

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 4

Building a Strong Argument



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 Cluster 4

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Grade 5 Cluster 4

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 4, where you learn to build a fair, evidence-based argument. This week you meet CREATURES, our roadmap for argumentative writing. CREATURES stands for Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

In Module 1 you build the foundation - the first three parts: C - Claim (take a position you can defend), R - Reasons (tell why your position makes sense), and E - Evidence (prove it from the text). You will read "The Garden That Wouldn't Grow" and "Words That Changed a Nation" and decide which positions the passages can support.

Remember our reminder: **Take a position you can defend, then build the argument one CREATURES part at a time.** A fact can be true and still be weak evidence when it does not prove the reason.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

Level	Student Meaning	My Next Cognitive Move
 Foundational	I name a part of the argument: the claim, a reason, or a piece of evidence.	FIND IT - locate, name, identify.
 Emergent	I explain what a CREATURES part does and how it connects to the claim.	CONNECT IT - link a clue to an idea.
 Visible	I use the part correctly in my own argument.	EXPLAIN IT - show what evidence proves.
 Independent	I compare choices and decide which reason or evidence is strongest.	USE IT - apply the thinking on my own.
 Reflective	I judge whether my whole argument is fair, coherent, and grounded, then improve it.	EXTEND IT - defend, evaluate, connect, or teach.

BUILDING THE CREATURES ARGUMENT HIGHER

Level 1 names a claim, reason, or piece of evidence. Level 2 connects a reason to a claim but stops before explaining. Level 3 uses the part correctly in my own writing. Level 4 compares choices and decides which reason or evidence is strongest. Level 5 judges whether the whole argument is fair, coherent, and grounded, then improves it. Grow an argument up one level by making the thinking stronger, not just by adding more words.

MOVE YOUR THINKING


Foundational
 RECALL


Emergent
 CONNECT


Visible
 EXPLAIN


Independent
 USE


Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. A marked detail becomes evidence only when it directly proves the reason in your C -> R -> E chain.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 4



M O D U L E

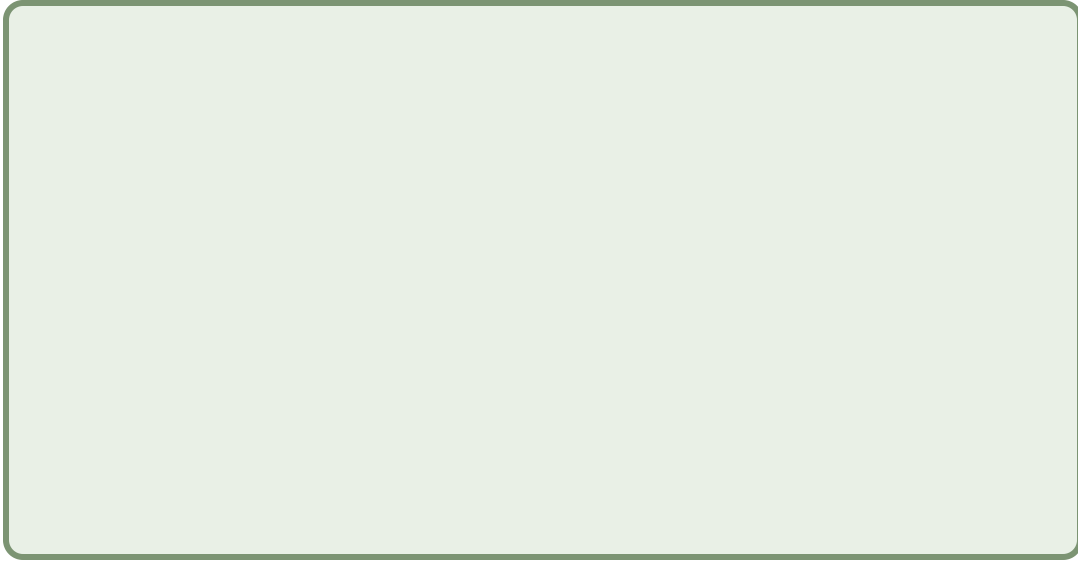


CREATURES Foundation

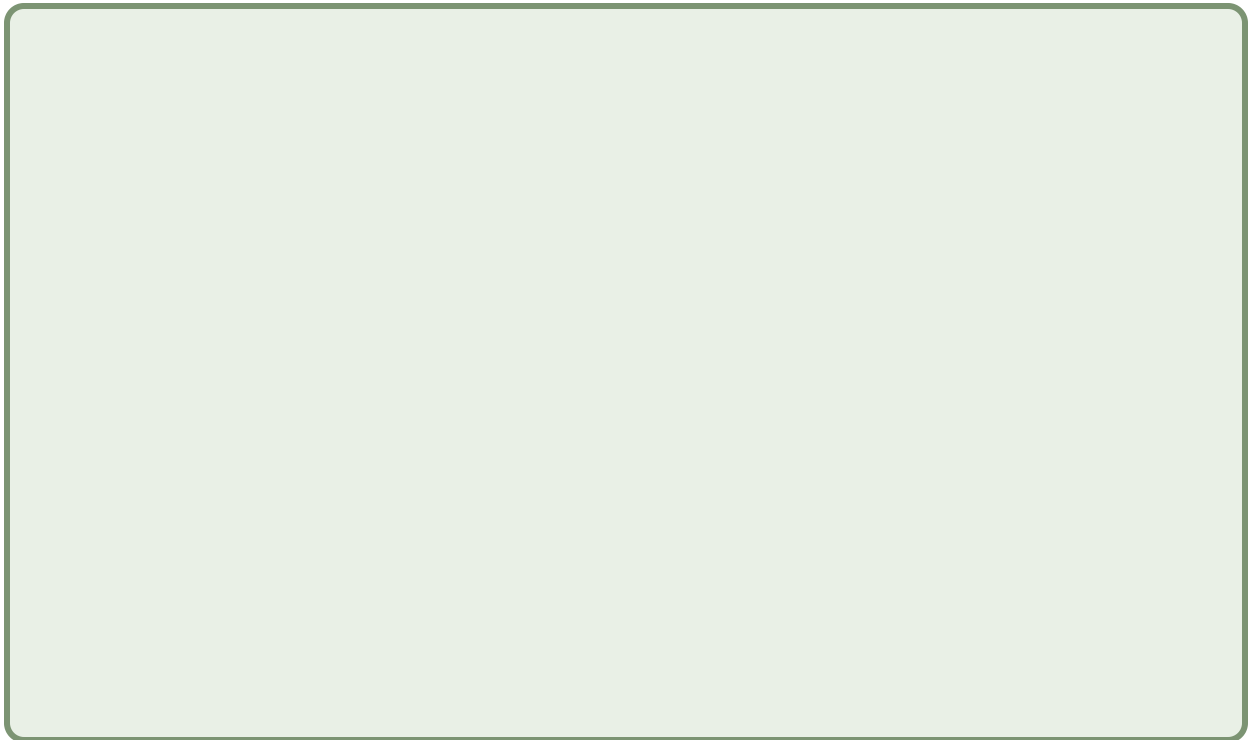
Claim, Reasons, and Evidence



Pocket Practice



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



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

Why This Module Matters

A strong argument stands on a foundation you can defend.

WHY THIS MODULE MATTERS

An argumentative response is not just an opinion. It stands on a foundation you can defend: a clear **Claim**, logical **Reasons**, and relevant **Evidence**. This module introduces CREATURES, the complete argumentative-writing roadmap, and teaches the first three parts deeply - C, R, and E. A claim must be defensible and directly answer the prompt, reasons must support that claim from different angles, and evidence must come from the text and directly prove a reason.

Essential Question

How do I build a strong foundation for my argument?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
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Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

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- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

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

TEKS 11(B)(v) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

HOW I SAY THE STANDARD!

I can develop my writing with an engaging idea and specific details that show deep thinking.

TEKS 12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can use the parts readers expect in an argumentative (opinion) response.

TEKS 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my argument shows stronger thinking.

TEKS 11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add an idea so my argument holds together better.

The Standards I Am Learning - Part 3

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

TEKS 11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can delete an idea that distracts from my argument.

TEKS 11(C)(v) - Official Standard

revise drafts combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine ideas so my argument flows better.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

The Standards I Am Learning - Part 4

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

TEKS 11(D)(xi) - Official Standard

edit drafts using standard English conventions, including prepositions

HOW I SAY THE STANDARD!

I can use prepositions correctly in my sentences.

TEKS 11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can use different sentence types when I write about this topic.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words that make the relationship among ideas clear.

ELPS 4(F)(x) - Official Standard

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

HOW I SAY THE STANDARD!

I can use a fitting style when I support my ideas with evidence.

ELPS 4(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use correct grammatical structures when I write about this topic.

ELPS 4(F)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(F)(xiii) - Official Standard

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

HOW I SAY THE STANDARD!

I can support my ideas with evidence that fits my audience.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

- take a position I can defend instead of stating only a fact.
- make my reasons different from one another rather than repeating one idea.
- match each piece of evidence to the reason it is supposed to prove.
- revise my claim when the available evidence cannot support it.

LEARNING DESTINATION

I will build the foundation of an argument - a defensible claim, logical reasons, and relevant evidence - and explain which evidence proves the reason most directly.

MY LAUNCHPAD PROMISE

The CREATURES part I will practice first is _____ because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Write a clear, defensible claim	a lot / a little / new	a lot / a little / new	a lot / a little / new
Give two logical, distinct reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose relevant evidence from the text	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name which evidence is strongest and why	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check my sentence for conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

change

Say it: CHAYNJ

What it means: to become or make different

Try the frame: Kendrix changed her plan by ____.

decision

Say it: dih-SIZH-uhn

What it means: a choice a person makes

Try the frame: Kendrix made a decision to ____.

garden

Say it: GAR-duhn

What it means: a place where people grow plants such as vegetables and herbs

Try the frame: The garden in the passage ____.

leader

Say it: LEE-der

What it means: a person who guides or is in charge of a group

Try the frame: The leaders decided ____.

nation

Say it: NAY-shuhn

What it means: a country and its people

Try the frame: The new nation was built on ____.

Tier 1 Vocabulary - Everyday Words

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

plant

Say it: PLANT

What it means: a living thing that grows in soil and needs water, air, and light

Try the frame: The plants needed ____.

problem

Say it: PROB-luhm

What it means: something that is wrong and needs to be solved

Try the frame: The problem in the garden was ____.

rights

Say it: RYTS

What it means: things people are allowed to have or do

Try the frame: The Declaration named rights such as ____.

soil

Say it: SOYL

What it means: the ground in which plants grow

Try the frame: The soil became ____.

water

Say it: WAW-ter

What it means: the liquid plants and people need to live

Try the frame: Too much water ____.

Tier 2 Vocabulary - Academic Argument Words

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

argue

Say it: AR-gyoo

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

Try the frame: I can use the word argue to ____.

claim

Say it: KLAYM

What it means: a clear position a writer will defend

Try the frame: I can use the word claim to ____.

defensible

Say it: dih-FEN-suh-buhl

What it means: able to be supported with logical reasons and evidence

Try the frame: I can use the word defensible to ____.

evidence

Say it: EV-uh-duhns

What it means: accurate information from a text used as proof

Try the frame: I can use the word evidence to ____.

explain

Say it: ik-SPLAYN

What it means: to tell how or why evidence supports an idea

Try the frame: I can use the word explain to ____.

Tier 2 Vocabulary - Academic Argument Words

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

organize

Say it: OR-guh-nyz

What it means: to arrange ideas so a reader can follow them

Try the frame: I can use the word organize to ____.

reason

Say it: REE-zuhn

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

Try the frame: I can use the word reason to ____.

relevant

Say it: REL-uh-vuhnt

What it means: directly connected to a claim or reason

Try the frame: I can use the word relevant to ____.

revise

Say it: rih-VYZ

What it means: to improve writing by changing ideas, structure, or words

Try the frame: I can use the word revise to ____.

support

Say it: suh-PORT

What it means: to strengthen an idea with reasons, evidence, or explanation

Try the frame: I can use the word support to ____.

Tier 3 Vocabulary - Passage-Specific Words

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

Abigail Adams

Say it: AB-uh-gayl AD-uhmz

What it means: the woman who urged leaders to "Remember the Ladies"

Try the frame: Abigail Adams argued that ____.

colonies

Say it: KOL-uh-neeZ

What it means: the thirteen British settlements that became the United States

Try the frame: The colonies decided to ____.

CREATURES

Say it: KREE-chers

What it means: the argumentative memory map used to build one connected response

Try the frame: CREATURES helps me remember to ____.

Declaration of Independence

Say it: dek-luh-RAY-shuhn uhv in-dee-PEN-duhns

What it means: the 1776 document announcing the colonies were free

Try the frame: The Declaration of Independence stated ____.

equality

Say it: ih-KWOL-uh-tee

What it means: the idea that people should be treated with equal worth

Try the frame: The promise of equality meant ____.

Tier 3 Vocabulary - Passage-Specific Words

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

Great Britain

Say it: grayt BRIT-uhn

What it means: the country the colonies separated from

Try the frame: The colonists were frustrated with Great Britain because ____.

Kendrix

Say it: KEN-driks

What it means: the girl in the garden passage who learns to use evidence

Try the frame: Kendrix changed her plan when ____.

liberty

Say it: LIB-er-tee

What it means: freedom

Try the frame: The Declaration named liberty as ____.

roots

Say it: ROOTS

What it means: the underground parts of a plant that take in water and air

Try the frame: The roots could not get air because ____.

unalienable

Say it: uhn-AY-lee-uh-nuh-buhl

What it means: not able to be taken away

Try the frame: Unalienable rights include ____.

Meet CREATURES

The nine-part roadmap for argumentative writing. This module builds the foundation: C + R + E.

C - CLAIM

R - REASONS

E - EVIDENCE

THE FULL CREATURES ROADMAP

Letter	Move	Memory Cue
C	Claim	Make a clear, defensible position that directly answers the argument of the prompt.
R	Reasons	Develop logical reasons that support the claim and organize the argument.
E	Evidence	Select accurate, relevant text evidence that proves each reason.
A	Argument	Build a coherent line of argument so the response reads like one connected case.
T	Thinking	Explain how and why the evidence supports the claim and strengthens the argument.
U	Understanding Others	Acknowledge and accurately represent another viewpoint.
R	Rebuttal	Respond to the other viewpoint with reasoning and evidence to defend or refine the claim.
E	Ending	Conclude purposefully by reinforcing the claim and synthesizing the most important reasoning.
S	Significance	Give the Bluebird Moment - why the issue matters beyond this paper.

This module builds the foundation: **C + R + E**.

THE FOUNDATION - C, R, E

C - Claim	Take a position you can defend. A claim directly answers the argumentative sentence-statement prompt and can be supported with text evidence.
R - Reasons	Tell why your position makes sense. Strong reasons are distinct and support the claim from different angles - not another version of the claim.
E - Evidence	Prove it from the text. Evidence must be accurate, relevant, and strong enough to support the exact reason.

REMEMBER

CREATURES gives us a memory path so we do not forget an important part of the case. Today we build only the foundation - a claim, reasons, and evidence a writer can actually defend.

Reading the Argument Prompt

An argument prompt is a sentence statement that asks you to take a defensible position.

FACT vs. CLAIM vs. REASON vs. EVIDENCE

Fact	information that is true, but that anyone would accept without argument.
Claim	takes a defensible position someone could reasonably disagree with.
Reason	explains why that position makes sense.
Evidence	proves the reason with accurate text support.

THE CLAIM TEST

Clear? Defensible - could someone reasonably disagree? Directly answers the sentence-statement prompt? Narrow enough to prove with the passage?

Weak: "Kendrix has a garden." Strong: "Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden."

THE EVIDENCE TEST

Does it match my reason? Is it accurate to the passage? Can I explain what it proves? Evidence that is merely interesting or merely true is not enough.

ORAL REHEARSAL FRAME

My claim is _____. One reason is _____. My evidence is _____. This evidence fits because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Claim Test and the Evidence Test as you check a chain. You still decide whether the claim is defensible and whether the evidence fits.

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading HABIT

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

AS YOU READ

Apply the HABIT to words such as defensible, evidence, unalienable, and CREATURES vocabulary in both passages so you can choose an accurate claim, reason, or piece of evidence.

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: An argument is strong when ____ because ____.

Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Garden That Wouldn't Grow

Passage 7 — Low Stamina • Fiction

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: Which details could support a defensible claim?

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

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

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

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

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

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

The Garden That Wouldn't Grow - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Each spring"	It fits because _____
T • Time	"After two weeks"	It fits because _____
A ▲ Actions	"she watered each plant much more than usual"	It fits because _____
A ▲ Actions	"overly wet and muddy"	It fits because _____
C ★ Character, Concept, Creature	"Kendrix"	It fits because _____
K ♦ Key Knowledge	"too much water can prevent roots from getting enough air"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Garden That Wouldn't Grow - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
K ♦ Key Knowledge	"Without proper air, the roots cannot function effectively"	It fits because _____
S ▼ Scenery / Setting	"her grandmother"	It fits because _____
S ▼ Scenery / Setting	"tomatoes, peppers, and herbs in neat rows"	It fits because _____
R ■ Reactions	"Kendrix quietly observed the garden"	It fits because _____
R ■ Reactions	"the plants began to recover"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Words That Changed a Nation

Passage 8 — Low Stamina • Nonfiction

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: Which details could support a defensible claim?

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

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

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

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

Words That Changed a Nation - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the summer of 1776"	It fits because _____
T • Time	"July 4, 1776"	It fits because _____
A ▲ Actions	"grown frustrated with British rule"	It fits because _____
A ▲ Actions	"approved the Declaration of Independence"	It fits because _____
C ★ Character, Concept, Creature	"Abigail Adams"	It fits because _____
K ♦ Key Knowledge	"all men are created equal"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Words That Changed a Nation - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
K ♦ Key Knowledge	"life, liberty, and the pursuit of happiness"	It fits because _____
K ♦ Key Knowledge	"unalienable rights"	It fits because _____
S ▼ Scenery / Setting	"the thirteen colonies"	It fits because _____
R ■ Reactions	"Remember the Ladies"	It fits because _____
R ■ Reactions	"questioning who was included in the promise of equality"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Stand or Fall

Imagine a platform that has to hold a heavy weight. If the base is weak, everything above it is unstable.

MY DAY 1 LEARNING TARGET

I will name Claim, Reason, and Evidence and explain the job each one does in an argument.

STAND OR FALL

Listen to each mini-response. Show a flat hand for a stable foundation or a tilted hand for an unstable one.

LISTEN TO THESE THREE

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

FRESH RECALL

With notes covered, explain in 20 seconds why the second response is unstable.

STUDENT SUPPORT - Another Way to Show What You Know

If deciding stable or unstable is difficult, listen with a partner and point to the claim, the reason, or the evidence before you decide.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The C-R-E Foundation

CREATURES is our whole argumentative memory map. Today the first three letters build our foundation.

SAY IT WITH ME

- C - Claim: a clear position, defensible, that directly answers the sentence-statement prompt.
- R - Reasons: each reason supports the same claim from a different angle, not a repeated idea.
- E - Evidence: accurate text proof that connects to the reason it is supposed to prove.

WHAT IF A CLAIM HAS NO EVIDENCE?

If the text cannot support the claim, the claim may be too broad, too vague, or not defensible. That is when real writers revise the claim.

TRUE BUT WEAK

A fact can be true and still be weak evidence when it does not prove the reason. Evidence that is merely interesting is not enough - it must match the reason.

DAY 1 CLOSING

A claim _____. A reason _____. Evidence _____.

Day 1 - Auditory Engagement: Listen and Label

Pencils down for the first listen. Hold up C, R, or E.

LISTENING TARGET

Listen for the job each sentence is doing in the argument. Hold up C if it states the position, R if it explains why the position makes sense, or E if it gives proof from the passage. After you label it, tell a partner what clue helped you decide.

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT: CREATURE CASE BUILDER

How to play.

MY DAY 2 LEARNING TARGET

I will match a claim, a reason, and a piece of evidence into a complete case and explain why they belong together.

THE GOAL

Work with a partner or small group with 12 mixed Claim, Reason, and Evidence cards. Assemble four complete C-R-E cases and explain why each case belongs together.

HOW TO PLAY

1. Find a Claim card.
2. Match one Reason card that truly supports it.
3. Match one Evidence card from the passage that proves that reason.
4. Explain why the three cards belong together.
5. Record the case, then build the next one.

SUCCESS CHECK

A claim takes a defensible position. A reason tells why the position makes sense without repeating the claim. Evidence is accurate proof from the text that directly proves the reason.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Match the Claim, Reason, and Evidence first; then use the card backs to adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording sheet instead of cutting. Write each card in the table and label it C, R, or E. You still explain each match.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - CREATURES Foundation Job Cards

Cut only on the dashed lines.

CLAIM (C)

Take a position you can defend. A claim directly answers the argumentative sentence-statement prompt and can be proved with text evidence.

REASON (R)

Tell why your position makes sense. A logical support that is distinct and supports the claim from a different angle.

EVIDENCE (E)

Prove it from the text. Accurate, relevant proof that supports the exact reason.

HOW TO PLAY

Find a Claim card. Match one Reason card that supports it. Match one Evidence card that proves that reason. Explain why the three belong together.

Card Backs - CREATURES Foundation Job Cards

Check only after the group commits.

R REASON Why it makes sense	C CLAIM The position
★ PLAY IT Build the Creature	E EVIDENCE Proof from the text

✂ CUT PAGE - CREATURE Case Builder - Claim Cards

Cut only on the dashed lines.

CLAIM 1

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

CLAIM 2

Kendrix's final approach shows that good problem solving requires attention to more than one condition.

CLAIM 3

The Declaration of Independence introduced powerful ideas about individual rights.

CLAIM 4

The promise of equality in 1776 was important but incomplete.

Card Backs - CREATURE Case Builder - Claim Cards

Check only after the group commits.

C2

CLAIM

Garden - problem solving

C1

CLAIM

Garden - decision

C4

CLAIM

Nation - equality

C3

CLAIM

Nation - rights

✂ CUT PAGE - CREATURE Case Builder - Reason Cards

Cut only on the dashed lines.

REASON 1

Changing the plan is stronger because her first assumption made the growing conditions worse.

REASON 2

Plants need a balance of water, air, and sunlight rather than one solution used too much.

REASON 3

The document identified rights that government should not take away.

REASON 4

People were already pointing out that the promise did not include everyone equally.

Card Backs - CREATURE Case Builder - Reason Cards

Check only after the group commits.

R2**REASON****Matches Claim 2****R1****REASON****Matches Claim 1****R4****REASON****Matches Claim 4****R3****REASON****Matches Claim 3**

✂ CUT PAGE - CREATURE Case Builder - Evidence Cards

Cut only on the dashed lines.

EVIDENCE 1

The passage states that the soil became "overly wet and muddy."

EVIDENCE 2

Her grandmother explains that too much water can prevent roots from getting enough air.

EVIDENCE 3

The passage names "life, liberty, and the pursuit of happiness" as unalienable rights.

EVIDENCE 4

Abigail Adams urged leaders to "Remember the Ladies."

Card Backs - CREATURE Case Builder - Evidence Cards

Check only after the group commits.

E2

EVIDENCE

Matches Reason 2

E1

EVIDENCE

Matches Reason 1

E4

EVIDENCE

Matches Reason 4

E3

EVIDENCE

Matches Reason 3

CREATURE Case Builder - My Recording Sheet

Record all four cases. Explain the relationship that made each set match.

Case	Claim	Reason	Evidence	Why They Belong Together
Case 1				
Case 2				
Case 3				
Case 4				

NO-CUT PATHWAY

You do not have to cut the cards. Read each card, write it in the table under the correct case, and explain the relationship aloud or in the last column.

STUDENT SUPPORT - Another Way to Show What You Know

Use the CREATURES Foundation Job Cards as a reference. Point to the job card that matches before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

How can a fact be true but still be weak evidence?

DISCUSSION QUESTIONS

- How can a fact be true but still be weak evidence for a particular claim?
- Why should reasons be different from one another?
- What makes a claim defensible?

WHAT WE NOTICED

Evidence must prove the exact reason, not merely come from the same passage. Different reasons create separate angles for supporting the claim instead of repeating one idea. A defensible claim takes a position that can be supported with reasons and evidence and could reasonably be debated.

MY DISCUSSION NOTES

A match that made me stop and think:

How I decided whether the proof really did the job:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: This is a fact, but it becomes evidence when _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: My C-R-E Foundation

Choose one sentence-statement prompt, then build your own foundation.

SENTENCE-STATEMENT PROMPT A

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

SENTENCE-STATEMENT PROMPT B

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

C - CLAIM

Write one clear, defensible claim that answers your chosen prompt:

R - REASONS

Reason 1 (why my position makes sense):

Reason 2 (a different logical angle):

E - EVIDENCE

Evidence for Reason 1 (from the passage):

Evidence for Reason 2:

My strongest evidence is ____ because...

STUDENT SUPPORT - Another Way to Show What You Know

Use the Meet CREATURES chart and the Claim and Evidence Tests. You still choose the claim, the reasons, and the evidence.

Ready to Stretch? Take Your Thinking Further!

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

My C-R-E Foundation - Draft Space

Build the whole C -> R -> E chain. Underline the claim, number the reasons, box the evidence.

SUCCESS CHECK

- ☐ Claim is defensible and answers the prompt ☐ Reasons are distinct
☐ Evidence is accurate and relevant ☐ Each evidence choice proves its reason

[illegible]

Module 1 Conventions Sweep

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

COPY ONE SENTENCE FROM YOUR C -> R -> E FOUNDATION

MARK AND CHECK

1. Underline the subject once and the verb twice; do they agree? (TEKS 11(D)(i))
2. Circle any preposition and check it is used correctly. (TEKS 11(D)(xi))
3. Check the spelling of any high-frequency word. (TEKS 11(D)(xxix))
4. Capitalize proper nouns like Kendrix, Declaration of Independence, Great Britain, and Abigail Adams.

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - Standards Application Check

Revise structure and word choice. Add one needed idea. Delete one distracting idea.

REVISE ONE C-R-E FOUNDATION

Improve sentence structure and word choice, add one missing idea for coherence, delete one distracting idea, and combine repeated ideas.

Weak: "Kendrix did stuff and the garden was bad and then it got better." Revised: "Kendrix strengthens her solution by examining the soil, changing the watering routine, and using evidence from the plants' condition."

MY REVISION

Before:

After:

Day 4 - AWARD Your Foundation

You built the part of an argument that everything else depends on.

GIVE YOURSELF CREDIT FOR BUILDING YOUR FOUNDATION

- I wrote a claim I can defend.
- I gave two distinct, logical reasons.
- I matched relevant evidence to each reason.
- I named my strongest evidence and explained why.

MY AWARD

My foundation is strong because

The claim, reason, and evidence match I am proudest of is

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one part and point to proof before writing. Rehearse: This part is strong because my evidence ____ proves my reason ____.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Step

Choose ONE precise target - not just make it longer.

CHOOSE ONE TARGET

- ☐ Stronger claim ☐ More distinct reasons
☐ More direct evidence ☐ Clearer match ☐ Cleaner conventions

BUILD A PRECISE TARGET

My strongest CREATURES letter today was _____. The letter I still need to strengthen is _____ because

One evidence choice I would replace is _____ because

My next step for building a strong argument foundation is to

CURIOSITY QUESTIONS

Why might two people defend different claims for the same prompt? How does a stronger evidence match make an argument more convincing?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could connect your claim to a larger understanding about the topic.

Day 5 - EXPLAIN to Others: Turn and Teach C-R-E

Teach C, R, and E from memory. Your explanation is proof of your understanding.

TEACH-BACK FRAME

A _____ is _____. It matters because _____. For example, from either passage, _____.

MY TEACHING CARD

The part I am teaching (Claim, Reason, or Evidence):

What its job is:

Why it matters:

My example from either passage:

PARTNER CHECKS

- Restate the part and its job.
- Give one original passage-based example.
- Ask: Did the evidence actually prove the reason?
- End by saying the full CREATURES acronym together.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Teach without reading notes, in your own words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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MY MODULE CHECK-IN

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

AWARD

Star your strongest Claim -> Reason -> Evidence chain. Complete: "My argument foundation is stronger because ____." Name the evidence choice you are proudest of and explain why it fits.

TARGET

Choose one to strengthen next: a clearer claim, more distinct reasons, stronger evidence, a more direct match to the prompt, or more precise academic language. Then name a new topic this lesson made you curious about.

EXPLAIN

Teach the difference among Claim, Reason, and Evidence without reading notes. Give one example from either passage, switch roles, and end by saying the full CREATURES acronym.

I Can...	Not Yet	Getting Set	I Can Do It
Write a clear, defensible claim	☐	☐	☐
Give two logical, distinct reasons	☐	☐	☐
Prove each reason with accurate evidence	☐	☐	☐
Name which evidence is strongest and why	☐	☐	☐
Explain why a fact can be true but still be weak evidence	☐	☐	☐
Teach the full CREATURES acronym to a partner	☐	☐	☐

Day 5 - Writing Opportunity - Build the C-R-E Foundation

Choose one prompt, then build a defensible C -> R -> E foundation.

PROMPT BANK

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

SUCCESS CRITERIA

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

MY FIRST DECISION

The prompt I will defend:

One reason my position makes sense:

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt bank aloud. Choose the position whose evidence you can prove most clearly. Then run the Claim Test before you plan.

Ready to Stretch? Take Your Thinking Further!

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

Plan My C-R-E Foundation

Plan the whole chain before you draft. Claim first, then reasons, then evidence.

1. C - CLAIM

Write one clear, defensible claim that answers the prompt.

2. R - REASONS

Two different reasons that tell why the claim makes sense.

3. E - EVIDENCE

One accurate, relevant piece of evidence for each reason.

4. STRONGEST EVIDENCE

Name which evidence proves its reason most directly and why.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Meet CREATURES chart and the passage TRACKS hunts. You choose the exact evidence and explain why it proves your reason.

Ready to Stretch? Take Your Thinking Further!

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

C-R-E Foundation Draft - Page 1

Keep your claim, reasons, and evidence connected.

MEANING CHECK

After each reason, ask: Does my evidence prove this exact reason? Reject any true detail that does not do the job.

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

C-R-E Foundation Draft - Page 2

Continue only if you need more space. A longer response is not stronger unless the evidence proves the reasons.

PRECISION CHECK

Read your evidence. Does it directly prove the reason, or is it just a true fact? Adjust for a stronger, more relevant match.

[illegible]

Revise, Edit, and Share

Improve your foundation, run the Conventions Sweep, then explain one decision.

REVISE

Improve sentence structure or word choice so the thinking is clearer. Add one idea that strengthens coherence; delete one idea that distracts; combine repeated ideas when useful.

Before:

After:

EDIT - Conventions Sweep

- ☐ Subject-verb agreement ☐ Prepositions ☐ High-frequency spelling
- ☐ Proper nouns (Kendrix, Declaration of Independence, Great Britain, Abigail Adams) capitalized

SHARE

My partner heard my argument get stronger when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your claim and strongest evidence-reason match to a partner. The feedback must name a specific reason or evidence choice.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did every piece of evidence prove its exact reason? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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CONNECT



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EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your claim, reasons, and evidence. Defend the evidence choice that proves its reason most directly.

PROOF OF TRANSFER

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

READY TO STRETCH? - Evidence Swap Challenge

Test how well evidence really matches a reason.

CHALLENGE

Write two strong reasons for one claim and collect two possible evidence choices for each. Then intentionally swap the evidence between the reasons.

BUILD THE SWAP

Claim:

Reason 1 + its two evidence choices:

Reason 2 + its two evidence choices:

After the swap, evidence for Reason 1 is now:

JUSTIFY

Explain why the swapped, mismatched version is weaker, then restore the strongest pairing. The stronger response is the one where each piece of evidence most directly proves its own reason.

MOVE YOUR THINKING



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EXTEND**

Study Three Argument-Foundation Exemplars

Notice how a C → R → E foundation grows from incomplete to defensible.

PROMPT

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

LOW

Claim: "Kendrix has a garden." Reason: none given. Evidence: "The garden had tomatoes."

Which part is only a fact, and what is missing before this can be an argument?

MEDIUM

Claim: "Kendrix should change her watering plan." Reason: "Her first idea did not work." Evidence: none quoted from the text.

The claim is defensible and the reason has started. What must be added to prove the reason?

HIGH

Claim: "Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden." Reason: "Her first assumption made the growing conditions worse, so careful observation is a stronger approach." Evidence: "The passage states the soil became overly wet and muddy," which proves the reason because it shows her first plan created the problem.

How do the claim, reason, and evidence work together as one defensible foundation?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the claim, the reason, and the evidence in each response with a different color. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

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

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I build a strong foundation for my argument?

My Answer

I build my foundation with C, R, and E: a clear Claim tells my position, logical Reasons explain why it makes sense, and real Evidence from the text proves each reason. Together they give my argument a strong base to build on.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the claim: My claim is ____, one reason is ____, and my proof is ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 4



M O D U L E

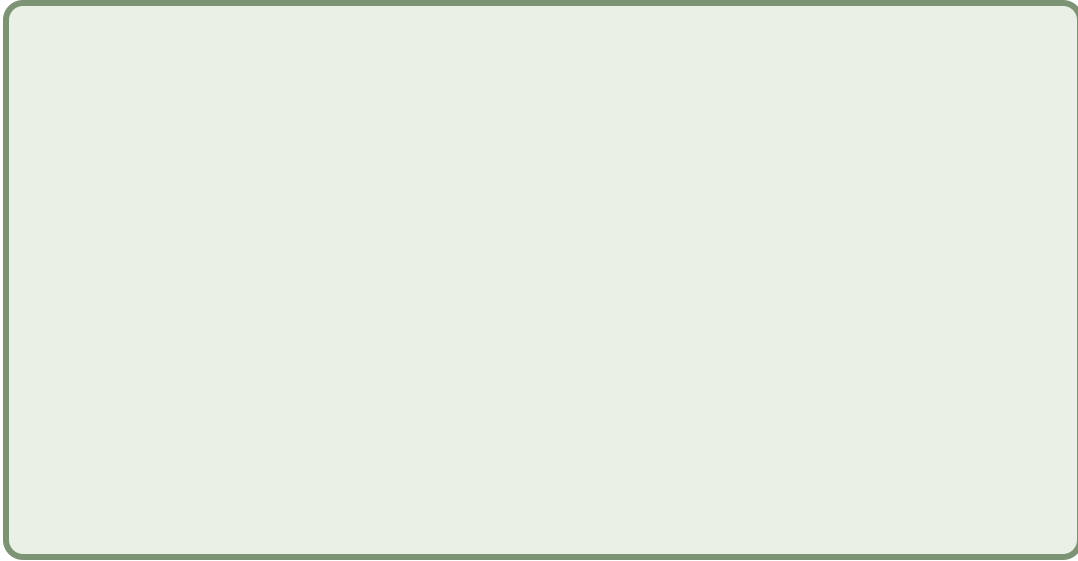


A Coherent Line of Argument

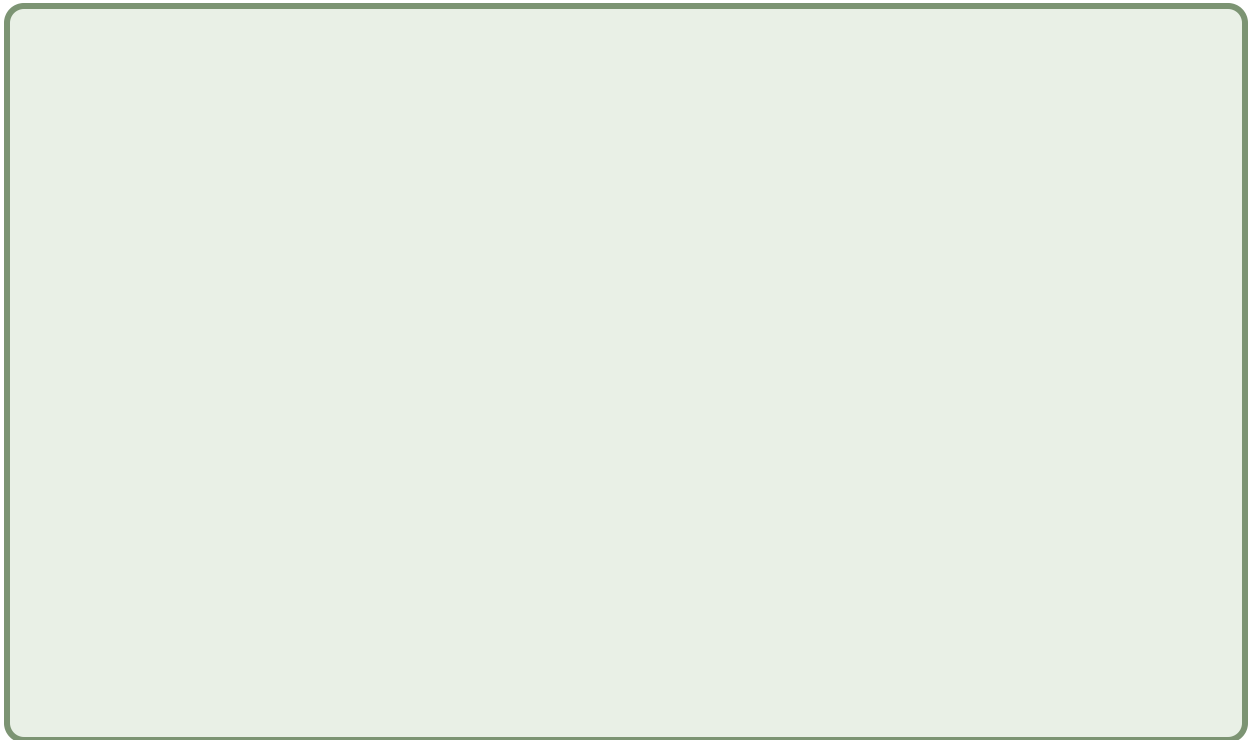
Argument and Thinking



Pocket Practice



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



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

Why This Module Matters

An argument is a connected line, not a pile of sentences.

WHY THIS MODULE MATTERS

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

Essential Question

How do I connect my reasons and proof into one strong argument?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(v) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

HOW I SAY THE STANDARD!

I can develop my draft with a clear, well-supported idea.

TEKS 5.12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an opinion essay with the parts readers expect.

TEKS 5.12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer.

The Standards I Am Learning - Part 2

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

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words to show my thinking.

TEKS 5.11(C)(v) - Official Standard

revise drafts combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine ideas so my argument holds together.

TEKS 5.11(D)(x) - Official Standard

edit drafts using standard English conventions, including conjunctive adverbs

HOW I SAY THE STANDARD!

I can use conjunctive adverbs correctly in my writing.

TEKS 5.11(D)(xi) - Official Standard

edit drafts using standard English conventions, including prepositions

HOW I SAY THE STANDARD!

I can use prepositions correctly in my writing.

The Standards I Am Learning - Part 3

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

TEKS 5.11(D)(xii) - Official Standard

edit drafts using standard English conventions, including prepositional phrases

HOW I SAY THE STANDARD!

I can use prepositional phrases correctly in my writing.

TEKS 5.11(D)(xiii) - Official Standard

edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement

HOW I SAY THE STANDARD!

I can make my subject and verb agree even with a prepositional phrase between them.

TEKS 5.11(D)(xiv) - Official Standard

edit drafts using standard English conventions, including pronouns, including indefinite

HOW I SAY THE STANDARD!

I can use indefinite pronouns correctly.

TEKS 5.11(D)(xv) - Official Standard

edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences

HOW I SAY THE STANDARD!

I can use subordinating conjunctions to build complex sentences.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(xxi) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences

HOW I SAY THE STANDARD!

I can use commas correctly in my complex sentences.

TEKS 5.11(D)(xxvii) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words using grade-level patterns.

TEKS 5.11(D)(xxviii) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words using grade-level rules.

TEKS 5.11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell high-frequency words correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use different transition words.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with details that fit my purpose.

ELPS 4(E)(ii) - Official Standard

write content-area specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use grammar that fits this writing work.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with evidence that fits my purpose.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write different types of sentences.

ELPS 4(F)(x) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with a style that fits my evidence and purpose.

ELPS 4(D)(i) - Official Standard

write content-area texts using a variety of sentence lengths

HOW I SAY THE STANDARD!

I can write sentences of different lengths.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will connect my claim, reasons, and evidence into a coherent line of Argument and use Thinking to explain how and why the evidence supports my claim.

MY LAUNCHPAD PROMISE

The argument move I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Build a defensible claim	a lot / a little / new	a lot / a little / new	a lot / a little / new
Connect reasons and evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write Thinking that explains	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use real transitions	a lot / a little / new	a lot / a little / new	a lot / a little / new
Turn a list into a line	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

change

Say it: CHAYNJ

What it means: to become or make different

Try the frame: Kendrix changed her plan by ____.

decision

Say it: di-SIZH-uhn

What it means: a choice a person makes

Try the frame: Kendrix made a decision to ____.

garden

Say it: GAR-din

What it means: a place where people grow plants such as vegetables and herbs

Try the frame: The garden in the passage ____.

leader

Say it: LEE-der

What it means: a person who guides or is in charge of a group

Try the frame: The leaders decided ____.

nation

Say it: NAY-shuhn

What it means: a country and its people

Try the frame: The new nation was built on ____.

Tier 1 Vocabulary

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

plant

Say it: PLANT

What it means: a living thing that grows in soil and needs water, air, and light

Try the frame: The plants needed ____.

problem

Say it: PROB-luhm

What it means: something that is wrong and needs to be solved

Try the frame: The problem in the garden was ____.

rights

Say it: RYTS

What it means: things people are allowed to have or do

Try the frame: The Declaration named rights such as ____.

soil

Say it: SOYL

What it means: the ground in which plants grow

Try the frame: The soil became ____.

water

Say it: WAH-ter

What it means: the liquid plants and people need to live

Try the frame: Too much water ____.

Tier 2 Vocabulary

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

argument

Say it: AR-gyuh-muhnt

What it means: a connected case that supports a position

Try the frame: I can use the word argument to ____.

coherence

Say it: koh-HEER-uhns

What it means: the quality of ideas fitting together in a clear order

Try the frame: I can use the word coherence to ____.

connection

Say it: kuh-NEK-shuhn

What it means: a meaningful relationship between ideas

Try the frame: I can use the word connection to ____.

elaborate

Say it: ih-LAB-uh-rayt

What it means: to add thinking that makes an idea clearer

Try the frame: I can use the word elaborate to ____.

explain

Say it: ik-SPLAYN

What it means: to tell how or why evidence supports an idea

Try the frame: I can use the word explain to ____.

Tier 2 Vocabulary

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

organize

Say it: OR-guh-nyz

What it means: to arrange ideas so a reader can follow them

Try the frame: I can use the word organize to ____.

reasoning

Say it: REE-zuh-ning

What it means: logical thinking that connects ideas and evidence

Try the frame: I can use the word reasoning to ____.

revise

Say it: ri-VYZ

What it means: to improve writing by changing ideas, structure, or words

Try the frame: I can use the word revise to ____.

support

Say it: suh-PORT

What it means: to strengthen an idea with reasons, evidence, or explanation

Try the frame: I can use the word support to ____.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that shows how ideas relate

Try the frame: I can use the word transition to ____.

Tier 3 Vocabulary

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

colonists

Say it: KOL-uh-nists

What it means: the people living in the thirteen colonies

Try the frame: The colonists believed ____.

consent

Say it: kuhn-SENT

What it means: agreement; the people's agreement to be governed

Try the frame: Government power comes from the consent of ____.

governed

Say it: GUHV-ernd

What it means: the people a government leads

Try the frame: The consent of the governed means ____.

grievance

Say it: GREE-vuhns

What it means: a complaint about something believed to be unfair

Try the frame: One grievance against the king was ____.

Kendrix

Say it: KEN-driks

What it means: the girl in the garden passage who learns to use evidence

Try the frame: Kendrix observed the soil before ____.

Tier 3 Vocabulary

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

King George III

Say it: king jorj thuh THERD

What it means: the British king the colonists listed complaints against

Try the frame: King George III was accused of ____.

observation

Say it: ob-zer-VAY-shuhn

What it means: information noticed carefully by watching or examining

Try the frame: Observation showed Kendrix that ____.

Parliament

Say it: PAR-luh-muhnt

What it means: the group that made Britain's laws

Try the frame: Colonists objected that Parliament ____.

representation

Say it: rep-ri-zen-TAY-shuhn

What it means: having a voice in government through chosen leaders

Try the frame: "Taxation without representation" meant ____.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that shows how ideas relate

Try the frame: A transition such as therefore shows ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning as we learn.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot. Apply DOT to words such as defensible, evidence, unalienable, consent, and grievance without stopping the first read for long definitions.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The CREATURES Argumentative-Writing Roadmap

The full nine-letter memory path for a strong argument.

Letter	Move	Student Memory Cue
C	Claim	Take a defensible position.
R	Reasons	Organize logical support.
E	Evidence	Prove the reasons.
A	Argument	Make the whole case coherent.
T	Thinking	Explain how and why the evidence works.
U	Understanding Others	Represent another viewpoint fairly.
R	Rebuttal	Respond with reasoning and evidence.
E	Ending	Reinforce and synthesize.
S	Significance	Give the Bluebird Moment: why it matters beyond the paper.

REMEMBER

CREATURES is the architecture of a full argumentative response, not a demand for exactly nine sentences. C is the central claim. R, E, and T can repeat across body paragraphs. This module's deep focus is A + T. In CREATURES, T always means Thinking.

This Module's Deep Focus: A + T

Argument connects the case. Thinking makes your mind visible.

A - ARGUMENT

Argument is bigger than one sentence. It is the connected line of reasoning across the response: Claim sets direction, Reason gives a point, Evidence proves it, Thinking explains the proof, and a transition connects to the next reason - every part pushes the same claim forward.

T - THINKING

Thinking makes the writer's mind visible. It explains how and why the evidence supports the claim. Repeating the quotation is not Thinking.

THE ARGUMENT CHAIN

Claim -> Reason -> Evidence -> Thinking -> connect back to Claim.

CLAIM

›

REASON

›

EVIDENCE

›

THINKING

›

CONNECT

MODEL CHAIN - The Garden

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

STUDENT SUPPORT - Another Way to Show What You Know

Box the Claim, underline the Reason, and point to the Thinking sentence.

Ready to Stretch? Take Your Thinking Further!

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

List or Line? WHY and HOW Inside CREATURES

A pile of correct facts is not the same as one connected case.

LIST vs. LINE

Disconnected List

Kendrix guessed. The soil was muddy. Evidence matters. Plants need air.

Connected Line

Kendrix's first guess made the problem worse because the extra water left the soil muddy. This evidence supports an observation-first approach because it shows that acting before checking the conditions can create a new problem.

TRANSITION BANK

therefore, however, because, as a result, in addition, moreover, one reason, another reason

RELATIONSHIPS A TRANSITION CAN SHOW

• cause and effect • contrast • result • addition

Ready to Stretch? Take Your Thinking Further!

Choose one detail from either passage. Name the relationship it shows and explain why that connection matters to a claim.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will connect a claim, reasons, and evidence into a coherent line of argument and use Thinking to explain how and why the evidence supports the claim.

SUCCESS CRITERIA

- My claim takes a defensible position.
- Each reason and evidence choice connects to the same claim.
- My Thinking sentence explains how and why the evidence supports it, not just repeats it.
- My transitions show a real relationship.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Garden That Wouldn't Grow

Fiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Trace cause, effect, and relationships among ideas that can support an argument chain.

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

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

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

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

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

The Garden That Wouldn't Grow - Continued

Fiction • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could connect to a claim.

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

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

The Garden That Wouldn't Grow - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Each spring"	It fits because _____
T • Time	"After two weeks"	It fits because _____
R ■ Reactions	"Kendrix quietly observed the garden"	It fits because _____
R ■ Reactions	"the plants began to recover"	It fits because _____
A ▲ Actions	"she watered each plant much more than usual"	It fits because _____
A ▲ Actions	"overly wet and muddy"	It fits because _____
C ★ Character, Concept, Creature	"Kendrix"	It fits because _____
K ♦ Key Knowledge	"too much water can prevent roots from getting enough air"	It fits because _____
K ♦ Key Knowledge	"Without proper air, the roots cannot function effectively"	It fits because _____
S ▼ Scenery / Setting	"her grandmother"	It fits because _____
S ▼ Scenery / Setting	"tomatoes, peppers, and herbs in neat rows"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

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

Words That Changed a Nation

Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Trace cause, effect, and relationships among ideas that can support an argument chain.

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

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

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

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

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

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

Words That Changed a Nation - Continued

Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could connect to a claim.

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

[8] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant—and who should have them. Over time, the ideas in the Declaration inspired later generations to seek greater freedom and equal treatment under the law. Although the nation still faced many challenges, the words written in 1776 continued to shape conversations about rights, liberty, and equality throughout American history.

Words That Changed a Nation - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“In the summer of 1776”	It fits because _____
T • Time	“July 4, 1776”	It fits because _____
R ■ Reactions	“Remember the Ladies”	It fits because _____
R ■ Reactions	“questioning who was included in the promise of equality”	It fits because _____
A ▲ Actions	“grown frustrated with British rule”	It fits because _____
A ▲ Actions	“approved the Declaration of Independence”	It fits because _____
C ★ Character, Concept, Creature	“Abigail Adams”	It fits because _____
K ♦ Key Knowledge	“all men are created equal”	It fits because _____
K ♦ Key Knowledge	“life, liberty, and the pursuit of happiness”	It fits because _____
K ♦ Key Knowledge	“unalienable rights”	It fits because _____
S ▼ Scenery / Setting	“the thirteen colonies”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: List or Line?

Pencils down. Point to a list, trace a line.

MY DAY 1 LEARNING TARGET

I will hear the difference between a disconnected list and a connected line of argument, then reveal how Argument connects the parts and Thinking explains the proof.

Look at each version. Point to a vertical stack for a disconnected list, or trace an arrow in the air for a connected line of argument.

Version A: Kendrix guessed. The soil was muddy. Evidence matters. Plants need air.

Version B: Kendrix's first guess made the problem worse because the extra water left the soil muddy. This evidence supports an observation-first approach because it shows that acting before checking the conditions can create a new problem.

Answer: Version B forms a connected line because each sentence explains its relationship to the claim.

FRESH RECALL

Say Claim -> Reason -> Evidence -> Thinking from memory and explain how Argument connects the chain.

STUDENT SUPPORT - Another Way to Show What You Know

Point to Version A or B, then say one relationship you noticed.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Argument and Thinking

See how a coherent line pushes one claim forward.

A = ARGUMENT

Argument is not just having an opinion. It means building a coherent line in which each reason, piece of evidence, and explanation pushes the same claim forward.

T = THINKING

Thinking tells the reader how and why the proof matters. Useful stems: “This evidence supports the claim because...” “This matters because...” “Therefore...” “The detail shows that...”

MICE AS A SUPPORT HABIT INSIDE CREATURES

MICE (My Inference = Connections I Have + Evidence I Have Found) can help generate T - Thinking. It is nested inside T and later S; it does not replace the full CREATURES map.

STUDENT SUPPORT - Another Way to Show What You Know

Box the Claim, underline the Reason, and point to the Thinking sentence in each model.

Ready to Stretch? Take Your Thinking Further!

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

Argument Chain Relay

Build and defend the chain before your group is done.

MY DAY 2 LEARNING TARGET

I will build coherent Claim -> Reason -> Evidence -> Thinking chains in the Argument Chain Relay.

HOW TO PLAY

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

QUICK CHECK

Did I keep one Claim? Does each Reason connect to it? Does my Thinking explain the proof, not just repeat it? Does my transition show a real relationship?

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Number the cards 1-5 in your notebook, point to each in order, and say the chain aloud.

Ready to Stretch? Take Your Thinking Further!

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

Before You Cut

Read this before you cut the cards.

SET UP

Dashed lines mean CUT. Keep each card together. Match the argument chain first, then use the card backs to check.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete argument chain.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Argument Chain Relay: Garden Chain Cards

Dashed lines mean CUT.

CARD 1 • CLAIM Evidence-based problem solving is stronger than acting on a first assumption.	CARD 2 • REASON A careful observer can adjust a solution when new information appears.
CARD 3 • EVIDENCE Kendrix begins touching the soil before deciding whether the plants need water.	CARD 4 • THINKING This supports the claim because she replaces guessing with information from the actual growing conditions.
CARD 5 • ARGUMENT / TRANSITION Therefore, the solution improves when observation guides the next action.	

Argument Chain Relay: Garden Chain - Card Backs

Check only after the group commits to a complete chain.

CLAIM

ARGUMENT CHAIN RELAY

Garden Chain
Card 1

REASON

ARGUMENT CHAIN RELAY

Garden Chain
Card 2

EVIDENCE

ARGUMENT CHAIN RELAY

Garden Chain
Card 3

THINKING

ARGUMENT CHAIN RELAY

Garden Chain
Card 4

ARGUMENT

ARGUMENT CHAIN RELAY

Garden Chain
Card 5

✂ CUT PAGE - Argument Chain Relay: Declaration Chain Cards

Dashed lines mean CUT.

CARD 1 • CLAIM A government should be accountable to the people it governs.	CARD 2 • REASON Government power is legitimate when people agree to be governed.
CARD 3 • EVIDENCE The Declaration explains that governments receive power from the consent of the governed.	CARD 4 • THINKING This supports the claim because authority is presented as something that comes from the people rather than from rulers alone.
CARD 5 • ARGUMENT / TRANSITION As a result, government is expected to protect rights and answer to the people who grant it power.	

Argument Chain Relay: Declaration Chain - Card Backs

Check only after the group commits to a complete chain.

CLAIM

ARGUMENT CHAIN RELAY

Declaration Chain
Card 1

REASON

ARGUMENT CHAIN RELAY

Declaration Chain
Card 2

EVIDENCE

ARGUMENT CHAIN RELAY

Declaration Chain
Card 3

THINKING

ARGUMENT CHAIN RELAY

Declaration Chain
Card 4

ARGUMENT

ARGUMENT CHAIN RELAY

Declaration Chain
Card 5

Argument Chain Relay - Recording

Save both connected chains.

Garden Chain

Claim:

Reason:

Evidence:

Thinking:

Argument / Transition:

Declaration Chain

Claim:

Reason:

Evidence:

Thinking:

Argument / Transition:

Day 3 - DISCUSS

What makes a line of argument coherent?

MY DAY 3 LEARNING TARGET

I will discuss what makes an argument coherent, then independently build my own Claim -> Reason -> Evidence -> Thinking chain.

- What makes an argument sound like one connected case instead of a list?
- Why is evidence without Thinking incomplete?
- Can a transition make weak reasoning strong?
- How do argument and thinking turn good reasons and evidence into one connected case?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The evidence says _____. That proves _____, so my Thinking sentence is _____.

Ready to Stretch? Take Your Thinking Further!

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

Use It Again: Make the Evidence Work

Build your own connected line of argument.

PROMPT BANK

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

B: Defend the position that a government should be accountable to the people it governs using evidence from *Words That Changed a Nation*.

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse your Thinking sentence aloud before you write it.

Ready to Stretch? Take Your Thinking Further!

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

Independent - Build Argument Chain 1

Write reason one of your argument, following your claim.

PROMPT

Use your chosen sentence-statement prompt. Write reason one of your argument.

Claim (keep it the same for both chains):

Reason:

Evidence from the passage:

Thinking (how/why the evidence supports the reason):

Transition:

STUDENT SUPPORT - Another Way to Show What You Know

Underline your Thinking sentence and draw an arrow back to the reason it explains.

Ready to Stretch? Take Your Thinking Further!

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

Independent - Build Argument Chain 2

Write reason two of your argument, following your claim.

PROMPT

Use your chosen sentence-statement prompt. Write reason two of your argument.

Claim (keep it the same for both chains):

Reason:

Evidence from the passage:

Thinking (how/why the evidence supports the reason):

Transition:

STUDENT SUPPORT - Another Way to Show What You Know

Underline your Thinking sentence and draw an arrow back to the reason it explains.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - Standards Application Check

Turn a list into a line.

MY DAY 4 LEARNING TARGET

I will revise a disconnected list into a coherent argument, award my strongest Thinking sentence, and target one next move.

DISCONNECTED

The Declaration talks about rights. Government has power. People agree. This is good.

REVISED

The Declaration connects rights to government responsibility; moreover, it explains that government receives power from the consent of the governed. This relationship supports the argument that government should remain accountable to the people.

1. Combine two repeated ideas.
2. Improve one transition.
3. Edit conjunctive adverbs, prepositions, prepositional phrases, indefinite pronouns, subordinating conjunctions, commas in complex sentences, and spelling.

MY REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your paragraph aloud and fix one place a reader would have to guess why a detail matters.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Your Thinking

Point to evidence in your own work.

CHOOSE

- Defensible Claim Award
- Connected Chain Award
- Visible Thinking Award
- Real-Relationship Transition Award

MY AWARD

The reader understands my proof because I explained

My proof is on page ____:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Argument

Choose one next-step target.

- ☐ Order my ideas more logically.
- ☐ Explain my evidence more deeply.
- ☐ Use transitions only when they show a real relationship.
- ☐ Avoid repeating the quote as Thinking.
- ☐ Connect every paragraph back to my claim.

MY TARGET

My next step for building one connected argument is to

Ready to Stretch? Take Your Thinking Further!

How can one prompt lead to more than one strong argument? Explain.

Day 5 - EXPLAIN or Educate Others

Teach the difference between having parts and building an argument.

MY DAY 5 LEARNING TARGET

I will teach a partner how Argument connects the whole case and how Thinking explains the proof.

TEACH-BACK FRAME

An argument connects proof to a claim because _____. First I state my _____. Then I give a _____ and _____. Finally, my Thinking sentence explains _____.

Teach Claim -> Reason -> Evidence -> Thinking to a partner, tracing the path with your finger:

Give one original Thinking sentence for evidence from either passage:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Coherence and transition check.

STANDARDS APPLICATION CHECK

Underline transitions. Circle the claim. Box each evidence phrase. Put a T beside each Thinking sentence. Revise one jump in logic and one sentence that repeats instead of explains. Edit conjunctive adverbs, prepositions, prepositional phrases, subordinating conjunctions, commas in complex sentences, and spelling.

ANSWER KEY - LIST vs. LINE

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

MY REVISED CHAIN

STUDENT SUPPORT - Another Way to Show What You Know

Read your chain aloud. Fix any place where the reader must guess why a detail matters.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Star your strongest Thinking sentence. Complete: "My argument reads as one connected line because ____." Name the evidence-to-claim connection you are proudest of and explain why it works.

TARGET

Choose one to strengthen next: a clearer claim, a more logical order, deeper Thinking, or a transition that shows a real relationship. Then name a new topic this lesson made you curious about.

EXPLAIN

Teach a partner how Argument connects the whole case and how Thinking explains the proof. Give one example from either passage, switch roles, and end by saying the full CREATURES acronym.

Day 5 - Writing Opportunity

Choose a prompt and build one stronger part of your argument.

PROMPT BANK

- Defend the position that observation reveals information an assumption can miss.
- Defend the position that political power should depend on the people's agreement.
- Defend the position that a transition is only useful when it shows a real relationship.

Claim:

Reason 1:

Evidence 1:

Thinking 1:

STUDENT SUPPORT - Another Way to Show What You Know

Underline each Thinking sentence. Explain how it interprets the evidence instead of repeating it.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Argument

Gather evidence and explain what it proves.

REASON 2

EVIDENCE 2

THINKING 2 (what it proves)

TRANSITION THAT CONNECTS THE CHAINS

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Argument Draft - Page 1

Begin with your claim. Connect every part back to it.

DRAFTING FOCUS

Use purposeful structure, accurate evidence, transitions that show a real relationship, and Thinking that explains how each piece of proof supports the claim.

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

Argument Draft - Page 2

Begin with your claim. Connect every part back to it.

DRAFTING FOCUS

Use purposeful structure, accurate evidence, transitions that show a real relationship, and Thinking that explains how each piece of proof supports the claim.

[illegible]

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

- ☐ sentence structure ☐ word choice ☐ combine ideas for coherence

EDIT

- ☐ conjunctive adverbs ☐ prepositions / prepositional phrases ☐ indefinite pronouns
☐ subordinating conjunctions ☐ commas in complex sentences ☐ spelling

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read a claim and a Thinking sentence aloud. You still choose the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to every part of your argument chain.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your transition connects your evidence to your claim.

READY TO STRETCH? - One Claim, Two Logical Orders

Explore how order changes emphasis.

CHALLENGE

Create two different but defensible orders for the same pair of reasons. Explain how each order changes emphasis.

WHICH ORDER SERVES THE READER BEST?

Defend which order makes the strongest case, and which transition best signals the relationship between the two reasons.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Study Three Argument-Line Exemplars

Notice how a response grows from a disconnected list into one coherent line of argument.

PROMPT

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

LOW

"Kendrix guessed. The soil was muddy. Evidence matters. Plants need air."

Why does this read as a disconnected list rather than an argument?

MEDIUM

Claim: "Observing first is stronger than guessing." Evidence: "Kendrix added extra water and the soil became muddy." Thinking: none added.

The claim and evidence connect, but what must be added so the reader knows why the evidence proves the claim?

HIGH

Claim: "Evidence-based problem solving is stronger than acting on a first assumption."

Reason: "A careful observer can adjust a solution when new information appears."

Evidence: "Kendrix begins touching the soil before deciding whether the plants need water." Thinking: "This supports the claim because she replaces guessing with information from the actual growing conditions." Transition: "Therefore, the solution improves when observation guides the next action."

How do the transition and the Thinking sentence turn these parts into one connected line?

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

Argument gives my writing a logical path, and my Thinking explains why each piece of evidence matters on that path. I order my reasons deliberately, use transitions that show real relationships, and explain how my evidence supports my claim. That is how I build a coherent line of argument where every part leads my reader toward the same position, instead of a disconnected list.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I connect my reasons and proof into one strong argument?

My Answer

I use Argument and Thinking: I organize my reasons, evidence, and transitions so they build one connected case, and my Thinking explains how and why each piece of evidence supports the reason - so my reader never has to guess why a detail matters.

STUDENT SUPPORT - Another Way to Show What You Know

Start with a reason: My reason is ____, my evidence is ____, and it matters because ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 4



M O D U L E

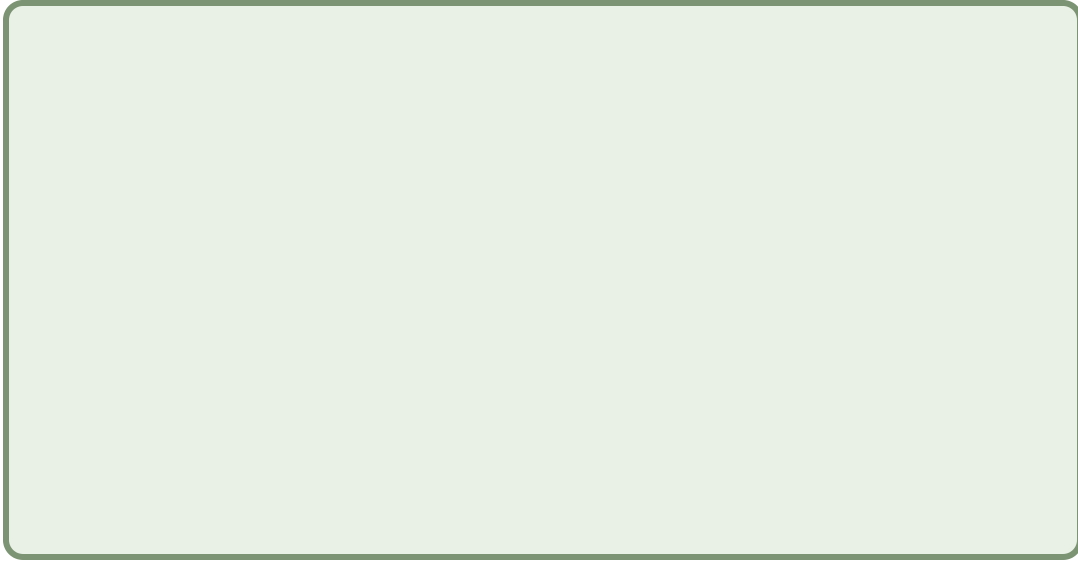


Understanding Others and Rebuttal

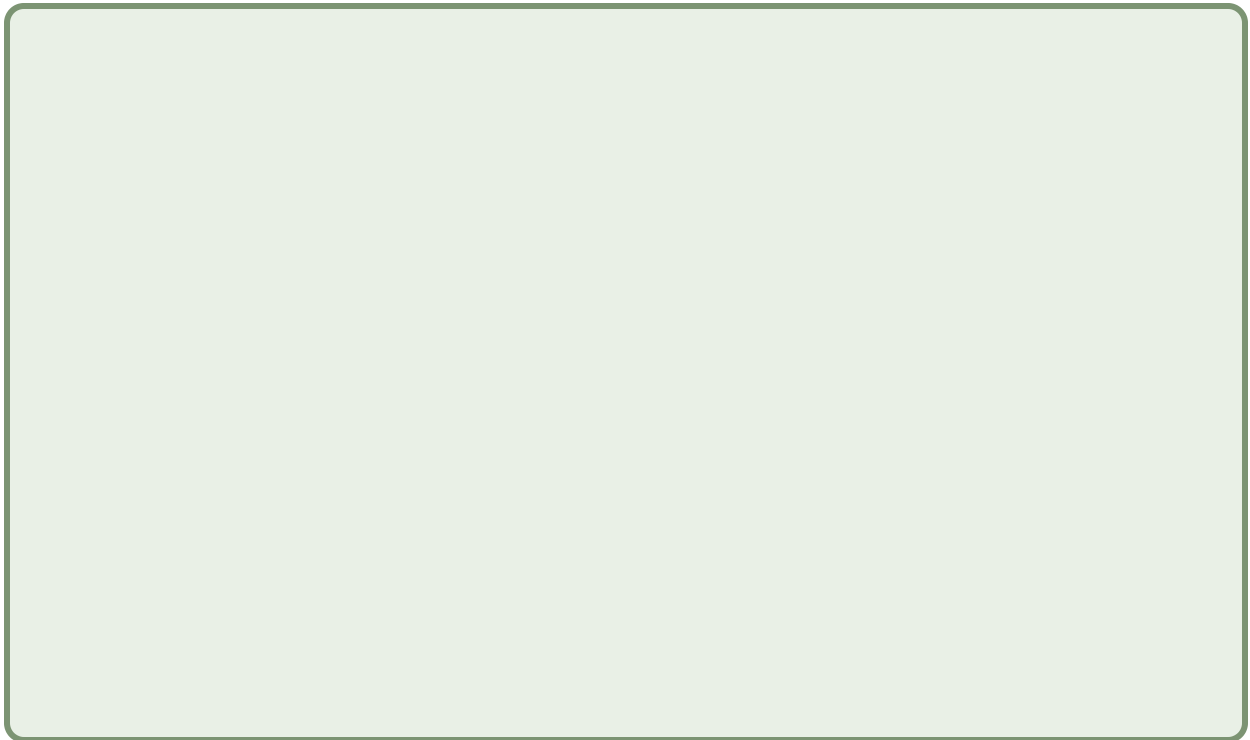
Answering the Other Side Fairly



Pocket Practice



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



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

Why This Module Matters

Represent the other viewpoint fairly, then answer it with evidence.

WHY THIS MODULE MATTERS

This module teaches two habits that prepare you for later-grade counterargument work. U - Understanding Others requires an accurate, respectful representation of another viewpoint. R - Rebuttal requires a reasoned response supported by evidence. You already practice hearing another side and answering it fairly; a formal counterargument is not a separate Grade 5 requirement.

Essential Question

How do I make my argument stronger by understanding the other side?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(v) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

HOW I SAY THE STANDARD!

I can develop my draft with a clear, well-supported idea.

TEKS 5.11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my writing with a purposeful structure, including a conclusion.

TEKS 5.12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an opinion essay with the parts readers expect.

The Standards I Am Learning - Part 2

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

TEKS 5.12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

I can rearrange my ideas so my argument holds together.

TEKS 5.11(D)(xvi) - Official Standard

edit drafts using standard English conventions, including capitalization of abbreviations

HOW I SAY THE STANDARD!

I can capitalize abbreviations correctly in my writing.

The Standards I Am Learning - Part 3

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

TEKS 5.11(D)(xvii) - Official Standard

edit drafts using standard English conventions, including capitalization of initials

HOW I SAY THE STANDARD!

I can capitalize initials correctly in my writing.

TEKS 5.11(D)(xviii) - Official Standard

edit drafts using standard English conventions, including capitalization of acronyms

HOW I SAY THE STANDARD!

I can capitalize acronyms correctly in my writing.

TEKS 5.11(D)(xix) - Official Standard

edit drafts using standard English conventions, including capitalization of organizations

HOW I SAY THE STANDARD!

I can capitalize the names of organizations correctly in my writing.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(xxi) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences

HOW I SAY THE STANDARD!

I can use commas correctly in my complex sentences.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can use everyday words and argument words together.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with details that fit my purpose.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use different transition words.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with evidence that fits my purpose.

ELPS 4(E)(i) - Official Standard

write content-area specific text using conventions

HOW I SAY THE STANDARD!

I can use correct conventions in my argument writing.

ELPS 4(F)(x) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with a style that fits my evidence and purpose.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write different types of sentences.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will accurately represent another viewpoint (Understanding Others) and answer it with an evidence-based Rebuttal that defends or refines my claim.

MY LAUNCHPAD PROMISE

The fair-argument habit I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Represent another view fairly	a lot / a little / new	a lot / a little / new	a lot / a little / new
Answer the actual point	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use reasoning or evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Keep my claim clear	a lot / a little / new	a lot / a little / new	a lot / a little / new
Refine my claim when needed	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

change

Say it: CHAYNJ

What it means: to become or make different

Try the frame: Kendrix changed her plan by ____.

decision

Say it: di-SIZH-uhn

What it means: a choice a person makes

Try the frame: Kendrix made a decision to ____.

garden

Say it: GAR-din

What it means: a place where people grow plants such as vegetables and herbs

Try the frame: The garden in the passage ____.

leader

Say it: LEE-der

What it means: a person who guides or is in charge of a group

Try the frame: The leaders decided ____.

nation

Say it: NAY-shuhn

What it means: a country and its people

Try the frame: The new nation was built on ____.

Tier 1 Vocabulary - Everyday Words

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

plant

Say it: PLANT

What it means: a living thing that grows in soil and needs water, air, and light

Try the frame: The plants needed ____.

problem

Say it: PROB-luhm

What it means: something that is wrong and needs to be solved

Try the frame: The problem in the garden was ____.

rights

Say it: RYTS

What it means: things people are allowed to have or do

Try the frame: The Declaration named rights such as ____.

soil

Say it: SOYL

What it means: the ground in which plants grow

Try the frame: The soil became ____.

water

Say it: WAH-ter

What it means: the liquid plants and people need to live

Try the frame: Too much water ____.

Tier 2 Vocabulary - Academic Argument Words

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

acknowledge

Say it: ak-NOL-ij

What it means: to recognize another idea fairly before responding

Try the frame: I can use the word acknowledge to ____.

credible

Say it: KRED-uh-buhl

What it means: believable because it is fair, accurate, and supported

Try the frame: I can use the word credible to ____.

evidence

Say it: EV-uh-duhns

What it means: accurate information from a text used as proof

Try the frame: I can use the word evidence to ____.

reasoning

Say it: REE-zuh-ning

What it means: logical thinking that connects ideas and evidence

Try the frame: I can use the word reasoning to ____.

rebuttal

Say it: ri-BUHT-uhl

What it means: a reasoned response to another viewpoint

Try the frame: I can use the word rebuttal to ____.

Tier 2 Vocabulary - Academic Argument Words

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

refine

Say it: ri-FYN

What it means: to make a claim more precise after new thinking

Try the frame: I can use the word refine to ____.

respond

Say it: ri-SPOND

What it means: to answer an idea with relevant thinking

Try the frame: I can use the word respond to ____.

revise

Say it: ri-VYZ

What it means: to improve writing by changing ideas, structure, or words

Try the frame: I can use the word revise to ____.

support

Say it: suh-PORT

What it means: to strengthen an idea with reasons, evidence, or explanation

Try the frame: I can use the word support to ____.

viewpoint

Say it: VYOO-point

What it means: a position or way of seeing an issue

Try the frame: I can use the word viewpoint to ____.

Tier 3 Vocabulary - Passage-Specific Words

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

Boston Massacre

Say it: BAW-stuhn MAS-uh-ker

What it means: the 1770 event that increased anger toward British soldiers

Try the frame: The Boston Massacre made colonists ____.

Boston Tea Party

Say it: BAW-stuhn TEE PAR-tee

What it means: the protest where colonists dumped tea into Boston Harbor

Try the frame: The Boston Tea Party was a protest against ____.

Continental Congress

Say it: kon-tuh-NEN-tuhl KONG-gris

What it means: the group of colonial leaders who voted to separate

Try the frame: The Continental Congress voted to ____.

divine right

Say it: dih-VYN ryt

What it means: the belief that a ruler's authority comes from God

Try the frame: Divine right was different from the idea that ____.

Enlightenment

Say it: en-LYT-n-muhnt

What it means: a period of new ideas about rights and government

Try the frame: Enlightenment thinkers believed ____.

Tier 3 Vocabulary - Passage-Specific Words

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

John Locke

Say it: jon lok

What it means: an Enlightenment thinker who influenced the Declaration

Try the frame: John Locke believed people are born with ____.

Kendrix

Say it: KEN-driks

What it means: the girl in the garden passage who learns to use evidence

Try the frame: Kendrix considered another view when ____.

rebuttal

Say it: ri-BUHT-uhl

What it means: a reasoned response to another viewpoint

Try the frame: A rebuttal answers the other view by ____.

refine

Say it: ri-FYN

What it means: to make a claim more precise after new thinking

Try the frame: A writer may refine a claim when ____.

viewpoint

Say it: VYOO-point

What it means: a person's way of seeing an issue

Try the frame: One viewpoint about Kendrix's watering is ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The CREATURES Argumentative Memory Map

CREATURES is the memory architecture of a full argumentative response.

THE NINE CREATURES MOVES

C - Claim	Make a clear, defensible position that directly answers the argument of the prompt.
R - Reasons	Develop logical reasons that support the claim and organize the argument.
E - Evidence	Select accurate, relevant text evidence that proves each reason.
A - Argument	Build a coherent line of argument so the response reads like one connected case.
T - Thinking	Explain how and why the evidence supports the claim and strengthens the argument.
U - Understanding Others	Acknowledge and accurately represent another viewpoint.
R - Rebuttal	Respond to the other viewpoint with reasoning and evidence to defend or refine the claim.
E - Ending	Conclude purposefully by reinforcing the claim and synthesizing the most important reasoning.
S - Significance	Explain why the issue and position matter beyond the paper - the Bluebird Moment.

THIS MODULE'S FOCUS: U + R

C is the central claim, and CREATURES T always means Thinking. This module focuses on U - Understanding Others and the second R - Rebuttal.

GRADE 5 BRIDGE FOR U AND R

Understanding Others and Rebuttal are age-appropriate argument habits here. You practice hearing another viewpoint accurately and answering it with evidence; this is not yet a formal counterargument requirement.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the C on the map, then to U and the second R. Say what each move asks a writer to do.

Ready to Stretch? Take Your Thinking Further!

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

U - Understanding Others and R - Rebuttal

Represent the other view fairly, then answer the exact point.

U - UNDERSTANDING OTHERS

State the other viewpoint accurately and fairly before responding. The other side should be able to say, "Yes, that is what I meant."

R - REBUTTAL

Answer the viewpoint with reasoning and evidence; do not attack the person. A rebuttal may defend the original claim or refine it.

FAIR VIEWPOINT FRAMES

"Some readers may argue ____ because ____." "Another viewpoint is ____, especially because the passage shows ____."

REBUTTAL FRAMES

"However, the stronger evidence shows..." "That concern is reasonable; however..."
"Even though ____, the passage also shows ____."

FAIRNESS CHECK

Would someone who holds the other viewpoint recognize your description as accurate?

STUDENT SUPPORT - Another Way to Show What You Know

Say a fair viewpoint frame aloud, then a respectful rebuttal frame. You still choose the evidence that answers the point.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will accurately represent another viewpoint (Understanding Others) and answer it with an evidence-based Rebuttal that defends or refines my claim.

SUCCESS CRITERIA

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

MODULE INDEPENDENT PRODUCT

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
Understanding the other side helps
because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Garden That Wouldn't Grow

Fiction • High Stamina • Part 1 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS to mark evidence. Notice places where two readers could reasonably disagree.

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

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

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

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

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

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

The Garden That Wouldn't Grow - Continued 2

Fiction • High Stamina • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could use in a rebuttal.

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

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

[7] Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse. She wondered if something else was wrong with the garden. Maybe insects had damaged the plants. Perhaps the weather had changed too much. She thought about many possible reasons, but none of them seemed to explain why every plant looked unhealthy.

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

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

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

The Garden That Wouldn't Grow - Continued 3

Fiction • High Stamina • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could use in a rebuttal.

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

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

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

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

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

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

The Garden That Wouldn't Grow - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“Each spring”	It fits because _____
T • Time	“After two weeks”	It fits because _____
R ■ Reactions	“Kendrix quietly observed the garden”	It fits because _____
R ■ Reactions	“the plants began to recover”	It fits because _____
A ▲ Actions	“she watered each plant much more than usual”	It fits because _____
A ▲ Actions	“overly wet and muddy”	It fits because _____
C ★ Character, Concept, Creature	“Kendrix”	It fits because _____
K ♦ Key Knowledge	“too much water can prevent roots from getting enough air”	It fits because _____
K ♦ Key Knowledge	“Without proper air, the roots cannot function effectively”	It fits because _____
S ▼ Scenery / Setting	“her grandmother”	It fits because _____
S ▼ Scenery / Setting	“tomatoes, peppers, and herbs in neat rows”	It fits because _____

Words That Changed a Nation

Nonfiction • High Stamina • Part 1 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS to mark evidence. Notice places where two readers could reasonably disagree.

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

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

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

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

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

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

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

Words That Changed a Nation - Continued 2

Nonfiction • High Stamina • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could use in a rebuttal.

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

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

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

[9] These ideas were influenced by Enlightenment thinkers such as John Locke. Locke believed that people are born with natural rights and that governments should protect those rights. Many colonial leaders studied these ideas and included them in the Declaration. They believed that governments should serve the people rather than control them without their agreement.

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

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

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

Words That Changed a Nation - Continued 3

Nonfiction • High Stamina • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could use in a rebuttal.

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

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

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

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

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

[17] Today, the Declaration of Independence remains one of the most important documents in American history. It announced the birth of a new nation, explained the purpose of government, and introduced ideas about liberty, equality, and natural rights that continue to influence the United States. Although Americans have continued to debate how these principles should be applied, the words written in 1776 still encourage people to think about freedom, fairness, and the responsibilities of both citizens and government.

Words That Changed a Nation - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the summer of 1776"	It fits because _____
T • Time	"July 4, 1776"	It fits because _____
R ■ Reactions	"Remember the Ladies"	It fits because _____
R ■ Reactions	"questioning who was included in the promise of equality"	It fits because _____
A ▲ Actions	"grown frustrated with British rule"	It fits because _____
A ▲ Actions	"approved the Declaration of Independence"	It fits because _____
C ★ Character, Concept, Creature	"Abigail Adams"	It fits because _____
K ♦ Key Knowledge	"all men are created equal"	It fits because _____
K ♦ Key Knowledge	"life, liberty, and the pursuit of happiness"	It fits because _____
K ♦ Key Knowledge	"unalienable rights"	It fits because _____
S ▼ Scenery / Setting	"the thirteen colonies"	It fits because _____

Day 1 - GATHER: Mirror Before Reply

A strong writer becomes more credible by understanding another view first.

MY DAY 1 LEARNING TARGET

I will represent another viewpoint accurately before I respond to it.

ATTENTION ACTIVITY - MIRROR BEFORE REPLY

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

FRESH RECALL

Without notes, explain the two-step habit: represent first, respond second.

STUDENT SUPPORT - Another Way to Show What You Know

If mirroring is hard, use this frame: "So you are saying ____?" Wait for a yes before you respond.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Understanding Others and Rebuttal

U stands for Understanding Others. R stands for Rebuttal.

TEACH U - UNDERSTANDING OTHERS

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

Accuracy checklist: 1. Name the other viewpoint without mocking it. 2. State the reason someone might hold it. 3. Avoid exaggerating the other side. 4. If possible, connect the viewpoint to a real detail in the passage.

TEACH R - REBUTTAL

Acknowledge first. Then respond with reasoning and evidence. Defend or refine the claim. Do not attack the person who holds the viewpoint. A rebuttal answers the viewpoint with reasoning and evidence; it may defend the original claim or refine it.

GRADE 5 COUNTERARGUMENT BRIDGE

Practice the habit now: hear it accurately -> respond fairly. Formal counterargument expectations develop later. The goal today is perspective + evidence-based response.

STUDENT SUPPORT - Another Way to Show What You Know

Say a fair U frame, then a respectful R frame. Point to a passage detail that could support your rebuttal.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT: MIRROR AND RESPOND

Your first job is the mirror, not the rebuttal.

MY DAY 2 LEARNING TARGET

I will pair an Other View card with an accurate restatement and build a rebuttal using evidence from the passages.

THE GOAL

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

HOW TO PLAY

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

IF THE MIRROR IS UNFAIR, THE REBUTTAL DOES NOT COUNT

Read the other viewpoint and restate it so fairly that a person holding that view would say, "Yes, that is accurate." Then turn the card over and build a rebuttal with evidence.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Match the fair Understanding and the Rebuttal first, then use the card backs to check.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on the mat instead of cutting. You still restate, respond, and check the same way.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - MIRROR AND RESPOND Cards - Other View

Cut on the dashed lines. Restate each card's viewpoint fairly before you turn it over.

Garden 1

“Kendrix was right to add more water immediately because weak plants often need water.”

Restate me fairly. Then respond.

Garden 2

“Kendrix's first mistake proves she was careless.”

Restate me fairly. Then respond.

Words 1

“Declaring independence was too risky because leaders could be punished if the colonies lost.”

Restate me fairly. Then respond.

Words 2

“The equality language was meaningless because many people remained excluded.”

Restate me fairly. Then respond.

Card Backs - MIRROR AND RESPOND Cards

Check only after the group commits.

Garden 2 - Self-Check

Accurate U: Some readers may see the overwatering as carelessness because she acted before checking the soil carefully.

Rebuttal (R): However, the stronger lesson is that she learns from the mistake, begins gathering evidence, and changes her plan; this supports the claim that revising a decision can be a strength.

Garden 1 - Self-Check

Accurate U: The quick-action view makes sense because water is normally necessary for plant growth and the plants looked weak.

Rebuttal (R): However, the passage shows that the soil became overly wet and that roots also need air, so observation was necessary before adding more water.

Words 2 - Self-Check

Accurate U: Critics can point out that the promise of equality did not match the lives of women, enslaved people, and other groups.

Rebuttal (R): However, the language still created an important principle that later generations could use to challenge unequal treatment; the gap between ideal and reality does not erase the power of the ideal.

Words 1 - Self-Check

Accurate U: Some colonists could reasonably fear independence because separation involved war, danger, and serious consequences.

Rebuttal (R): However, the Declaration argues that repeated violations of rights made change necessary, so supporters believed protecting rights justified the risk.

MIRROR AND RESPOND - My Recording Sheet

Record each round: the Other View card, your fair U, and your evidence-based R.

Card	Other View (as given)	My Accurate U	My Rebuttal (R)
Garden 1			
Garden 2			
Words 1			
Words 2			

ANSWER-KEY PRINCIPLE

A correct response must (1) restate the other viewpoint accurately and fairly, (2) answer with reasoning and evidence, not personal attack, and (3) bridge back toward the claim.

STUDENT SUPPORT - Another Way to Show What You Know

Say each rebuttal aloud before recording.
Make sure it answers the actual point instead of repeating the claim.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS: Why Does Fairness Help?

Would the other side recognize your description as accurate?

MY DAY 3 LEARNING TARGET

I will write an accurate U sentence and an evidence-based R sentence with a bridge back to my claim.

TALK IT THROUGH

Why can an accurate opposing viewpoint make your argument more credible?

What is the difference between rebuttal and attacking the other person?

When might Understanding Others cause a writer to refine the claim?

CONNECT TO THE ESSENTIAL QUESTION

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: It shows the writer has considered the issue carefully. A rebuttal responds to the idea with ____, not the person.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Understand, Then Respond

Write a claim, a fair U sentence, and an evidence-based R sentence.

DIRECTIONS

1. Choose one sentence-statement prompt.
2. Write the claim you will defend.
3. Write one U sentence that accurately represents another viewpoint.
4. Underline the reason behind that viewpoint.
5. Write one R sentence or short paragraph that responds with reasoning and evidence.
6. Add one bridge sentence showing how the rebuttal leads back toward your claim and eventual conclusion.

PROMPT A

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

PROMPT B

Defend the position that the Declaration's promise of equality was important while accurately acknowledging that many people were excluded from its protections in 1776.

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage and gather evidence before you write. Read your U sentence as if you held that viewpoint; revise it if it sounds unfair.

Ready to Stretch? Take Your Thinking Further!

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

Model Answer Reveal - Understand, Then Respond

Find U, find R, and find the bridge back to the claim in each model.

GARDEN MODEL (Prompt A)

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

WORDS MODEL (Prompt B)

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

STUDENT SUPPORT - Another Way to Show What You Know

Underline the claim once and circle the U sentence. Point to the bridge sentence that leads back to the claim.

Ready to Stretch? Take Your Thinking Further!

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

Understand, Then Respond - Draft (Garden)

Write your claim, a fair U, and an evidence-based R.

SUCCESS CHECK

☐ Viewpoint is accurate and fair ☐ Rebuttal answers the actual point ☐ Bridge leads back to my claim

[illegible]

Understand, Then Respond - Draft (Words)

Write a fair U and evidence-based R for the second prompt.

SUCCESS CHECK

- ☐ Viewpoint is accurate and fair ☐ Rebuttal answers the actual point ☐ Bridge leads back to my claim

[illegible]

Day 4 - Standards Application Check

Arrange U -> R -> bridge back to claim. Check capitalization.

MY DAY 4 LEARNING TARGET

I will arrange U, R, and my bridge for coherence and edit capitalization of abbreviations and organizations.

ARRANGE FOR COHERENCE

Rearrange a U-R sequence for clarity: U first, then R, then a one-sentence bridge toward a conclusion, without introducing a new reason.

My rearranged sequence:

CAPITALIZATION CHECK

Edit capitalization of abbreviations, initials, acronyms, and organizations as they occur in historical writing.

- U.S. uses capital letters and periods as an abbreviation.
- Continental Congress and Sons of Liberty are capitalized as names of organizations.
- Initials such as J. Adams are capitalized when used.

My edited sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to one abbreviation and one organization name with a partner. You still decide what to capitalize.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Fair Thinking

Circle the sentence where you represented another viewpoint most fairly.

CIRCLE AND SHIELD

Circle your fairest U sentence. Put a shield beside your strongest R evidence.

MY AWARD

My response is credible because ____

STUDENT SUPPORT - Another Way to Show What You Know

Choose one U + R pair and point to proof before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your U-R Habit

Choose ONE precise next move.

CHOOSE ONE

- ☐ Fairer representation ☐ Less exaggeration
☐ Stronger rebuttal evidence ☐ Respectful response
☐ More precise claim

MY TARGET

My next step for understanding others and answering fairly is to

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN: Turn and Teach U-R

Teach the two-step habit to a partner.

MY DAY 5 LEARNING TARGET

I will teach the two-step habit - mirror first, respond second - and answer the module Overarching Question.

TEACH U + R

Step 1: mirror the viewpoint. Step 2: respond with evidence. Your partner will give you an unfamiliar viewpoint from one passage. Restate it fairly, then explain what evidence you would search for before rebutting it.

MY TEACHING CARD

Understanding Others means:

Rebuttal means:

One fair viewpoint sentence is:

My respectful, evidence-based rebuttal is:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner before the teach-back. Use the card, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Answer the Overarching Question

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

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

MODEL ANSWER

When I understand another viewpoint, I show that I considered the issue carefully instead of ignoring ideas that differ from my claim. My rebuttal then responds with reasoning and evidence. Understanding Others and Rebuttal together make my argument more credible because I represent the other side accurately, answer it respectfully, and show why my original claim stays strong or should be refined.

Check the Learning

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

QUICK CHECK 1 - WHICH IS FAIR?

Choose the fair viewpoint: "Some people think Kendrix was wrong and dumb to water so much." OR "Some readers may argue Kendrix was reasonable to water more because the plants looked weak."

My choice and why:

QUICK CHECK 2 - WEAK REBUTTAL

Explain why "She should have waited" with no evidence is not a strong rebuttal.

My answer:

QUICK CHECK 3 - CREDIBILITY

Explain why acknowledging a reasonable point can strengthen credibility.

My answer:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say a fair viewpoint aloud, point to a respectful rebuttal, or hand in a U + R page.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Circle your fairest Understanding sentence. Complete: "My rebuttal is more credible because ____." Name the fair-viewpoint restatement or the piece of evidence you are proudest of and explain why it answers the actual point.

TARGET

Choose one to strengthen next: a fairer restatement of the other view, stronger rebuttal evidence, a more respectful response, or a more precise claim. Then name a new topic this lesson made you curious about.

EXPLAIN

Teach a partner the two-step habit: represent the other viewpoint fairly, then answer it with reasoning and evidence. Give one example from either passage, switch roles, and end by saying the full CREATURES acronym.

I Can...	Not Yet	Getting There	I Can Do It
Represent another viewpoint accurately and fairly	☐	☐	☐
Write a rebuttal that answers the viewpoint with reasoning and evidence	☐	☐	☐
Respond to the idea instead of attacking the person	☐	☐	☐
Bridge from a rebuttal back toward my claim	☐	☐	☐
Refine my claim when another view reveals a weakness	☐	☐	☐

Day 5 - Writing Opportunity - Build a Stronger U + R Response

Choose a prompt and build a stronger U + R response.

PROMPT BANK

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

PLANNING SUPPORT

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

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage first. Choose evidence that directly answers the viewpoint you named.

Ready to Stretch? Take Your Thinking Further!

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

U + R Draft - Page 1

My work follows this module's CREATURES focus accurately.

SUCCESS CRITERIA

My ideas and evidence come from the two Cluster 4 passages. My writing is clear, fair, and organized as one connected case.

[illegible]

U + R Draft - Page 2

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

DEFEND OR REFINER CHECK

Does the evidence support my original claim, or should I make the claim more precise?

[illegible]

Revise, Edit, and Share

Improve sentence structure, then run the Conventions Sweep.

REVISE

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

EDIT - CONVENTIONS SWEEP

Capitalization of abbreviations, initials, acronyms, and organizations (U.S., J. Adams, Continental Congress, Sons of Liberty), and commas in complex sentences.

My edited sentence:

SHARE

My partner heard fair thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your claim, your fair U, and your R to a partner. The feedback must name whether the viewpoint sounds fair.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to your fair U and your evidence-based R.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend why the other side would agree your U is accurate.

READY TO STRETCH? - Refine, Don't Retreat

Decide whether to defend your claim exactly as written or refine it.

CHALLENGE

Write the original claim. Consider a strong other viewpoint. Defend OR refine. Explain why the revised claim is more precise.

EXAMPLE REFINEMENT

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

MY ORIGINAL CLAIM

MY REFINED CLAIM (or the same claim, defended)

JUSTIFY

Why does defending or refining make the argument stronger?

Study Three Understand-Then-Respond Exemplars

Notice how a response grows from an unfair mirror into a fair viewpoint answered by evidence.

PROMPT

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

LOW

Understanding Others: "Some people think Kendrix was dumb to water so much."

Rebuttal: "They are just wrong."

Which part is an unfair mirror, and what is missing before this can defend a claim?

MEDIUM

Understanding Others: "Some readers may argue Kendrix was reasonable to add water because the plants looked weak." Rebuttal: "However, that was not the best choice." (no evidence)

The viewpoint is fair, but what evidence from the passage must be added so the rebuttal answers the actual point?

HIGH

Understanding Others: "Some readers may reasonably argue that Kendrix should have watered more right away, because the plants looked weak and water is normally necessary." Rebuttal: "However, the passage shows the soil became 'overly wet and muddy' and that roots also need air, so observation was necessary before adding more water. This defends the claim that gathering evidence leads to better decisions than acting on a first assumption."

How do the fair understanding and the evidence-based rebuttal work together to make the argument more credible?

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

When I understand another viewpoint, I show that I considered the issue carefully instead of ignoring ideas that differ from my claim. My rebuttal then responds with reasoning and evidence. Understanding Others and Rebuttal together make my argument more credible because I represent the other side accurately, answer it respectfully, and show why my original claim stays strong or should be refined.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I make my argument stronger by understanding the other side?

My Answer

When I understand the other side and say it fairly first, then answer that exact point with my own reasoning and evidence, my rebuttal becomes more believable and respectful - and it can even help me make my own claim sharper.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the other view: Some people think ____, but ____ because ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 4



M O D U L E

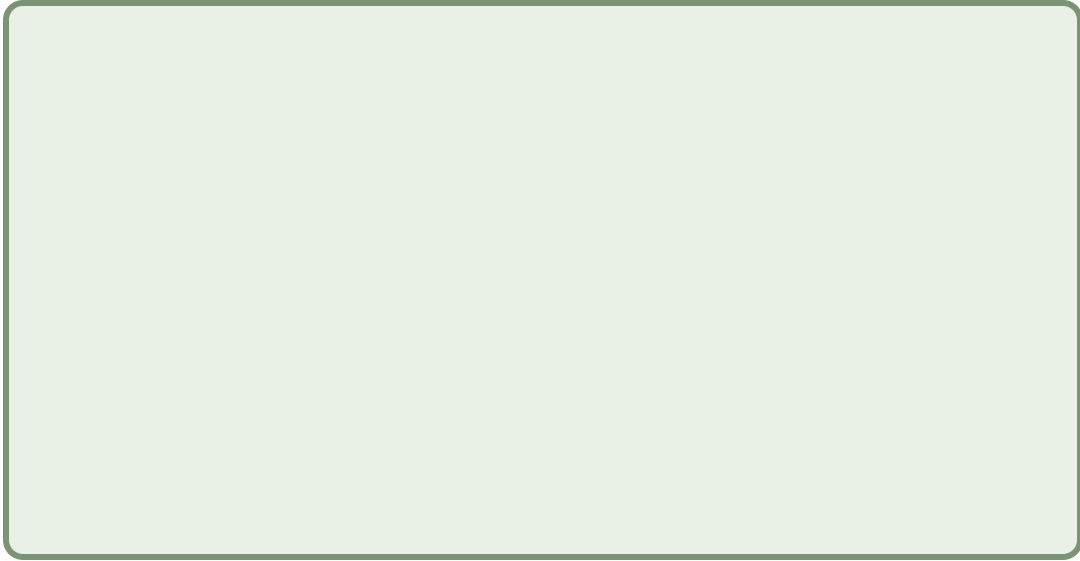


Ending, Significance, and the Full Argument

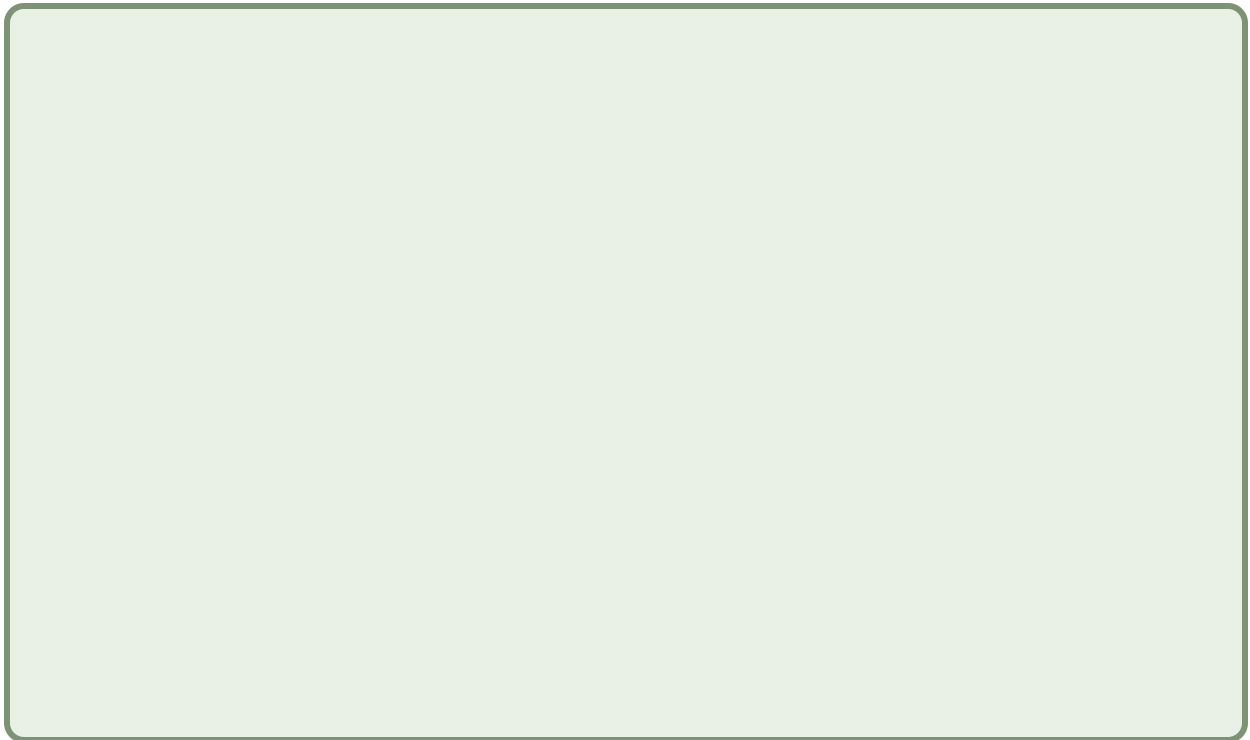
Finishing the Full CREATURES Response



Pocket Practice



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



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

Why This Module Matters

Bring the claim home, then give the reader the Bluebird Moment.

WHY THIS MODULE MATTERS

This module completes the CREATURES structure with E — Ending and S — Significance. The Ending reinforces the claim and synthesizes the most important reasoning. Significance is the Bluebird Moment: you explain why your position matters beyond the paper. You then use the full CREATURES map to produce and revise one complete argumentative response.

Essential Question

How do I end my argument so it really matters?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can end my draft with a purposeful conclusion.

TEKS 5.11(B)(v) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details

HOW I SAY THE STANDARD!

I can develop my draft with a clear, well-supported idea.

TEKS 5.12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an opinion essay with the parts readers expect.

TEKS 5.12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer.

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words to show my thinking.

TEKS 5.11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add an idea so my argument makes more sense.

TEKS 5.11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can take out an idea that distracts from my argument.

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(v) - Official Standard

revise drafts combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine ideas so my argument holds together.

TEKS 5.11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

I can move my ideas around so my whole argument flows clearly.

TEKS 5.11(D)(xvi) - Official Standard

edit drafts using standard English conventions, including capitalization of abbreviations

HOW I SAY THE STANDARD!

I can capitalize abbreviations correctly.

TEKS 5.11(D)(xvii) - Official Standard

edit drafts using standard English conventions, including capitalization of initials

HOW I SAY THE STANDARD!

I can capitalize initials correctly.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(xviii) - Official Standard

edit drafts using standard English conventions, including capitalization of acronyms

HOW I SAY THE STANDARD!

I can capitalize acronyms correctly.

TEKS 5.11(D)(xix) - Official Standard

edit drafts using standard English conventions, including capitalization of organizations

HOW I SAY THE STANDARD!

I can capitalize the names of organizations.

TEKS 5.11(D)(xxi) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences

HOW I SAY THE STANDARD!

I can use commas correctly in my complex sentences.

TEKS 5.11(D)(xxvii) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words using grade-level patterns.

The Standards I Am Learning - Part 5

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

TEKS 5.11(D)(xxviii) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words using grade-level rules.

TEKS 5.11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell high-frequency words correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 4(C)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can use both everyday words and content words in my writing.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with details that fit my purpose.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use different transition words.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with evidence that fits my purpose.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write different types of sentences.

ELPS 4(F)(x) - Official Standard

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

HOW I SAY THE STANDARD!

I can write with a style that fits my evidence and purpose.

ELPS 4(E)(ii) - Official Standard

write content-area specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use grammar that fits this writing work.

My Module 4 Learning Launchpad

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

I CAN

- write a purposeful ending that reinforces the claim and synthesizes the strongest reasoning.
- write a Significance statement (a Bluebird Moment) that explains why my position matters beyond the paper.
- produce one coherent response using the full CREATURES flow.
- tell an ending that synthesizes from one that only repeats.

I WILL

- read closely, listen actively, discuss my reasoning, and write independently.
- end by pulling my strongest reasoning together instead of adding a new reason.
- keep my Bluebird Moment connected to the evidence.
- revise and edit my full CREATURES response before submitting it.

LEARNING DESTINATION

I will complete an argument with a purposeful Ending and a grounded Significance (Bluebird Moment), producing and revising one full CREATURES response.

MY LAUNCHPAD PROMISE

The CREATURES move I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Write an ending that synthesizes	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a grounded Significance / Bluebird Moment	a lot / a little / new	a lot / a little / new	a lot / a little / new
Produce one coherent full CREATURES response	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell synthesis from repetition	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise and edit the whole argument	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

change

Say it: CHAYNJ

What it means: to become or make different

Try the frame: Kendrix changed her plan by ____.

decision

Say it: dih-SIZH-uhn

What it means: a choice a person makes

Try the frame: Kendrix made a decision to ____.

garden

Say it: GAR-din

What it means: a place where people grow plants such as vegetables and herbs

Try the frame: The garden in the passage ____.

leader

Say it: LEE-der

What it means: a person who guides or is in charge of a group

Try the frame: The leaders decided ____.

nation

Say it: NAY-shuhn

What it means: a country and its people

Try the frame: The new nation was built on ____.

Tier 1 Vocabulary

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

plant

Say it: PLANT

What it means: a living thing that grows in soil and needs water, air, and light

Try the frame: The plants needed ____.

problem

Say it: PROB-luhm

What it means: something that is wrong and needs to be solved

Try the frame: The problem in the garden was ____.

rights

Say it: RYTS

What it means: things people are allowed to have or do

Try the frame: The Declaration named rights such as ____.

soil

Say it: SOYL

What it means: the ground in which plants grow

Try the frame: The soil became ____.

water

Say it: WAH-ter

What it means: the liquid plants and people need to live

Try the frame: Too much water ____.

Tier 2 Vocabulary

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

argument

Say it: AR-gyuh-muhnt

What it means: a connected case that supports a position

Try the frame: I can use the word argument to ____.

coherence

Say it: koh-HEER-uhns

What it means: the quality of ideas fitting together in a clear order

Try the frame: I can use the word coherence to ____.

conclusion

Say it: kun-KLOO-zhun

What it means: the ending that purposefully brings an argument together

Try the frame: I can use the word conclusion to ____.

edit

Say it: ED-it

What it means: to correct conventions so writing is clear and readable

Try the frame: I can use the word edit to ____.

elaborate

Say it: ih-LAB-uh-rayt

What it means: to add thinking that makes an idea clearer

Try the frame: I can use the word elaborate to ____.

Tier 2 Vocabulary

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

organize

Say it: OR-guh-nyz

What it means: to arrange ideas so a reader can follow them

Try the frame: I can use the word organize to ____.

revise

Say it: ri-VYZ

What it means: to improve writing by changing ideas, structure, or words

Try the frame: I can use the word revise to ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: the importance of an idea beyond one detail or paper

Try the frame: I can use the word significance to ____.

support

Say it: suh-PORT

What it means: to strengthen an idea with reasons, evidence, or explanation

Try the frame: I can use the word support to ____.

synthesize

Say it: SIN-thuh-syz

What it means: to bring important ideas together into a new understanding

Try the frame: I can use the word synthesize to ____.

Tier 3 Vocabulary

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

abolitionists

Say it: ab-uh-LISH-uh-nists

What it means: people who argued against slavery

Try the frame: Abolitionists used the Declaration's language to ____.

Bluebird Moment

Say it: BLOO-berd MOH-muhnt

What it means: the significance statement that widens the meaning

Try the frame: The Bluebird Moment explains why ____.

democracy

Say it: dih-MOK-ruh-see

What it means: a government in which people help choose leaders

Try the frame: The Declaration's ideas continue to shape democracy by ____.

Kendrix

Say it: KEN-driks

What it means: the girl in the garden passage who learns to use evidence

Try the frame: Kendrix's Bluebird Moment shows that ____.

legacy

Say it: LEG-uh-see

What it means: an influence that continues after an event

Try the frame: The legacy of the Declaration is ____.

Tier 3 Vocabulary

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

Loyalists

Say it: LOY-uh-lists

What it means: colonists who stayed loyal to Great Britain

Try the frame: Loyalists believed the colonies should ____.

Patriots

Say it: PAY-tree-uhts

What it means: colonists who supported independence

Try the frame: Patriots believed the colonies should ____.

Revolutionary War

Say it: rev-uh-LOO-shuh-ner-ee wor

What it means: the war fought for American independence

Try the frame: The Revolutionary War continued until ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: the importance of an idea beyond one paper

Try the frame: The significance of the argument is ____.

synthesize

Say it: SIN-thuh-syz

What it means: to bring important ideas together into one understanding

Try the frame: A strong ending synthesizes by ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without stopping the first read for lengthy definitions.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Full CREATURES Argumentative Memory Map

CREATURES is the architecture of a complete argumentative response.

Letter	Part	Job in the Argument
C	Claim	Make a clear, defensible position that directly answers the prompt.
R	Reasons	Develop logical reasons that support the claim and organize the argument.
E	Evidence	Select accurate, relevant text evidence that proves each reason.
A	Argument	Build a coherent line of argument so the response reads like one connected case.
T	Thinking	Explain how and why the evidence supports the claim and strengthens the argument.
U	Understanding Others	Acknowledge and accurately represent another viewpoint.
R	Rebuttal	Respond to the other viewpoint with reasoning and evidence.
E	Ending	Conclude purposefully by reinforcing the claim and synthesizing the most important reasoning.
S	Significance	Explain why the issue and position matter beyond the paper - the Bluebird Moment.

ABOUT THE ARCHITECTURE

The letters are a memory path, not a demand for exactly nine sentences. C is the central claim. R, E, A, and T can repeat across body paragraphs. U and R are age-appropriate practice in Grade 5: hearing another viewpoint accurately and answering it with evidence. The final E and S close the response, with S serving as the Bluebird Moment. In CREATURES, T always means Thinking.

STUDENT SUPPORT - Another Way to Show What You Know

Say the letters in order. Point to each part and tell what job it does for the reader.

Ready to Stretch? Take Your Thinking Further!

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

Ending and Significance (E + S)

Bring the claim home. Then give the reader the Bluebird Moment.

E — ENDING

Reinforce the claim, synthesize the most important reasoning, and close purposefully. Do not introduce a brand-new reason, and do not copy the introduction word for word. Ending frame: "Ultimately, ___ because the evidence shows ___ and ___." "Taken together, these ideas show ___."

S — SIGNIFICANCE

Significance widens the lens. Explain why the issue or position matters beyond this paper - connect it to people, communities, rights, responsibilities, future decisions, or a larger principle.

THE BLUEBIRD MOMENT

Significance is the Bluebird Moment: the idea that widens the meaning while staying connected to the argument. It is not a random life lesson - it must grow from the evidence.

MODEL BLUEBIRD MOMENTS

Garden: This matters beyond one garden because people make stronger decisions in many situations when they observe evidence and revise a plan instead of defending a first guess.

Declaration: This matters beyond 1776 because a nation's principles give later generations a standard for questioning whether laws and institutions protect the rights they promise.

STUDENT SUPPORT - Another Way to Show What You Know

Say your Ending, then your Significance sentence. Point to the reasoning your Ending brings together.

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How do I end my argument and give my Bluebird Moment so it matters beyond the paper?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: I end my argument by ____, and my Bluebird Moment _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Garden That Wouldn't Grow

Fiction • Very High Stamina • Part 1 of 7

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Trace details that support a final judgment about impact and a larger lesson.

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

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

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

[3] The garden quickly became part of Kendrix's daily routine. Before breakfast, she walked outside to see if anything had changed overnight. She looked for tiny sprouts pushing through the soil and watched as each plant slowly became taller. Every afternoon, she and her grandmother pulled small weeds that appeared between the rows. Her grandmother explained that weeds compete with garden plants for water, sunlight, nutrients, and space. Removing them gave the vegetables a better chance to grow. Kendrix noticed that gardening required patience because progress happened a little at a time.

The Garden That Wouldn't Grow - Continued 2

Fiction • Very High Stamina • Part 2 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[4] As the days passed, the tiny seedlings developed more leaves. The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden. Kendrix enjoyed watching bees visit the flowers nearby. Her grandmother explained that many flowering plants depend on pollinators to help them reproduce. Although the tomatoes had not yet produced fruit, small yellow flowers began to appear on several plants. Kendrix became even more excited about the growing season.

[5] After two weeks, however, something changed. Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others seemed to have stopped growing altogether. Kendrix slowly walked down each row, comparing the plants with how they had looked only a few days earlier. She could tell something was wrong, but she was not sure what had caused the change.

[6] Thinking she understood the problem, Kendrix suggested that the plants needed more water. The weather had been warm for several days, and the afternoon sun felt much hotter than it had earlier in the spring. Kendrix reasoned that the heat must have dried out the soil more quickly than usual. Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do. Kendrix glanced at the soil and thought it looked dry enough. Feeling confident in her conclusion, she believed extra water would quickly solve the problem.

The Garden That Wouldn't Grow - Continued 3

Fiction • Very High Stamina • Part 3 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[7] The following day, she watered each plant much more than usual. She slowly poured water around every stem until the soil became dark and soaked. She carefully made sure every row received the same amount of water. Later that afternoon, she returned with the watering can again because she wanted to make certain none of the plants became thirsty during the hottest part of the day. Kendrix felt proud of herself for taking extra care of the garden. She imagined the leaves becoming greener overnight and expected to see stronger stems by morning.

[8] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix had finished watering. When she stepped into the garden, her shoes sank slightly into the soft ground. The muddy soil stuck to her boots as she walked from one row to another. Even though the plants had received plenty of water, they looked less healthy each day. Some leaves curled at the edges, and several stems leaned farther toward the ground.

[9] Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse. She sat quietly beside the garden, trying to think of another explanation. Maybe insects were eating the roots underground where she could not see them. Perhaps the seeds had not been healthy from the beginning. She even wondered whether the weather had simply been too unusual that year. None of her ideas seemed to explain why every plant was struggling.

The Garden That Wouldn't Grow - Continued 4

Fiction • Very High Stamina • Part 4 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[10] Her grandmother joined her in the garden and quietly examined the plants. Instead of making an immediate decision, she carefully observed each row. She looked at the leaves, gently pressed the soil with her hands, and examined the stems one by one. Finally, she dug a small hole beside one of the tomato plants. The soil beneath the surface was still very wet even though many hours had passed since Kendrix watered it.

[11] Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. Healthy roots absorb water and nutrients from the soil, but they also need tiny spaces between soil particles where air can reach them. When those spaces fill completely with water, oxygen cannot move through the soil as easily. The roots struggle to do their job, even though water is plentiful.

[12] To help Kendrix understand, her grandmother compared plant roots to people breathing. "Imagine trying to breathe if the air around you disappeared," she said. "Your body would have trouble working properly. Plant roots also need oxygen to stay healthy." Kendrix suddenly realized that she had only been thinking about giving the plants enough water. She had not considered that too much water could create an entirely different problem.

The Garden That Wouldn't Grow - Continued 5

Fiction • Very High Stamina • Part 5 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[13] Her grandmother continued explaining that healthy plants depend on several environmental conditions working together. Plants need sunlight to make food in their leaves through photosynthesis. They need nutrient-rich soil to supply minerals that support growth. They need enough space so their roots and stems can develop properly. They also need air in the soil and the right amount of water. When one condition changes too much, the balance is disturbed, and the entire plant can be affected.

[14] Kendrix listened carefully. She remembered learning in science class that scientists collect evidence before drawing conclusions. Instead of making guesses, they observe carefully and test their ideas. She realized she had skipped that important step. She had assumed she knew the cause of the problem without gathering enough information first.

[15] Together, Kendrix and her grandmother decided to change their approach. They stopped watering the garden every day and allowed the soil to dry out naturally between waterings. Each morning, Kendrix gently pressed her finger into the soil before deciding whether the plants needed more water. Sometimes the surface looked dry, but the soil underneath still felt damp. Her grandmother explained that appearances alone do not always tell the whole story.

The Garden That Wouldn't Grow - Continued 6

Fiction • Very High Stamina • Part 6 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[16] While waiting for the soil to dry, they continued caring for the garden in other ways. They removed weeds that competed with the vegetables for sunlight, water, and nutrients. They carefully checked the leaves for signs of insects or disease. They made sure taller plants were not blocking sunlight from the smaller herbs. Kendrix also noticed that different plants recovered at different rates. Some tomatoes improved quickly, while a few peppers needed several more days before showing signs of new growth.

[17] Each afternoon, Kendrix wrote short notes in a small gardening notebook. She recorded whether the soil felt dry or damp, whether they watered that day, and how the plants looked. After several days, she noticed patterns. The healthiest plants were not always the ones that received the most water. Instead, they were the ones growing in soil that stayed moist but not soaked. Recording observations helped her notice details she might have forgotten otherwise.

[18] Nearly a week later, the muddy soil gradually became firmer. The puddles disappeared, allowing more air to reach the roots. New leaves slowly appeared, and many of them looked greener than the older yellow ones. The stems became stronger and stood more upright. Although the improvement happened gradually, Kendrix could clearly see that the changes were helping. She learned that healthy growth often takes time and that problems are not always solved overnight.

The Garden That Wouldn't Grow - Continued 7

Fiction • Very High Stamina • Part 7 of 7

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[19] As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit. The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves. Bees and butterflies visited the flowers throughout the garden, and birds occasionally stopped nearby before flying away again. The garden looked alive once more.

[20] Harvest season soon arrived. Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together. They filled baskets with vegetables they had grown themselves. As they worked, Kendrix remembered how worried she had been only a few weeks earlier. Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.

[21] Her grandmother smiled and asked, "What do you think was the most important lesson you learned?"

[22] Kendrix thought for a moment before answering. "I learned that solving a problem isn't about making a quick guess. It's about paying attention to what you observe and using evidence before deciding what to do."

[23] Her grandmother nodded. "That's true in gardening, and it's true in many other situations as well."

[24] Kendrix quietly observed the garden one last time before carrying the baskets inside. She noticed the healthy green leaves, the firm stems, and the rich brown soil that now held just the right amount of moisture. She understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space. More importantly, she learned that careful observation, thoughtful investigation, and a willingness to change a plan based on evidence often lead to the best solutions. The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants.

The Garden That Wouldn't Grow - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain which judgment or lesson each detail could support.

TRACKS	Exact Evidence	Judgment or Lesson It Could Support
T • Time	"Each spring"	It could support _____
T • Time	"After two weeks"	It could support _____
R ■ Reactions	"Kendrix quietly observed the garden"	It could support _____
A ▲ Actions	"she watered each plant much more than usual"	It could support _____
A ▲ Actions	"overly wet and muddy"	It could support _____
C ★ Character, Concept, Creature	"Kendrix"	It could support _____
K ♦ Key Knowledge	"too much water can prevent roots from getting enough air"	It could support _____
K ♦ Key Knowledge	"Without proper air, the roots cannot function effectively"	It could support _____
S ▼ Scenery / Setting	"her grandmother"	It could support _____
S ▼ Scenery / Setting	"tomatoes, peppers, and herbs in neat rows"	It could support _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could support _____. You still choose the judgment or lesson it fits.

Ready to Stretch? Take Your Thinking Further!

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

Words That Changed a Nation

Nonfiction • Very High Stamina • Part 1 of 8

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Trace details that support a final judgment about impact and a larger lesson.

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

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

[2] Before this happened, many colonists considered themselves loyal British subjects. They spoke English, traded with British merchants, and followed British laws. Most people did not originally want to separate from Great Britain. Instead, they hoped disagreements with the British government could be resolved peacefully. However, the relationship between the colonies and Great Britain changed over many years as conflicts became more serious.

[3] One major turning point came after the French and Indian War, which ended in 1763. Although Great Britain won the war and gained more land in North America, it also gained a large amount of debt. British leaders believed the colonies should help pay for the cost of defending the land. Parliament passed several new taxes, including the Sugar Act and the Stamp Act. These laws required colonists to pay taxes on goods they used every day.

[4] Many colonists believed these taxes were unfair. They argued that they had no representatives in Parliament, the group that made Britain's laws. Because they could not vote for members of Parliament, they believed it was wrong for Parliament to tax them. Their protest became known by the phrase "taxation without representation." This idea spread quickly through newspapers, speeches, and public meetings. Colonists believed that governments should listen to the people they governed.

Words That Changed a Nation - Continued 2

Nonfiction • Very High Stamina • Part 2 of 8

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[5] As more taxes were passed, protests became stronger. Some colonists refused to buy British goods. Others organized meetings to encourage people to support local businesses instead. Groups such as the Sons of Liberty protested against British policies and encouraged resistance. Although not every colonist agreed with these actions, many shared the belief that their rights were being ignored.

[6] Several important events increased tensions even further. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. News of the event spread quickly and caused many colonists to distrust British authority even more. Three years later, Parliament passed the Tea Act. Although tea became less expensive, the law gave one company special trading rights. Many colonists believed this law still represented unfair taxation.

[7] To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor. They dumped hundreds of chests of tea into the water during an event that became known as the Boston Tea Party. Great Britain responded by passing the Intolerable Acts, which punished the colony of Massachusetts. Instead of weakening colonial resistance, these laws encouraged the colonies to cooperate with one another.

Words That Changed a Nation - Continued 3

Nonfiction • Very High Stamina • Part 3 of 8

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[8] Leaders from the colonies gathered at the First Continental Congress to discuss what should happen next. At first, many delegates still hoped they could settle their disagreements peacefully. Fighting began in 1775 at Lexington and Concord, making compromise much more difficult. As the conflict continued, more colonial leaders concluded that independence was the only way to protect the rights they believed belonged to the people.

[9] In June 1776, the Continental Congress appointed a committee to prepare a declaration explaining why the colonies wanted independence. Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress. Delegates carefully debated the wording because they wanted every sentence to clearly explain their reasons for separating from Great Britain.

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

Words That Changed a Nation - Continued 4

Nonfiction • Very High Stamina • Part 4 of 8

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[11] The Declaration explained that governments exist to protect these rights. According to the document, governments receive "their just powers from the consent of the governed." This means that governments receive authority because the people agree to be governed. If leaders fail to protect people's rights or become destructive, the people have the right to change or replace that government.

[12] These ideas were influenced by Enlightenment thinkers, especially John Locke. Locke believed that people possess natural rights simply because they are human. He argued that governments should protect life, liberty, and property. If a government failed to protect those rights, citizens could create a better government. Colonial leaders believed these ideas supported their decision to seek independence.

[13] At the time, these beliefs challenged the way many European countries were governed. Most nations were ruled by kings or queens who inherited power through their families. Some rulers claimed that God had chosen them to govern, an idea called divine right. The Declaration rejected this belief by saying that governments should serve the people instead of ruling over them without their agreement.

[14] The Declaration also included a long list of complaints against King George III. Colonial leaders believed he had repeatedly violated their rights. They accused him of refusing to approve important colonial laws, dissolving colonial legislatures, interfering with courts, maintaining standing armies during peacetime, quartering soldiers, placing unfair taxes on the colonies, and denying colonists many of the rights they believed English citizens deserved.

Words That Changed a Nation - Continued 5

Nonfiction • Very High Stamina • Part 5 of 8

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[15] By listing these grievances, the authors hoped to explain their decision not only to the colonists but also to other countries. They wanted foreign nations to understand that independence was not a sudden decision. Instead, they argued that it became necessary after years of unsuccessful attempts to solve their disagreements peacefully.

[16] The Declaration was organized carefully. It began by explaining why the colonies were writing the document. Next, it described the basic principles of government and natural rights. After that, it listed complaints against King George III. Finally, it officially declared that the colonies were "Free and Independent States." This organization helped readers understand both the ideas behind independence and the reasons for declaring it.

[17] Approving the Declaration was only the beginning. Signing the document required tremendous courage. If Great Britain defeated the colonies, the delegates who signed it could have been arrested for treason. They risked losing their property, their freedom, and even their lives. Even with these dangers, they believed creating an independent nation was worth the risk.

[18] Winning independence also required years of fighting. The Revolutionary War continued until 1783. Soldiers faced shortages of food, clothing, weapons, and supplies. Families sacrificed by growing food, making clothing, raising money, and supporting the war effort in many different ways. The struggle for independence required the efforts of both soldiers and civilians.

Words That Changed a Nation - Continued 6

Nonfiction • Very High Stamina • Part 6 of 8

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[19] Not everyone in the colonies supported independence. People who remained loyal to Great Britain were called Loyalists. They believed the colonies should continue to be part of the British Empire. Others, known as Patriots, supported independence and believed the colonies should govern themselves. Families and neighbors sometimes disagreed strongly about which side to support.

[20] Not everyone in the colonies believed the ideas in the Declaration were being fully applied. Abigail Adams, the wife of John Adams, wrote a famous letter urging leaders to "Remember the Ladies." She argued that women should receive greater rights and protections. Although women could not vote at that time, Abigail Adams believed they deserved a stronger voice in the new nation.

[21] Other groups also recognized that the promises in the Declaration did not apply equally to everyone. Enslaved African Americans remained in bondage despite the statement that "all men are created equal." Many enslaved people hoped that the ideas of liberty would eventually lead to freedom, but slavery continued for many years after independence.

[22] Native American nations also faced difficult challenges during this period. Many tribes had lived on the land long before European settlers arrived. As the new nation expanded westward, conflicts over land became more common. Some Native American groups sided with the British during the Revolutionary War because they hoped Britain would slow colonial expansion. Others remained neutral or made different choices based on their own circumstances.

Words That Changed a Nation - Continued 7

Nonfiction • Very High Stamina • Part 7 of 8

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[23] Free Black Americans also recognized the difference between the Declaration's promises and everyday life. Many believed that if the nation truly believed in equality, those principles should apply to everyone. Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments.

[24] Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles. Abolitionists used its language to argue against slavery. Women's rights advocates pointed to its promises while seeking equal treatment. Civil rights leaders later reminded Americans that the nation's founding ideals should apply to all citizens.

[25] The influence of the Declaration reached beyond the United States. People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights. Some nations created governments based on similar principles, while others used its ideas to support their own movements for independence.

[26] Today, the Declaration of Independence remains one of the most important documents in American history. Students continue to study its words because they explain the nation's founding principles. The document reminds people that governments exist to protect rights and that citizens play an important role in shaping their government.

Words That Changed a Nation - Continued 8

Nonfiction • Very High Stamina • Part 8 of 8

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

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

[27] Even as the ink dried on the document, the conversations it started did not disappear. In homes, churches, newspapers, schools, town meetings, and letters, people continued discussing what freedom, equality, and natural rights truly meant. Those conversations have continued for more than two centuries. Americans have often disagreed about how these ideas should be applied, but the principles written in 1776 have remained at the center of those discussions.

[28] The Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country. Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government. While the nation has changed in many ways since 1776, the ideas expressed in the Declaration continue to shape American democracy and inspire people to work toward the promise of equal rights and freedom for all.

Words That Changed a Nation - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain which judgment or lesson each detail could support.

TRACKS	Exact Evidence	Judgment or Lesson It Could Support
T • Time	"In the summer of 1776"	It could support _____
T • Time	"July 4, 1776"	It could support _____
R ■ Reactions	"Remember the Ladies"	It could support _____
A ▲ Actions	"grown frustrated with British rule"	It could support _____
A ▲ Actions	"approved the Declaration of Independence"	It could support _____
C ★ Character, Concept, Creature	"Abigail Adams"	It could support _____
K ♦ Key Knowledge	"all men are created equal"	It could support _____
K ♦ Key Knowledge	"life, liberty, and the pursuit of happiness"	It could support _____
K ♦ Key Knowledge	"unalienable rights"	It could support _____
S ▼ Scenery / Setting	"the thirteen colonies"	It could support _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could support _____. You still choose the judgment or lesson it fits.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Stop, Repeat, or Land?

Show a stop sign for abrupt, a circular motion for repetition, or two hands landing together for a purposeful ending.

MY DAY 1 LEARNING TARGET

I will hear the difference between an ending that stops, repeats, or lands, then reveal that Ending synthesizes and Significance is the Bluebird Moment.

STOP, REPEAT, OR LAND?

1. “Kendrix changed the watering.” **Abrupt** - the ending just stops.
2. “Kendrix changed the watering because she changed the watering.” **Repetition** - it repeats instead of synthesizing.
3. “Ultimately, Kendrix’s experience shows that evidence-based decisions are stronger because they can change when new information appears.” **Purposeful ending** - it lands by synthesizing.

SORT ONE ROUND

Read a sentence aloud. Decide Stop, Repeat, or Land, then explain the clue that proves your label.

STUDENT SUPPORT - Another Way to Show What You Know

Say the sentence, name Stop, Repeat, or Land, then point to the clue before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Ending and Significance

E stands for Ending. S stands for Significance - our Bluebird Moment.

E = ENDING

Reinforce the claim and synthesize the strongest reasoning. Do not introduce a brand-new reason. Do not copy the introduction word for word.

S = SIGNIFICANCE

Significance is our Bluebird Moment. It answers the bigger “Why should anyone beyond this assignment care?” question without drifting away from the evidence.

FULL CREATURES FLOW

C Claim -> R Reasons -> E Evidence -> A Argument -> T Thinking -> U Understanding Others -> R Rebuttal -> E Ending -> S Significance / Bluebird Moment. The structure is a memory path, not a rule that every letter must be exactly one sentence - R, E, A, and T may repeat across body paragraphs.

STUDENT SUPPORT - Another Way to Show What You Know

Say each model aloud. You still explain what the evidence shows.

Ready to Stretch? Take Your Thinking Further!

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

CREATURES TRAIL - Build the Complete Response

Move through nine CREATURES stations. Read the whole response after each new part.

MY DAY 2 LEARNING TARGET

I will attempt the whole argument by moving through nine CREATURES stations to build one coherent response from C through S.

HOW TO PLAY

1. Move through the nine stations in order: C -> R -> E -> A -> T -> U -> R -> E -> S.
2. Complete the station task at each stop.
3. Read the whole response after each new part.
4. Revise if the new part does not connect to the same claim.
5. Finish only when the argument sounds like one coherent case.

TEAM PROMPT

Defend the position that Kendrix's experience shows evidence-based problem solving is more reliable than acting on assumptions.

NO-CUT PATHWAY

Do not want to cut? Use the station numbers below without cutting. Build the same map on the recording page and write one sentence for each CREATURES part.

STUDENT SUPPORT - Another Way to Show What You Know

Build one station at a time: C -> one R/E/T chain -> U/R -> E/S. Read the finished case aloud to hear its coherence.

Ready to Stretch? Take Your Thinking Further!

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

Before You Cut

Read this before you cut the cards.

SET UP

Dashed lines mean CUT. Keep each card together. Build the CREATURES map first, then use the card backs to check.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and build the same CREATURES map on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - CREATURES TRAIL

Stations 1

Cut only on the dashed lines.

STATION 1 — C : Claim

Write one defensible claim that answers the sentence-statement prompt.

Our sentence for this station:

STATION 2 — R : Reasons

Choose two distinct reasons that organize the case.

Our sentence for this station:

STATION 3 — E : Evidence

Attach the strongest Very High Stamina passage evidence to each reason.

Our sentence for this station:

STATION 4 — A : Argument

Order the reasons and add transitions so the reader can follow the line.

Our sentence for this station:

Card Backs - CREATURES TRAIL Stations

1

Check only after the group commits.

R CREATURES TRAIL Station 2 — Reasons	C CREATURES TRAIL Station 1 — Claim
A CREATURES TRAIL Station 4 — Argument	E CREATURES TRAIL Station 3 — Evidence

✂ CUT PAGE - CREATURES TRAIL

Stations 2

Cut only on the dashed lines.

STATION 5 — T : Thinking

Explain how and why each evidence choice supports the claim.

Our sentence for this station:

STATION 6 — U : Understanding Others

Write one accurate sentence representing another viewpoint.

Our sentence for this station:

STATION 7 — R : Rebuttal

Respond to that viewpoint with reasoning and evidence.

Our sentence for this station:

STATION 8 — E : Ending

Write a purposeful ending that reinforces and synthesizes.

Our sentence for this station:

Card Backs - CREATURES TRAIL Stations

2

Check only after the group commits.

U CREATURES TRAIL Station 6 — Understanding Others	T CREATURES TRAIL Station 5 — Thinking
E CREATURES TRAIL Station 8 — Ending	R CREATURES TRAIL Station 7 — Rebuttal

✂ CUT PAGE - CREATURES TRAIL

Stations 3

Cut only on the dashed lines.

STATION 9 — S : Significance

Write the Bluebird Moment explaining why the issue matters beyond the paper.

Our sentence for this station:

Card Backs - CREATURES TRAIL Stations

3

Check only after the group commits.

S

CREATURES TRAIL

Station 9 — Significance

CREATURES TRAIL - Recording

Move through every station and write one sentence for each part.

OUR CLAIM (C)

R/E/T CHAIN

Reason + Evidence + Thinking.

A — ARGUMENT · U — UNDERSTANDING OTHERS · R — REBUTTAL

E — ENDING and S — SIGNIFICANCE (Bluebird Moment)

STUDENT SUPPORT - Another Way to Show What You Know

Say: Our strongest CREATURES part is ____ because _____. You still build every letter yourself.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

A full argument is a system. Every part affects another part.

MY DAY 3 LEARNING TARGET

I will discuss the complete argument, then independently plan and draft a full CREATURES response.

Which parts repeat across body paragraphs?

How is E — Ending different from S — Significance?

Can your Bluebird Moment be traced back to evidence?

STUDENT SUPPORT - Another Way to Show What You Know

Use: Synthesis brings the strongest ideas together and shows what the argument adds up to. Significance can drift into a dramatic statement that cannot be traced back to the evidence.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Full CREATURES Argument

Choose one sentence-statement prompt, then plan all nine parts before drafting.

PROMPT A

Defend the position that Kendrix's experience shows evidence-based problem solving is more reliable than acting on assumptions.

PROMPT B

Defend the position that the Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality.

C — CLAIM · R / E / T

A · U · R · E — ENDING · S — SIGNIFICANCE

STUDENT SUPPORT - Another Way to Show What You Know

Label the planning organizer with C R E A T U R E S. You still choose each idea.

Ready to Stretch? Take Your Thinking Further!

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

Full CREATURES Exemplar - Words That Changed a Nation

Study how every part contributes to one coherent case.

C — Claim: The Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality.

R — Reason: One reason the document remains important is that it explains rights as principles government should protect.

E — Evidence: The passage identifies life, liberty, and the pursuit of happiness as unalienable rights and explains that governments receive power from the consent of the governed.

A — Argument: These ideas connect individual rights to government responsibility, creating a logical basis for judging whether government is serving the people.

T — Thinking: This strengthens the claim because a principle can influence later decisions even when society does not live up to it immediately; people can compare reality with the standard the document states.

U — Understanding Others: Some readers may argue that the Declaration's equality language was too limited to be truly significant because women, enslaved people, Native Americans, and others did not receive equal protection in 1776.

R — Rebuttal: That limitation is real; however, the passage also shows that people repeatedly used the language of rights and equality to question exclusion, and later movements returned to those principles when demanding change.

E — Ending: Taken together, the Declaration's ideas about rights, consent, and equality created standards that remained influential even as the nation struggled to apply them consistently.

S — Significance / Bluebird Moment: This matters beyond one historical document because communities and governments need principles that allow people to ask whether power is being used fairly and whether promised rights are being protected for everyone.

STUDENT SUPPORT - Another Way to Show What You Know

Read one CREATURES part at a time. You still explain how the Ending and the Bluebird grow from the evidence.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Cumulative ECR Quality Check

Check the full response you built.

TRACE C -> R/E/T -> A/U/R -> E/S

CHECK

- ☐ defensible claim ☐ two logical R/E/T chains ☐ coherent A — Argument
- ☐ accurate U — Understanding Others ☐ evidence-based R — Rebuttal
- ☐ E — Ending reinforces and synthesizes ☐ S — Significance is a source-rooted Bluebird Moment
- ☐ added, deleted, combined, or rearranged ideas for coherence
- ☐ capitalization of abbreviations, initials, acronyms, organizations
- ☐ commas in complex sentences ☐ spelling patterns, rules, and high-frequency words

MY REVISED ARGUMENT

STUDENT SUPPORT - Another Way to Show What You Know

Point to one feature at a time and read aloud. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

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

My Full CREATURES Argument - Draft

Page 1

Plan with CREATURES, then write a complete response.

DRAFTING FOCUS

C -> R/E/T -> A/U/R -> E/S. Label the CREATURES letters in the margin while drafting, then remove or ignore the labels in your polished copy.

[illegible]

My Full CREATURES Argument - Draft

Page 2

Continue only if you need more space.

ENDING + BLUEBIRD CHECK

Does my Ending close the case without copying the claim, and does my Significance sentence show why the issue matters beyond the paper?

[illegible]

Day 4 - Standards Application Check

Revise sentence structure and word choice. Add, delete, combine, rearrange for coherence.

MY DAY 4 LEARNING TARGET

I will revise the complete response, award my greatest CREATURES growth, and target my next argument.

REVISE

☐ sentence structure ☐ word choice ☐ add an idea ☐ delete an idea ☐ combine repeated ideas ☐ rearrange for coherence ☐ check that the conclusion is purposeful

EDIT

☐ capitalization of abbreviations, initials, acronyms, organizations ☐ commas in complex sentences ☐ spelling patterns, rules, and high-frequency words

MY REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Highlight one revision of each type - ADD, DELETE, COMBINE, REARRANGE - then check that no revision changes your intended claim.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Your CREATURES Growth

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

CHOOSE

- Claim Builder - my claim is defensible.
- Reasoning Architect - my R/E/T chains are logical and coherent.
- Fair Thinker - I represented another viewpoint accurately and answered it.
- Purposeful Ender - my Ending reinforces and synthesizes.
- Bluebird Writer - my Significance sentence grows from the argument.

MY AWARD

I award myself the _____ Award because

Cite one line from my own writing as proof:

STUDENT SUPPORT - Another Way to Show What You Know

Look back at your Module 1 tracker. You began with C-R-E. Now you can trace a full argument through S.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Argument

Choose ONE future target from C-R-E-A-T-U-R-E-S.

- ☐ stronger claims
- ☐ more distinct reasons
- ☐ more precise evidence
- ☐ deeper Thinking
- ☐ smoother line of argument
- ☐ fairer Understanding Others
- ☐ stronger rebuttal
- ☐ more synthesized ending
- ☐ more grounded Bluebird significance
- ☐ cleaner conventions

MY TARGET

The CREATURES letter that shows my greatest growth is ____, and my next target is

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN: Turn and Teach Full CREATURES

Teaching the whole response is your final memory test.

MY DAY 5 LEARNING TARGET

I will teach all nine CREATURES parts from memory and answer the module overarching question.

TEACH-BACK PLAN

With notes closed, teach CREATURES to a partner from C through S. Do not merely say the names - explain the job of each part. Then choose one letter and show how it appears in your final argument.

The nine CREATURES parts in order:

What E — Ending and S — Significance each do:

Why the Bluebird Moment must grow from the evidence:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Explain the job each letter does, do not just recite the letters.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How do I end my argument and give my Bluebird Moment so it matters beyond the paper?

WHAT CHANGED?

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

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

AWARD

Star your strongest Ending and Significance (Bluebird Moment). Complete: "My argument is complete because ____." Name the reasoning your Ending synthesizes and explain why your Bluebird Moment matters beyond the paper.

TARGET

Choose one CREATURES move to strengthen next - a more synthesized Ending, a more grounded Significance, or a smoother full C-through-S response. Then name why that move will make your whole argument more convincing.

EXPLAIN

Teach how E - Ending and S - Significance complete the argument and how the Bluebird Moment grows from the evidence. Give one example from your own response, then end by saying the full CREATURES acronym: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.

I Can...	Not Yet	Getting Set	I Can Do It
Write an ending that synthesizes	☐	☐	☐
Write a grounded Significance / Bluebird Moment	☐	☐	☐
Produce one coherent full CREATURES response	☐	☐	☐
Tell synthesis from repetition	☐	☐	☐
Revise and edit the whole argument	☐	☐	☐

Check the Learning

Quick Check - show what you can do independently.

QUICK CHECK

1. Explain how E — Ending differs from S — Significance.
2. State all nine CREATURES parts and explain which two close the response.
3. Diagnose the weak ending: “The Declaration was important because it was important.”
4. Explain why a Bluebird Moment must be traceable back to the evidence.

ANSWER KEY

1. Ending reinforces the claim and synthesizes the strongest reasoning; Significance explains why the issue matters beyond the paper. 2. Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance - Ending and Significance close the response. 3. The sentence repeats instead of synthesizing the reasoning that was actually developed. 4. Significance widens the meaning but must stay connected to its evidence and reasoning rather than becoming a random life lesson.

STUDENT SUPPORT - Another Way to Show What You Know

Answer aloud first, then write. You still explain each answer in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - Writing Opportunity

Choose a prompt and build one stronger part of your argument.

PROMPT BANK

- Defend the position that Kendrix's experience shows evidence-based problem solving is more reliable than acting on assumptions.
- Defend the position that the Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality.
- Defend the position that a purposeful ending synthesizes the strongest reasoning instead of repeating it.
- Defend the position that a Bluebird Moment must stay connected to the evidence.
- Defend the position that a complete argument reads as one connected case from C through S.

MY CHOICE

Choice: ____ My defensible claim:

STUDENT SUPPORT - Another Way to Show What You Know

Read a few prompts aloud. Choose the case whose evidence you can explain most clearly.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Additional CREATURES Argument

Plan the whole argument for your chosen prompt.

C — CLAIM

R / E / T

A · U · R

E — ENDING · S — SIGNIFICANCE

STUDENT SUPPORT - Another Way to Show What You Know

Label the organizer with C R E A T U R E S.
You still decide which reasons are strongest.

Ready to Stretch? Take Your Thinking Further!

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

Additional CREATURES Draft - Page 1

Write your complete argumentative response.

DRAFTING FOCUS

C -> R/E/T -> A/U/R -> E/S. Bring the claim home, then let your Bluebird Moment fly.

[illegible]

Additional CREATURES Draft - Page 2

Write your complete argumentative response.

DRAFTING FOCUS

C -> R/E/T -> A/U/R -> E/S. Bring the claim home, then let your Bluebird Moment fly.

[illegible]

Revise, Edit, and Share

Improve coherence, check conventions, then explain one choice.

REVISE

☐ improve sentence structure and word choice ☐ add a missing idea ☐ delete a distraction ☐ combine repeated ideas ☐ Ending reinforces and synthesizes ☐ Bluebird grows from the argument

EDIT

☐ capitalization of abbreviations, initials, acronyms, organizations ☐ commas in complex sentences ☐ spelling patterns, rules, and high-frequency words

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the claim, Ending, and Significance aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the proof you chose.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your Bluebird Moment reaches beyond the paper while staying rooted in the evidence.

READY TO STRETCH? - Two Bluebird Endings

Compare two ways to widen the meaning of the same argument.

CHALLENGE

Write two different E-S endings for the same argument. One Significance statement should connect the issue to individual decision-making; the other should connect it to a larger community, civic, or historical principle.

ENDING A - Individual / Decision Connection

ENDING B - Community / Civic / Historical Connection

COMPARE

Defend which significance best fits the claim and audience, and explain why the chosen Bluebird Moment can still be traced back to the evidence.

Study Three CREATURES Ending Exemplars

Notice how an ending grows from weak to strong.

PROMPT

Defend the position that the Declaration of Independence remains significant because its principles continue to challenge the nation to expand liberty and equality.

LOW

“The Declaration was important. It was important because it was important. Gardens matter too.”

Why does this ending fail to synthesize, and why does the significance drift off-topic?

MEDIUM

“Taken together, the Declaration’s ideas about rights and consent were important. This matters because rights are good.”

Why does this ending synthesize while the significance stays too general?

HIGH

E — Ending: Taken together, the Declaration’s ideas about rights, consent, and equality created standards that remained influential even as the nation struggled to apply them consistently. S — Significance / Bluebird Moment: This matters beyond one historical document because communities and governments need principles that allow people to ask whether power is being used fairly and whether promised rights are being protected for everyone.

How does the Significance sentence widen the meaning while staying traceable to the evidence?

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

My ending reinforces my claim and synthesizes my most important reasoning without repeating earlier sentences. My Significance creates the Bluebird Moment by explaining why my position matters beyond this paper - to decisions, communities, rights, responsibilities, or the world around us. When my Ending and Significance complete the full CREATURES structure, my reader understands what I believe and why my argument is worth remembering.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 4.

OUR ESSENTIAL QUESTION

How do I end my argument so it really matters?

My Answer

I use my Ending to close the case by restating my claim and pulling my strongest reasoning together, and my Significance - the Bluebird Moment - shows why my argument matters beyond the paper. Together they finish the whole CREATURES argument and leave my reader with a lasting idea.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the ending: My claim again is ____, and it matters because ____.

Ready to Stretch? Take Your Thinking Further!

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