer to find the exact point where a deliberately scrambled pathway breaks.

Module 4 - Additional Writing Opportunities

Quick Write

Explain which form of community participation could create the most visible local change.

Passage-to-Passage Connection

Argue whether civic participation and Rosa's family journey share a meaningful idea about opportunity and responsibility. Use evidence from both passages while preserving their differences.

Correspondence Rehearsal

Write a brief note to a community leader that states a concern, supports it with one fact, and respectfully requests more information.

Module 4 - Auditory Engagement: Partner Teach-Back

Listening Target

Listen for how audience, purpose, request, and CREATURES structure work together in correspondence.

Protocol

1. Pencils down while the teacher explains the complete letter structure.
2. Partner A teaches the opening and body.
3. Partner B teaches the request and ending.
4. Close notes and teach it again.
5. Fresh Recall: write date, greeting, purpose, claim, support, request, ending, closing, and signature from memory.

Module 4 - Pause Points

|| Pause Point - Path or Pile

Does each sentence lead logically to the next?

|| Pause Point - Transition Integrity

Does the transition name the relationship I mean?

|| Pause Point - Evidence Match

Does this detail actually prove the reason?

|| Pause Point - Thinking

Did I explain how and why, or merely repeat the evidence?

★ Pause Point - Daily Deck Slide (M4-18 - Pause Points)

Path or pile? Real relationship? Matching evidence? New thinking?

Module 4 - Student Progress Tracking Chart

Checkpoint	I Can	Not Yet	With Help		My Proof
Day 1	Identify A and T in a model.	[]	[]	[]	
Day 2	Build and defend a pathway.	[]	[]	[]	
Day 3	Write evidence and Thinking.	[]	[]	[]	
Day 4	Award strength and target growth.	[]	[]	[]	
Day 5	Teach the pathway from memory.	[]	[]	[]	

★ Daily Deck Slide (M4-19 - Track Growth)

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

Module 4 - Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Script

"You used writing for a real purpose and a real reader. When a respectful letter contains a clear claim, evidence, reasoning, a meaningful request, and a strong ending, your words can do important work."

Overarching Question - Answered

How does writing for a real audience change the way a writer begins, supports, and ends an argumentative letter?

A real audience changes the writer's choices because the letter must be respectful, purposeful, and useful to a specific reader. The claim and reasons must fit the audience, evidence must be explained clearly, another viewpoint must be represented fairly, and the ending must reinforce the position. A relevant information request makes the correspondence both argumentative and genuinely purposeful.

Module 4 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Screen-share the exact Very High Stamina texts and use annotation tools without shortening them. Model the exact task and post a visible success checklist before breakout rooms. Give each team movable CREATURES boxes and a separate letter-format column. Require every student to leave a visible thinking trace. Keep formal prompts as sentence statements. For Fresh Recall, hide the shared slide and have students reconstruct the letter parts from memory. Offer oral response, speech-to-text, enlarged text, and home-language planning while preserving the Grade 5 target.