

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 6

Writing a Full CREATURES Argument



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 Cluster 6

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Grade 5 Cluster 6

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 6, where you become an argument writer. This module you will learn the first three parts of the CREATURES framework: Claim, Reasons, and Evidence - C, R, and E. When a writing statement asks whether something should or should not happen, your brain should hear WHY.

You will read "A Voice in the Community," about people choosing whether to take part in civic life, and "A Gift That Welcomed Millions," about Rosa's 1907 arrival at the Statue of Liberty. You will choose a defensible side, write a claim, build distinct reasons, and select evidence that truly matches each reason.

Remember: a strong writer does not collect random facts. A strong writer chooses proof that fits one exact 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 claim, reason, and evidence detail.	FIND IT - locate, name, identify.
 Emergent	I begin choosing a side independently.	CONNECT IT - link a clue to an idea.
 Visible	I match evidence to the reason it proves.	EXPLAIN IT - show what evidence proves.
 Independent	I build a defensible claim with reasons and matching evidence.	USE IT - apply the thinking on my own.
 Reflective	I defend why my evidence is stronger than another true but mismatched detail.	EXTEND IT - defend, evaluate, connect, or teach.

BUILDING A STRONG C-R-E FOUNDATION

Level 1 names a claim, reason, and evidence detail. Level 2 chooses a side but does not yet connect a reason to evidence. Level 3 matches one piece of evidence to the reason it proves. Level 4 builds a full claim with distinct reasons and matching evidence. Level 5 defends why the chosen evidence is stronger than a true but mismatched detail. Move a response up a level by matching evidence to a reason - not just adding more facts.

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 both passages. Hunt for all six kinds of evidence.

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

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. The exact words you highlight become the evidence you match to a reason.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 6



M O D U L E

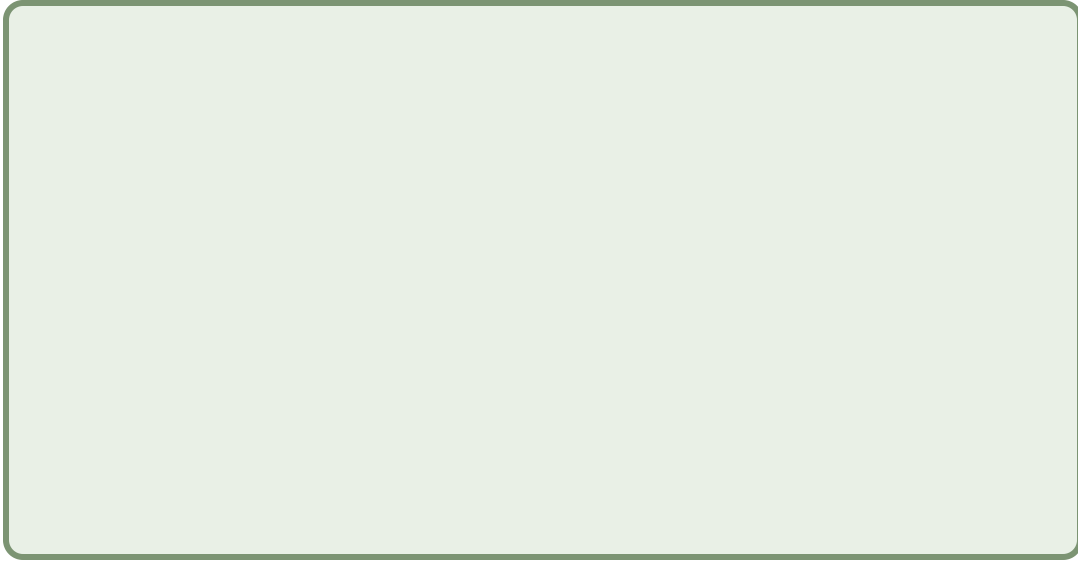


Claim, Reasons, and Evidence

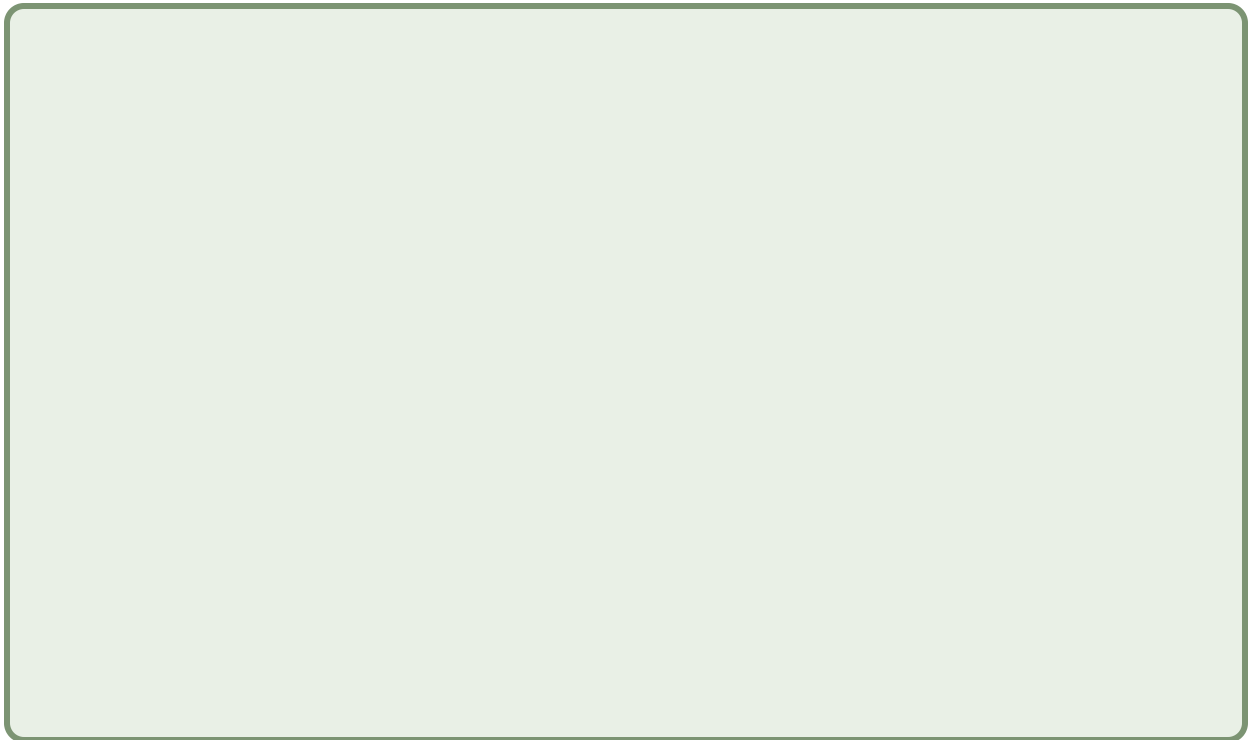
The C-R-E Foundation



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

C - R - E: a claim, distinct reasons, and evidence that matches.

WHY THIS MODULE MATTERS

This module begins Cluster 6 by teaching you that a decision statement creates an argumentative task. Using two Low Stamina passages, "A Voice in the Community" and "A Gift That Welcomed Millions," you will choose a supportable side, form a claim, build distinct reasons, and select the strongest text evidence. The focus is C, R, and E of the bigger CREATURES framework.

Essential Question

How do I start a strong argument with a claim, reasons, and evidence?

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

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The Standards I Am Learning - Part 1

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

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my argument with a clear structure and transitions that connect my ideas.

TEKS 12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

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

TEKS 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

TEKS 12(D)(i) - Official Standard

compose correspondence that requests information

HOW I SAY THE STANDARD!

I can write correspondence that asks for the information I need.

TEKS 11(C)(vii) - Official Standard

revise drafts by adding ideas for clarity

HOW I SAY THE STANDARD!

I can add an idea to my draft to make it clearer.

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 Standards I Am Learning - Part 2

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

TEKS 11(D)(i) - Official Standard

edit drafts using complete simple and compound sentences with subject-verb agreement and avoiding splices, run-ons, and fragments

HOW I SAY THE STANDARD!

I can write complete sentences where my subject and verb agree, and avoid splices, run-ons, and fragments.

TEKS 11(D)(ii) - Official Standard

edit drafts using past tense of irregular verbs

HOW I SAY THE STANDARD!

I can use the correct past tense of irregular verbs.

TEKS 11(D)(iii) - Official Standard

edit drafts using collective nouns

HOW I SAY THE STANDARD!

I can use collective nouns correctly in my sentences.

TEKS 11(D)(iv) - Official Standard

edit drafts using adjectives, including comparative and superlative forms

HOW I SAY THE STANDARD!

I can use adjectives correctly, including comparative and superlative forms.

TEKS 11(D)(ix) - Official Standard

edit drafts using conjunctive adverbs

HOW I SAY THE STANDARD!

I can use conjunctive adverbs correctly in my sentences.

TEKS 11(D)(xii) - Official Standard

edit drafts using prepositional phrases

HOW I SAY THE STANDARD!

I can use prepositional phrases correctly in my sentences.

TEKS 11(D)(xiii) - Official Standard

edit drafts recognizing the influence of prepositional phrases on subject-verb agreement

HOW I SAY THE STANDARD!

I can make sure my subject and verb still agree even when a prepositional phrase comes between them.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 4(C)(i) - Official Standard

write using high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use content words like claim, reason, and evidence when I write.

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 support a defensible claim with passage evidence.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will build a defensible argumentative claim by choosing a side and supporting it with distinct reasons and evidence that directly matches each reason.

MY LAUNCHPAD PROMISE

The C-R-E step I will practice first is _____ because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Recognize a decision statement	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a clear, defensible claim	a lot / a little / new	a lot / a little / new	a lot / a little / new
Generate three distinct reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match evidence to the reason it supports	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise and edit my C-R-E response	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

choose

Say it: CHOOZ

What it means: to pick one option

Try the frame: I choose the side that ____.

side

Say it: SYD

What it means: the position a person supports

Try the frame: The side I chose is ____ because ____.

fair

Say it: FAIR

What it means: reasonable and respectful to people and ideas

Try the frame: A fair choice considers ____.

help

Say it: HELP

What it means: to make a situation better

Try the frame: One detail that helps prove my reason is ____.

voice

Say it: VOYSS

What it means: a chance to share an idea

Try the frame: Every person's voice can ____.

Tier 1 Vocabulary - Everyday Words

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

change

Say it: CHAYNJ

What it means: to make something different

Try the frame: One thing that can change over time is ____.

share

Say it: SHAIR

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

Try the frame: I will share my claim by saying ____.

important

Say it: im-POR-tunt

What it means: having a strong effect or value

Try the frame: This detail is important because it proves ____.

together

Say it: tuh-GETH-er

What it means: with other people

Try the frame: My claim, reason, and evidence work together to show ____.

match

Say it: MACH

What it means: to fit or belong with something

Try the frame: This evidence matches my reason because ____.

Tier 2 Vocabulary - Academic Words

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

claim

Say it: KLAYM

What it means: the writer's clear, defensible position

Try the frame: My claim is ____ because ____.

reason

Say it: REE-zun

What it means: a logical why that supports the claim

Try the frame: One reason that supports my claim is ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof from a source

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

defensible

Say it: dih-FEN-suh-buhl

What it means: able to be supported with reasoning and evidence

Try the frame: My claim is defensible because I can prove it with ____.

viewpoint

Say it: VYOO-poynt

What it means: a way of thinking about an issue

Try the frame: A different viewpoint on this issue is ____.

Tier 2 Vocabulary - Academic Words

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

participation

Say it: par-tis-uh-PAY-shun

What it means: taking part in an activity or decision

Try the frame: One example of participation in the passage is ____.

civic

Say it: SIV-ik

What it means: related to people, communities, and public life

Try the frame: A civic action people can take is ____.

liberty

Say it: LIB-er-tee

What it means: freedom protected or valued in a society

Try the frame: The passage shows that liberty means ____.

opportunity

Say it: op-er-TOO-nuh-tee

What it means: a chance to do or achieve something

Try the frame: One opportunity described in the passage is ____.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people connected by place or shared life

Try the frame: This decision could affect my community because ____.

Tier 3 Vocabulary - Passage Words

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

civic

Say it: SIV-ik

What it means: related to community and public life

Try the frame: A civic responsibility mentioned in the passage is ____.

liberty

Say it: LIB-er-tee

What it means: freedom protected or valued in society

Try the frame: Liberty is important to Rosa's family because ____.

democracy

Say it: dih-MOK-ruh-see

What it means: government in which people participate in choosing leaders

Try the frame: In a democracy, people can ____.

immigration

Say it: im-uh-GRAY-shuhn

What it means: movement into a country to live there

Try the frame: Rosa's family experienced immigration when they ____.

Ellis Island

Say it: EL-is EYE-luhnd

What it means: historic entry station in New York Harbor

Try the frame: At Ellis Island, families ____.

Tier 3 Vocabulary - Passage Words

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

Statue of Liberty

Say it: STACH-oo uhv LIB-er-tee

What it means: monument symbolizing liberty and hope

Try the frame: The Statue of Liberty stands for ____.

national

Say it: NASH-uh-nuhl

What it means: related to an entire country

Try the frame: A national election can shape ____.

election

Say it: ih-LEK-shuhn

What it means: a process for choosing leaders by voting

Try the frame: In an election, people can ____.

volunteer

Say it: vol-uhn-TEER

What it means: a person who freely offers to help

Try the frame: A volunteer helps a community by ____.

independence

Say it: in-dih-PEN-duhns

What it means: freedom from control by another power

Try the frame: Independence Day, July 4, 1776, reminds people that ____.

Decide, Then Build C - R - E

Decision Prompt -> Choose a Side -> Claim -> Reasons -> Evidence.

DECISION PROMPT ›

CHOOSE A SIDE ›

C - CLAIM ›

R - REASONS ›

E - EVIDENCE

A DECISION STATEMENT IS AN ARGUMENTATIVE TASK

When a writing statement asks whether something should or should not happen, your brain should hear WHY. CREATURES is a memory system, but each letter must do real work in the response - this module, that work is C, R, and E.

THE CLAIM (C)

The claim is your clear, defensible position. It answers the decision statement and takes a side you can prove.

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

REASONS (R) AND EVIDENCE (E)

Distinct reasons explain WHY the claim makes sense - they must not repeat the same idea in different words. Evidence is the exact, accurate proof from the passage that matches each reason. A detail can be true and still not prove your reason - keep looking until it matches.

The CREATURES Mentor Model - C - R - E

Study the model. Notice how each part does its own job.

C - CLAIM

Community participation should be treated as an important responsibility because people can influence decisions that affect everyday life.

R - REASONS

People can vote; people can speak to leaders; people can volunteer or attend meetings.

E - EVIDENCE

The passage explains that participation can affect schools, roads, safety, laws, and community programs.

WHY IT WORKS

The claim takes a side and declares why. Each reason is a different way people can participate. The evidence is an exact detail from the passage that supports those reasons - not just a true fact that happens to be nearby.

Reading the Prompt: Find the Decision

The word whether tells me I must decide.

MARK THE PROMPT

Underline	Underline the word that tells you a decision is required (whether, should, should not).
Decide	Choose the side the passages can support.
Declare	Say the why in a defensible claim.

THE FORMAL WRITING PROMPT

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

ORAL REHEARSAL FRAME

The word whether tells me I must decide. I choose _____. Now I declare the why in a defensible claim: I claim _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Decide-Then-Declare chart as you mark a prompt. You still decide which words show the decision and which side you take.

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot when the word belongs to you.

AS YOU READ

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How do I choose a side and use a claim, reasons, and evidence to start a strong argument?

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A strong argument needs ____ because ____.

Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Voice in the Community

Passage 11 • Nonfiction • Low Stamina

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which details could become evidence that matches a claim I might choose?

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

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

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

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

A Voice in the Community - 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	"how a community changes over time"	It fits because _____
R ■ Reactions	"They may think one person's vote will not make much of a difference"	It fits because _____
A ▲ Actions	"voting, attending meetings, volunteering, or sharing opinions"	It fits because _____
C ★ Character, Concept, Creature	"communities are shaped by the people who live in them"	It fits because _____
K ♦ Key Knowledge	"local, state, or national level"	It fits because _____
S ▼ Scenery / Setting	"schools, roads, safety, and other parts of daily life"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Voice in the Community - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"every action can still have an effect over time"	It fits because _____
R ■ Reactions	"Others may feel unsure because they do not have enough information about the issues"	It fits because _____
A ▲ Actions	"Some people are busy with work or family and choose not to get involved"	It fits because _____
C ★ Character, Concept, Creature	"Some voices are heard more often"	It fits because _____
K ♦ Key Knowledge	"a local election might decide how money is used in schools, while a national election can shape laws for the whole country"	It fits because _____
S ▼ Scenery / Setting	"especially in large elections"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Gift That Welcomed Millions

Passage 12 • Nonfiction • Low Stamina

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which details could become evidence that matches a claim I might choose?

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

[2] “It’s even bigger than I imagined,” Rosa whispered.

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

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

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

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

A Gift That Welcomed Millions - 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 spring of 1907"	It fits because _____
R ■ Reactions	"Some looked excited. Others looked nervous."	It fits because _____
A ▲ Actions	"Her family had traveled for weeks from Italy"	It fits because _____
C ★ Character, Concept, Creature	"The Statue of Liberty"	It fits because _____
K ♦ Key Knowledge	"the torch stood for hope and freedom"	It fits because _____
S ▼ Scenery / Setting	"New York Harbor"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Gift That Welcomed Millions - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"July 4, 1776, the day the United States declared its independence"	It fits because _____
R ■ Reactions	"many had smiled when they first caught sight of the statue"	It fits because _____
A ▲ Actions	"Rosa watched families from many different countries wait to be inspected before entering the nation"	It fits because _____
C ★ Character, Concept, Creature	"twelve-year-old Rosa"	It fits because _____
K ♦ Key Knowledge	"to find new opportunities and become part of a country built on the ideas of freedom and democracy"	It fits because _____
S ▼ Scenery / Setting	"on the deck of a crowded steamship"	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: Decide and Declare

Move to AGREE or DISAGREE. State one reason. Listen for a different reason.

MY DAY 1 LEARNING TARGET

I will gather a decision statement and reveal the CREATURES C-R-E foundation.

THE STATEMENT

Community participation should be treated as an important responsibility.

DECIDE AND DECLARE

Move to AGREE or DISAGREE. State one reason. Listen to a partner's different reason. You may change your position when new evidence changes your thinking.

REMEMBER

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

FRESH RECALL

Close your notes. Name C, R, and E and describe the job of each letter.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing AGREE or DISAGREE aloud is difficult, hold up a card, then point to one passage idea before you defend your choice.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: First Read and the C-R-E Model

Read both passages first without highlighting. Then reveal how C, R, and E work together.

FIRST READ

Read "A Voice in the Community" and "A Gift That Welcomed Millions" without highlighting. Pause only for essential meaning. Summarize each passage orally, name one possible decision, and record one detail you remember from each source.

THE CREATURES MENTOR MODEL - C - R - E

C - Claim: Community participation should be treated as an important responsibility because people can influence decisions that affect everyday life.

R - Reasons: People can vote; people can speak to leaders; people can volunteer or attend meetings.

E - Evidence: The passage explains that participation can affect schools, roads, safety, laws, and community programs.

DAY 1 CLOSING

Complete: "I can start a strong argument when I _____."

Day 2 - ATTEMPT: Listen, Decide, and Defend

Do not write while you listen. Show A or B, then defend your choice.

MY DAY 2 LEARNING TARGET

I will listen for the stronger C-R-E foundation, then think aloud through a claim, three distinct reasons, and matching evidence.

LISTENING TARGET

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

ROUND 1

A. People should participate because participation is good.

B. People should participate in civic life because voting, speaking at meetings, and volunteering can influence community decisions.

Answer: B is stronger because it takes a clear position and names supportable ways people can participate. A is too vague to guide evidence selection.

PARTNER FRAME

"I chose ____ because the claim, reasons, or evidence are stronger when ____."

KEY CONCEPT

CREATURES is a memory system, but each letter must do real work in the response. Think aloud through a claim, three nonrepeating reasons, and a passage detail matched to each reason. Watch for one true but mismatched detail - and reject it.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing A or B aloud is difficult, hold up a response card, then point to the exact word that made one choice stronger.

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 - ATTEMPT: C-R-E Evidence Match Relay

How to play.

MY DAY 3 LEARNING TARGET

I will attempt the C-R-E Evidence Match Relay with a team, earning a point only when my evidence supports my reason.

THE GOAL

Read a sentence-statement card, choose a side, write one claim, add one logical reason, and locate or paraphrase passage evidence. Earn one point only when the evidence supports the reason.

HOW TO PLAY

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

TEACHER LOOK-FORS

Accept either defensible side when the response uses accurate passage evidence. A complete round includes a clear claim, a distinct reason, and relevant evidence. Do not award credit for evidence that is true but does not support the chosen reason.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Match first; check the card back second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording page instead of cutting. Read each prompt, choose a side, and write your claim, reason, and evidence in the table.

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 - C-R-E Evidence Match Relay - Cards 1-4

Cut only on the dashed lines.

CARD 1

Explain whether community members should learn about an issue before speaking publicly about it.

CARD 2

Explain whether one person's vote or voice can still matter in a large community.

CARD 3

Explain whether volunteering should count as an important form of civic participation.

CARD 4

Explain whether leaders should consider different community viewpoints before making a decision.

Card Backs - C-R-E Evidence Match

Relay - Cards 1-4

Check only after the group commits.

2 REASON Add one logical reason.	1 CLAIM Choose a side and write one claim.
4 CHECK Earn a point only if the evidence supports the reason.	3 EVIDENCE Locate or paraphrase passage evidence.

✂ CUT PAGE - C-R-E Evidence Match Relay - Cards 5-8

Cut only on the dashed lines.

CARD 5

Explain whether the Statue of Liberty should be taught as both a historical monument and a symbol of hope.

CARD 6

Explain whether Rosa's family had strong reasons to face the uncertainty of immigration.

CARD 7

Explain whether opportunity can be meaningful even when a journey is difficult.

CARD 8

Explain whether respectful disagreement can make a community stronger.

Card Backs - C-R-E Evidence Match

Relay - Cards 5-8

Check only after the group commits.

6

REASON

Add one logical reason.

5

CLAIM

Choose a side and write one claim.

8

CHECK

Earn a point only if the evidence supports the reason.

7

EVIDENCE

Locate or paraphrase passage evidence.

✂ CUT PAGE - C-R-E Evidence Match Relay - Cards 9-10 & Rules

Cut only on the dashed lines.

CARD 9

Explain whether reliable information should come before public action.

CARD 10

Explain whether people who are able to participate have a responsibility to contribute to community life.

HOW TO SCORE

Earn one point only when your evidence supports your reason. A true detail that does not prove your reason earns no point.

ROTATE ROLES

Rotate roles each round and save your strongest response in your interactive notebook.

Card Backs - C-R-E Evidence Match Relay - Cards 9-10 & Rules

Check only after the group commits.

10

REASON

Add one logical reason.

9

CLAIM

Choose a side and write one claim.



ROTATE

New reader, new writer, new checker.



SCORE

Only a matching detail earns the point.

C-R-E Evidence Match Relay - My Recording Sheet

Record your best claim, reason, and evidence for every card you draw.

Card	My Claim	My Reason	My Matching Evidence
1			
2			
3			
4			
5			
6			

NO-CUT PATHWAY

You do not have to cut the cards. Read each prompt from the deck, complete the table above, and earn your own point only when the evidence truly supports the reason.

STUDENT SUPPORT - Another Way to Show What You Know

Use the CREATURES mentor model as a reference. Say your claim aloud with because before you write it.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - DISCUSS

What made one claim more defensible than another?

MY DAY 4 LEARNING TARGET

I will discuss what makes a claim defensible, then write a C-R-E response independently.

DISCUSSION QUESTIONS

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

WHAT WE NOTICED

A defensible claim can be supported with specific evidence. Matched evidence directly proves the reason. Repeated reasons weaken the argument.

MY DISCUSSION NOTES

A claim we examined:

The evidence matched the reason because:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: A reason with no evidence is _____. A reason with matching evidence is _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - USE AGAIN: Independent Writing Prompt

Write your own claim, three distinct reasons, and matching evidence.

PROMPT

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

WRITE INDEPENDENTLY

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

INDEPENDENT CONFERENCE QUESTIONS

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the Decide-Then-Declare chart and the passage evidence hunts. You still choose your side, your reasons, and your 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 Response - Draft Space

Write your claim, three distinct reasons, and matching evidence.

SUCCESS CHECK

- ☐ Claim clearly chooses a side and declares why ☐ Three distinct reasons
☐ Evidence is accurate and matched to a reason ☐ C, R, and E labeled in the margin

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.

Module 1 Conventions Sweep

This is not a new paragraph. It is a quick quality check on writing you already have.

COPY ONE SENTENCE FROM YOUR DRAFT

MARK AND CHECK

1. Do the community volunteers help, or does it read "helps"? Check subject-verb agreement. (TEKS 11(D)(i))
2. Did you join two independent ideas with only a comma? Add and, or, or so, or use a semicolon. (TEKS 11(D)(i))
3. Is every sentence complete, not a fragment? (TEKS 11(D)(i))
4. Did you use the correct past tense of an irregular verb, such as went instead of goed? (TEKS 11(D)(ii))
5. Did you use the correct comparative adjective, such as stronger instead of more strong? (TEKS 11(D)(iv))
6. Did you use a comma and a conjunctive adverb correctly, such as ; however, ? (TEKS 11(D)(ix))

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 conjunction with a partner or use an approved word list. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - Standards Application Check

Revise for coherence and clarity. Edit for the Grade 5 conventions this module names.

MY DAY 5 LEARNING TARGET

I will revise for coherence and clarity, edit only the Grade 5 conventions assigned this module, and explain at least one decision.

Student Sentence	Correction / Acceptable Revision	Convention
The community volunteers helps at the meeting.	The community volunteers help at the meeting.	subject-verb agreement (11(D)(i))
People can vote, they can attend meetings.	People can vote, and they can attend meetings.	compound sentence; avoid splice (11(D)(i))
Because Rosa wanted a new opportunity.	Because Rosa wanted a new opportunity, she traveled with her family.	avoid fragment; complex sentence (11(D)(i))
Rosa goed through inspection.	Rosa went through inspection.	irregular past-tense verb (11(D)(ii))
The group of neighbors are speaking.	The group of neighbors is speaking.	collective noun (11(D)(iii))
Participation can have a more strong effect.	Participation can have a stronger effect.	comparative adjective (11(D)(iv))
The issue was difficult. However people listened.	The issue was difficult; however, people listened.	conjunctive adverb (11(D)(ix))
At the meeting for parents the plan changed.	At the meeting for parents, the plan changed.	prepositional phrase (11(D)(xii))

Day 5 - AWARD Yourself

An award counts when you point to evidence in your own C-R-E response.

GIVE YOURSELF CREDIT

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

MY AWARD

One part of my argument that is growing strong is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one part and point to proof before writing. Rehearse: "I matched my evidence to my reason by ____."

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Day 5 - TARGET Your Next Growth

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

CHOOSE ONE GOAL

- ☐ Make my claim more precise ☐ Develop reasons that are different from one another
- ☐ Choose evidence that directly proves the reason ☐ Explain the match between reason and evidence

BUILD A PRECISE TARGET

My next goal is to strengthen my argumentative writing by

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: explain why your strongest evidence is stronger than another true but mismatched detail.

Day 5 - EXPLAIN or Educate Others

Teach a partner how C, R, and E work together. Round 1 may use notes. Round 2 is from memory.

TURN-AND-TEACH FRAMES

- "I know a prompt is argumentative when _____."
- "C, R, and E stand for _____."
- "A reason is different from evidence because _____."
- "My example claim from this week is _____."

MY TEACHING CARD

How I know a prompt is argumentative:

How C, R, and E work together:

My example claim from this week:

LISTENER RESPONSIBILITIES

The listener asks one clarifying question after each round.

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.

MY THINKING NOW

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

How do I choose a side and use a claim, reasons, and evidence to start a strong argument?

MY ANSWER, IN MY OWN WORDS

I begin by recognizing that the prompt asks me to decide, so I choose a side the passages can support and state it as a clear claim. Then I build distinct reasons that explain why my claim makes sense, and I match accurate evidence from the passage to each reason - not just a true fact that happens to be nearby - so every reason has real proof.

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

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Recognize a decision statement without prompting	☐	☐	☐
State C, R, and E from memory	☐	☐	☐
Write a claim that takes a supportable side	☐	☐	☐
Make my reasons meaningfully different	☐	☐	☐
Point to exact evidence and explain its match	☐	☐	☐

Check the Learning

Informal ways to SEE what you understand.

THREE WAYS TO SHOW WHAT I KNOW

- **Verbal - Listen, Decide, and Defend:** Choose A or B and defend the stronger C-R-E foundation.
- **Visual / Physical - Evidence Match Relay:** Match a Passage 11 or Passage 12 detail to the reason it proves.
- **Written - C-R-E Response:** Write a claim, three distinct reasons, and evidence that matches.

CHECK FOR LEARNING

Decide	Can the student identify a decision statement without prompting?
Recall	Can the student state C, R, and E from memory?
Claim	Does the claim take a supportable side?
Reasons	Are the reasons meaningfully different?
Evidence	Can the student point to exact evidence and explain its match?

STUDENT SUPPORT - Another Way to Show What You Know

Pick the way that shows your thinking best - say it, match it, or write it. Every path still needs a claim, a reason, and matching evidence.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing Opportunity - Build Your Own C-R-E

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

CHOOSE ONE PROMPT

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

SUCCESS CRITERIA

- My claim clearly chooses a side.
- I use at least two distinct reasons.
- My evidence comes from one or both passages and truly matches my reasons.

MY FIRST DECISION

Prompt I chose:

My side and my claim:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Plan My Argument

Decide before you draft. Claim first, then reasons, then matching evidence.

STEP 1 - CLAIM

Choose a side; write a clear, defensible claim.

STEP 2 - REASONS

List at least two distinct reasons.

STEP 3 - EVIDENCE

Select accurate evidence that matches each reason.

STUDENT SUPPORT - Another Way to Show What You Know

Use the CREATURES mentor model and the passage evidence hunts. You choose the side, 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.

C-R-E Draft - Page 1

Write your claim and your first reason with matching evidence.

MEANING CHECK

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

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

C-R-E Draft - Page 2

Continue with more reasons and matching evidence.

PRECISION CHECK

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

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

Revise, Edit, and Share

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

REVISE

Read your claim aloud. Add or delete ideas so the position and the reasons are clear.

Before:

After:

EDIT - Conventions Sweep

- ☐ Complete sentences, no splices, run-ons, or fragments ☐ Correct irregular past-tense verbs
- ☐ Correct comparative adjectives ☐ Correct collective-noun agreement

SHARE

My partner heard my argument grow stronger when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did you build a claim AND match your evidence to a real reason? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

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EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your claim, your reason, and your evidence. Defend why your evidence is the strongest match.

PROOF OF TRANSFER

I knew I could build C-R-E for a new prompt because on page _____ I

READY TO STRETCH? - Prompt Architect Challenge

Move from prompt solver to prompt architect: write your own decision statement.

YOUR PROMPT MUST

- begin with Explain whether,
- require the writer to choose a side,
- be answerable using one or both Cluster 6 Module 1 passages.

WRITE YOUR PROMPT

NOW ANSWER IT

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

SWAP AND EVALUATE

Trade prompts with a partner: Does this prompt require a decision? Could someone write reasons and evidence for this side?

MOVE YOUR THINKING



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Reflective
EXTEND

Study Three C-R-E Exemplars

Notice how a response moves from a bare claim to a claim with reasons and matched evidence.

PROMPT

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

LOW

"Community participation is good. People should do it." Claim: unclear side. Reasons: none. Evidence: none.

What parts of C, R, and E did this response leave out?

MEDIUM

"Community participation should be an important responsibility because people can vote and volunteer. The passage says the Statue of Liberty welcomed millions of people." Claim: takes a side. Reasons: two distinct reasons. Evidence: a true detail, but it does not match either reason.

Which sentence is a true detail that does not prove the reason, and what evidence would match instead?

HIGH

"Community participation should be treated as an important responsibility because people can influence decisions that affect everyday life. People can vote, people can speak to leaders, and people can volunteer or attend meetings. The passage explains that participation can affect schools, roads, safety, laws, and community programs, so each reason is supported by evidence that truly matches it."

How does the evidence in this response prove each separate reason?

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

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I start a strong argument with a claim, reasons, and evidence?

My Answer

I decide a side the passages can support and state it as a clear claim - then my reasons explain why my claim makes sense, and my evidence proves each reason.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the claim: I think ____ because ____, 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 6



M O D U L E

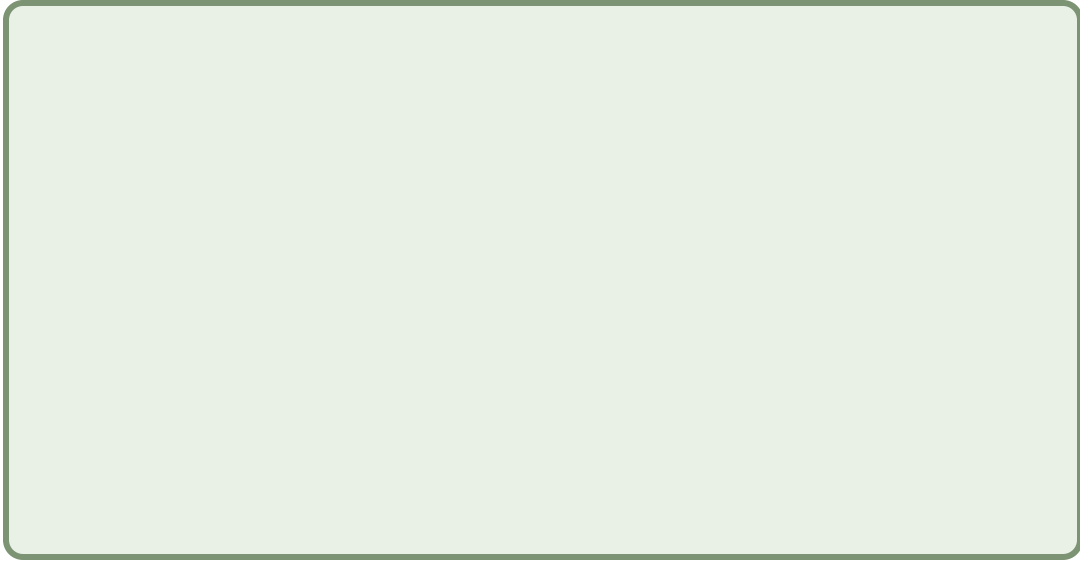


Coherent Argument and Thinking

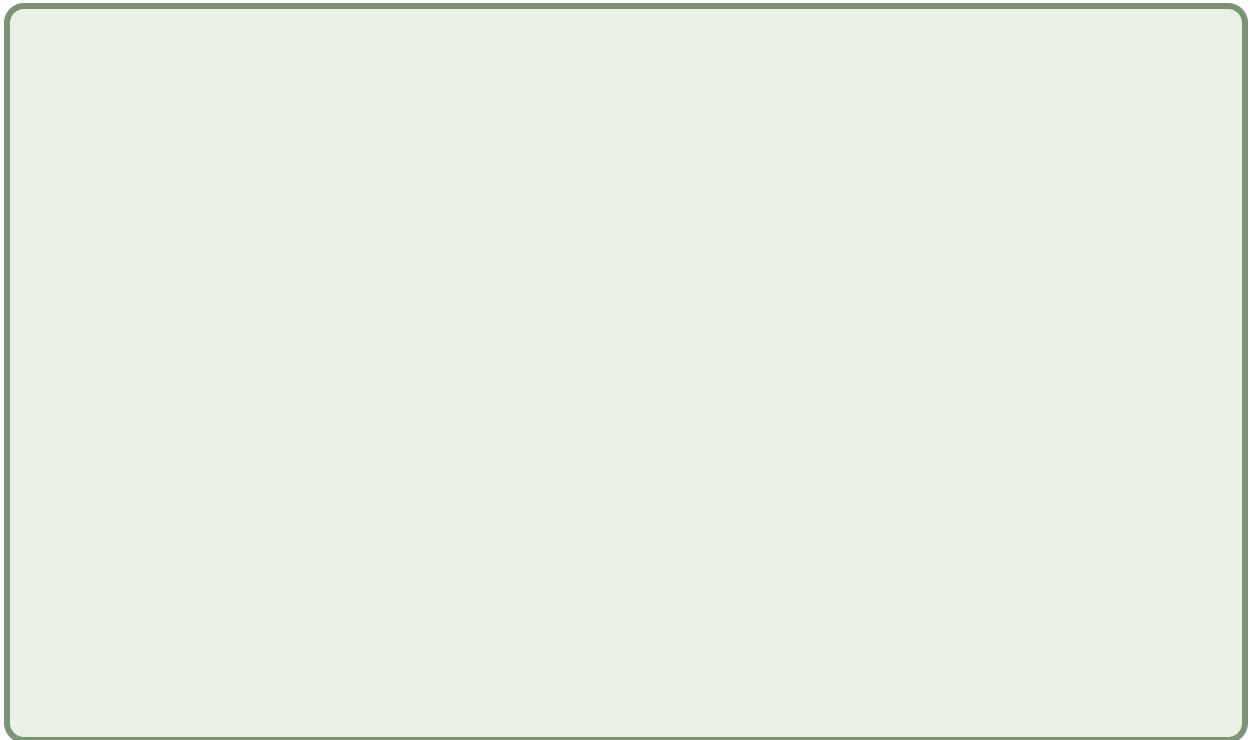
The A and T of CREATURES



Pocket Practice



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



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

Why This Module Matters

A claim becomes an argument when reasons, evidence, and Thinking connect into one path.

WHY THIS MODULE MATTERS

In earlier modules you learned to state a claim. This module teaches you to connect that claim to reasons, evidence, and Thinking so a reader can follow a coherent line of argument - not jump across a pile of disconnected facts. Purposeful transitions name the real relationship between each part, and your Thinking sentence explains how and why the evidence proves the reason.

Essential Question

How do I connect my claim, reasons, and evidence into one clear 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 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can start my argument with a clear introduction.

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use transitions that show the real relationship between my ideas.

TEKS 11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can end my argument with a conclusion that shows significance.

TEKS 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can support my ideas with specific facts.

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 support my ideas with specific details.

The Standards I Am Learning - Part 2

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

TEKS 12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an argument with the parts readers expect.

TEKS 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

TEKS 12(D)(i) - Official Standard

compose correspondence that requests information

HOW I SAY THE STANDARD!

I can write correspondence that clearly asks for information.

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 Standards I Am Learning - Part 3

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

TEKS 11(C)(ix) - Official Standard

revise drafts combining ideas for clarity

HOW I SAY THE STANDARD!

I can combine ideas so my writing is clearer.

TEKS 11(C)(x) - Official Standard

revise drafts by rearranging ideas for clarity

HOW I SAY THE STANDARD!

I can rearrange ideas so my writing is clearer.

The Standards I Am Learning - Part 4

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

TEKS 11(D)(xxii) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue

HOW I SAY THE STANDARD!

I can use quotation marks correctly in dialogue.

TEKS 11(D)(xxiii) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including italics for titles

HOW I SAY THE STANDARD!

I can use italics for titles.

TEKS 11(D)(xxiv) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including italics for emphasis

HOW I SAY THE STANDARD!

I can use italics for emphasis.

TEKS 11(D)(xxv) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including underlining for titles

HOW I SAY THE STANDARD!

I can use underlining for titles.

TEKS 11(D)(xxvi) - Official Standard

edit drafts using standard English conventions, including underlining for emphasis

HOW I SAY THE STANDARD!

I can use underlining for emphasis.

The ELPS I Am Learning

Read the official ELPS and 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 a variety of transition words in my argument.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

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

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
Arrange reasons in a logical order	a lot / a little / new	a lot / a little / new	a lot / a little / new
Select a transition that names a real relationship	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match one piece of evidence to each reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain how and why evidence proves a reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Combine or rearrange ideas for clarity	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.

path

Say it: PATH

What it means: a route from one point to another

Try the frame: My argument follows a clear path from my claim to my proof.

connect

Say it: kuh-NEKT

What it means: to join ideas so their relationship is clear

Try the frame: I connect my reason to my evidence with a transition.

order

Say it: OR-dur

What it means: the way ideas are arranged

Try the frame: I put my reasons in an order that makes sense to my reader.

explain

Say it: ik-SPLAYN

What it means: to tell how or why something happens

Try the frame: I explain how my evidence proves my reason.

link

Say it: LINGK

What it means: a connection between two ideas

Try the frame: My transition is the link between two ideas.

Tier 1 Vocabulary

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

strong

Say it: STRAWNG

What it means: able to do its job well

Try the frame: I choose the strong evidence that best proves my reason.

detail

Say it: dih-TAYL

What it means: a small, specific piece of information

Try the frame: I use one specific detail from the passage as evidence.

build

Say it: BILD

What it means: to put parts together into a whole

Try the frame: I build my argument one connected part at a time.

clear

Say it: KLEER

What it means: easy for another person to understand

Try the frame: I revise my draft so my ideas are clear.

matter

Say it: MAT-ur

What it means: to be important or have an effect

Try the frame: I explain why my evidence matters to my reason.

Tier 2 Vocabulary

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

claim

Say it: KLAYM

What it means: the writer's position

Try the frame: My claim states my position on the prompt.

reason

Say it: REE-zuhn

What it means: an idea that supports a claim

Try the frame: I give one reason to support my claim.

evidence

Say it: EV-ih-duhns

What it means: specific proof from a source

Try the frame: I choose evidence directly from the passage.

transition

Say it: tran-ZISH-uhn

What it means: a word or phrase that shows a relationship

Try the frame: I use a transition like because or however to show the relationship.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: thinking that tells how or why evidence matters

Try the frame: I write an explanation that tells how my evidence proves my reason.

Tier 2 Vocabulary

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

coherent

Say it: koh-HEER-uhnt

What it means: organized so ideas make sense together

Try the frame: My argument is coherent when a reader can follow it like a path.

structure

Say it: STRUHK-chur

What it means: the purposeful arrangement of parts

Try the frame: My structure moves from claim to reasons to evidence to thinking.

relevant

Say it: REL-uh-vuhnt

What it means: directly connected to the claim or reason

Try the frame: I pick relevant evidence that truly proves my reason.

support

Say it: suh-PORT

What it means: to strengthen an idea with proof

Try the frame: My evidence and explanation support my claim.

significance

Say it: sig-NIF-ih-kuhns

What it means: why an idea matters beyond one detail

Try the frame: My thinking explains the significance of my evidence.

Tier 3 Vocabulary

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

civic

Say it: SIV-ik

What it means: connected to a community and its citizens

Try the frame: Voting and attending meetings are both civic actions.

democracy

Say it: dih-MOK-ruh-see

What it means: government in which people participate in choosing leaders

Try the frame: In a democracy, citizens help choose their leaders.

participation

Say it: par-tis-uh-PAY-shuhn

What it means: taking part in an activity or decision

Try the frame: Participation in civic life can change a community over time.

election

Say it: ih-LEK-shuhn

What it means: a process for choosing leaders by voting

Try the frame: An election decides who will lead a school, town, or country.

national

Say it: NASH-uh-nuhl

What it means: related to an entire country

Try the frame: A national decision can affect the entire country.

Tier 3 Vocabulary

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

liberty

Say it: LIB-er-tee

What it means: freedom protected or valued in society

Try the frame: The torch reminded Rosa's family that liberty meant freedom to choose.

immigration

Say it: im-uh-GRAY-shuhn

What it means: movement into a country to live there

Try the frame: Rosa's family experienced immigration when they left Italy for the United States.

Ellis Island

Say it: EL-is EYE-luhnd

What it means: historic entry station in New York Harbor

Try the frame: Rosa's family was questioned and examined at Ellis Island.

opportunity

Say it: op-er-TOO-nuh-tee

What it means: a chance to do or achieve something

Try the frame: Rosa's family hoped for opportunity in a new country.

independence

Say it: in-dih-PEN-duhns

What it means: freedom from control by another power

Try the frame: The statue's tablet reminded people of the day the United States declared independence.

The DOT Reading HABIT

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning through the text and lesson.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Argument Pathway: Five Moves

Strong writers connect the parts into one coherent line, not a pile of facts.

Move	What I Do
1. CLAIM	State the position that answers the decision.
2. REASON	Give a reason that supports the claim.
3. EVIDENCE	Choose a specific passage detail that proves the reason.
4. THINKING	Explain how and why the evidence proves the reason.
5. TRANSITION	Use a word or phrase that names the real relationship between parts.

PURPOSEFUL STRUCTURE

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

CLAIM

›

REASON

›

EVIDENCE

›

THINKING

TRANSITION BANK

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

What Makes an Argument COHERENT?

A coherent argument reads as one connected path, not a list of separate facts.

A Coherent Argument...	Ask Yourself
Answers the decision	Does my claim take a clear position on the prompt?
Has purposeful structure	Does every part lead logically to the next?
Uses specific facts and details	Is my evidence exact, not vague?
Names real relationships	Does my transition mean what I say it means?
Explains, not repeats	Does my Thinking add new meaning instead of restating the evidence?

SELF-CHECK

A reader should be able to follow your argument like a path, not jump across a pile of disconnected facts. If a transition does not name a real relationship, choose again.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each of the five tests before you keep a sentence in your draft.

Ready to Stretch? Take Your Thinking Further!

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

Claim, Reason, Evidence, and Thinking

Strong thinkers keep these four jobs straight.

CLAIM

My claim answers the decision. It states the side I will support.

REASON

My reason tells why - a broad explanation big enough for its own paragraph.

EVIDENCE

My evidence gives specific proof - one exact detail from the passage.

THINKING

My Thinking explains what the proof means - how and why it matters, not a repeat of the evidence.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can I connect my claim, reasons, evidence, and Thinking into one clear argument?

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.

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.

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

A Voice in the Community

Passage 11 - Medium Stamina - 500 words • Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

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

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

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

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

A Voice in the Community - Continued

Passage 11 - Medium Stamina - 500 words • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

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

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

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

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

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

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

A Voice in the Community - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain which reason each clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	“over time”	It could support the reason _____
R ■ Reactions	“They may think one person's vote will not make much of a difference”	It could support the reason _____
A ▲ Actions	“voting, attending meetings, volunteering, or sharing opinions about rules and laws”	It could support the reason _____
C ★ Character, Concept, Creature	“communities are shaped by the people who live in them”	It could support the reason _____
K ♦ Key Knowledge	“local, state, or national level”	It could support the reason _____
S ▼ Scenery / Setting	“schools, roads, safety, and other parts of daily life”	It could support the reason _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Gift That Welcomed Millions

Passage 12 - Medium Stamina - 500 words • Historical Fiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

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

[2] “It’s even bigger than I imagined,” Rosa whispered.

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

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

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

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

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

A Gift That Welcomed Millions - Continued

Passage 12 - Medium Stamina - 500 words • Historical Fiction • Part 2 of 2

AS YOU CONTINUE READING

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

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

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

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

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

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

A Gift That Welcomed Millions - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain which reason each clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	“In the spring of 1907”	It could support the reason _____
R ■ Reactions	“Some looked excited. Others looked nervous.”	It could support the reason _____
A ▲ Actions	“Her family had traveled for weeks from Italy”	It could support the reason _____
C ★ Character, Concept, Creature	“The Statue of Liberty”	It could support the reason _____
K ♦ Key Knowledge	“the torch stood for hope and freedom”	It could support the reason _____
S ▼ Scenery / Setting	“New York Harbor”	It could support the reason _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Listen for the Path

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

MY DAY 1 LEARNING TARGET

I will identify the Claim-Reason-Evidence-Thinking pathway and sketch it from an auditory model.

OUR THINKING TOOL

A reader should be able to follow your argument like a path, not jump across a pile of disconnected facts. A claim, a reason, a piece of evidence, and a Thinking sentence are four stops on that path.

OUR HABIT TODAY

Purposeful structure connects claim to reasons, evidence, and Thinking.

CLAIM

›

REASON

›

EVIDENCE

›

THINKING

LISTEN AND SKETCH

First listen with pencils down: claim, reason, evidence, thinking. Second listen: sketch a road or staircase with four stops. Add relationship arrows. Compare sketches with a partner and explain one arrow.

FRESH RECALL

Turn the page over and redraw the pathway from memory.

STUDENT SUPPORT - Another Way to Show What You Know

Sketch your four stops with number cards, then say why one stop should come before another.

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: Model the Argument Path

Watch a claim grow into a coherent path.

REVIEW

In earlier modules you learned to state a claim. Today a strong claim connects to a reason, a piece of evidence, and a Thinking sentence that explains what the evidence means - joined by transitions.

TEACHER MODEL - Civic Participation

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

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

THINK-ALOUD MODEL

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

Daily Deck Pathway: Claim -> because -> Reason -> for example -> Evidence -> therefore -> Thinking.

STUDENT SUPPORT - Another Way to Show What You Know

Box the claim, then point to the reason, the evidence, and the Thinking sentence in order.

Ready to Stretch? Take Your Thinking Further!

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

Argument Pathway Build - How to Play

Build a five-part path, then check whether it sounds connected.

MY DAY 2 LEARNING TARGET

I will build a five-part argument pathway with a partner in the Argument Pathway Build game and explain why the order works.

HOW TO PLAY

1. Your team receives pathway cards labeled Claim, Transition, Reason, Evidence, and Thinking.
2. Draw one sentence-statement task card.
3. Build a five-part path, read it aloud, and rearrange it if it sounds disconnected.
4. One teammate explains the order before the next card. Check against the Key page.

DAILY DECK (M2-11)

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

QUICK CHECK

Listen for a complete relationship. Inspect the visible thinking trace. Explain how the evidence proves the reason.

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Use the numbered no-cut pathway: point to each task card in order and record the same five-part path in your notebook.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Argument Pathway Build Task Cards

Dashed lines mean CUT. Cut every card, draw one at a time.

CARD 1 - Local Playground Claim: Residents should share concerns with local leaders. Reason: Leaders need specific information about neighborhood needs. Evidence: A town might repair a playground because community members shared their ideas. Thinking: One voice can begin a practical change.

CARD 2 - Safer Streets Claim: Local participation can improve daily life. Reason: A small request may identify a safety problem. Evidence: Adding a stop sign is a possible result of community input. Thinking: A nearby change can matter even if it does not affect the whole country.

CARD 3 - More Than Voting Claim: Civic participation includes more than elections. Reason: People can contribute in several ways. Evidence: Meetings, volunteering, petitions, letters, and learning about issues are all named. Thinking: The variety of actions strengthens the claim.

CARD 4 - Informed Choices Claim: People should learn before forming a position. Reason: National issues can be complex. Evidence: People may need different sources and more than one viewpoint. Thinking: Gathering information makes participation more responsible.

CARD 5 - Barriers Matter Claim: Communities should make participation more accessible. Reason: Willing people may face practical barriers. Evidence: Some people lack transportation, time, information, or knowledge of whom to contact. Thinking: Libraries, schools, and organizations can reduce those barriers.

CARD 6 - Disagreement Claim: Disagreement can still be part of civic life. Reason: Participation gives people a way to discuss different ideas. Evidence: People may ask questions and work toward solutions without agreeing. Thinking: Respectful disagreement can strengthen a community.

CARD 7 - Rosa's First View Claim: The statue represented hope to arriving families. Reason: Its symbols connected liberty with a possible future. Evidence: Rosa's father explains the raised torch stood for hope and freedom. Thinking: The symbol mattered before the family knew the result of inspection.

CARD 8 - A Difficult Process Claim: Rosa's family accepted uncertainty for the possibility of opportunity. Reason: Their journey required persistence. Evidence: They traveled for weeks and then waited through questioning and examination. Thinking: This supports the claim without pretending the process was easy.

CARD 9 - Shared Reaction Claim: The statue held meaning across language differences. Reason: Many passengers responded emotionally when they saw it. Evidence: People pointed, lifted a baby, waved caps, removed a hat, and smiled. Thinking: These varied reactions suggest shared meaning.

CARD 10 - Liberty and Choice Claim: Liberty influenced the family's decision to immigrate. Reason: Rosa understood liberty as freedom to make choices and build a

Argument Pathway Build - Card Backs

Check only after the group commits.

4 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

3 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

2 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

1 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

8 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

7 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

6 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

5 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

12 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

11 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

10 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

9 ARGUMENT PATHWAY BUILD CLAIM • TRANSITION • REASON • EVIDENCE • THINKING

Argument Pathway Build - Key and Recording

Check your transition and Thinking against the key, then record one path.

Card	Key - Transition and Thinking Check
Card 1	For example can introduce the playground evidence; Thinking explains that a resident's idea supplies leaders with actionable information, not that every request succeeds.
Card 2	As a result or therefore can link proof to meaning; Thinking distinguishes the size of an action from the importance of its local effect.
Card 3	In addition accurately joins different forms of participation; the pathway should move from claim to reason, then to the list as evidence, then explanation.
Card 4	Because or therefore should express cause and effect; Thinking explains that multiple sources reduce the risk of an incomplete decision.
Card 5	For example introduces the barrier list; Thinking connects supports to access without blaming people who face those barriers.
Card 6	However can signal that disagreement does not cancel participation; Thinking values discussion and solutions over sameness of opinion.
Card 7	At first or before the inspection can clarify sequence; Thinking explains that the symbol gave the family a reason for hope during uncertainty.
Card 8	In addition can connect weeks of travel with the inspection process; Thinking acknowledges both persistence and difficulty.
Card 9	For example introduces the passengers' reactions; Thinking infers shared significance while staying grounded in visible actions.
Card 10	Because accurately connects the family's understanding of liberty with leaving home; Thinking explains the relationship among belief, choice, and action.
Card 11	However accurately protects the distinction between hope and guarantee; Thinking recognizes that promise and difficulty can coexist.
Card 12	Ultimately or therefore can signal significance; Thinking connects opportunity and belonging to the family's willingness to continue.

MY RECORDING

My card: _____

Claim -> Reason -> Evidence -> Thinking, with my transition:

Day 3 - DISCUSS

Good writers test their claim before they decide.

MY DAY 3 LEARNING TARGET

I will write my own claim, two ordered reasons, evidence, and Thinking sentences using purposeful transitions.

- Why must a reader be able to follow your argument like a path, not a pile of facts?
- How does a source detail become evidence rather than just a fact?
- Why must a Thinking sentence explain rather than repeat the evidence?
- How does combining or rearranging ideas make a paragraph clearer?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: My claim is _____. My evidence is _____.
My Thinking 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 3 - USE AGAIN: Independent Notebook Task

Now write your own coherent path.

FORMAL WRITING PROMPT - SENTENCE STATEMENT

Explain whether Rosa's family's hope for opportunity was strong enough to justify the difficult process of adapting to a new country.

WHAT TO DO

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Evidence Hunt - A Voice in the Community

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

CLAIM

People should participate in civic life even when one person's action seems small.

REASON 1:**Evidence:****Thinking:****REASON 2:****Evidence:****Thinking:****STUDENT SUPPORT - Another Way to Show What You Know**

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

Ready to Stretch? Take Your Thinking Further!

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

Evidence Hunt - A Gift That Welcomed Millions

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

CLAIM

Rosa's family's hope for opportunity was strong enough to justify the difficult process of adapting to a new country.

REASON 1:

Evidence:

Thinking:

REASON 2:

Evidence:

Thinking:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Module 2 Conventions Sweep

Apply the four editing checks to dialogue and titles.

READ

“It’s even bigger than I imagined,” Rosa whispered. An older passenger smiled. “That’s the Statue of Liberty.”

1. Label the quotation marks that punctuate the dialogue.
2. Mark one word you would italicize for emphasis.
3. Mark a title you would underline.
4. Check that each sentence has correct end punctuation.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own work.

MY DAY 4 LEARNING TARGET

I will award one precise move in my writing and target one clear next step for revision.

STANDARDS APPLICATION CHECK

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

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

CLASS CHEER

Claim! Reason! Evidence! Thinking connects it all!

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest evidence-to-Thinking connection before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Choose one goal that will strengthen your argument.

- ☐ Combine or rearrange ideas for clarity.
- ☐ Choose a transition that names the real relationship.
- ☐ Check quotation marks in dialogue.
- ☐ Check formatting of titles or emphasis.
- ☐ Explain how and why my evidence matters, not just repeat it.

MY TARGET

My next goal is to strengthen my argument by

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

How does a precisely named transition change what a reader understands? Explain.

Day 5 - EXPLAIN or Educate Others

Teach a partner the difference between evidence and Thinking.

MY DAY 5 LEARNING TARGET

I will teach a partner how evidence and Thinking work together in a coherent argument.

TEACH IT BACK

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

DAILY DECK (M2-14)

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain why a strong writer does not simply pile up facts.

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 can I connect my claim, reasons, evidence, and Thinking into one clear argument?

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Show what you can do in three ways.

VERBAL

Explain how your evidence proves your reason.

VISUAL

Show your sketched pathway with relationship arrows.

WRITTEN

Complete your “Evidence Hunt” page for either passage.

ASK YOURSELF

Does my claim answer the decision? Does my transition name a real relationship? Does my Thinking explain, not repeat?

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

TARGET

EXPLAIN

The page that best proves my growth is ____ because

Additional Writing Opportunity - Passage-to-Passage Connection

Connect ideas across both passages, then plan your argument.

PROMPT

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

PLANNING PROCESS

1. Write the claim.
2. State two reasons in purposeful order.
3. Choose one piece of evidence for each reason, one from each passage.
4. Add a transition between reasons.
5. Write a Thinking sentence for each piece of evidence.
6. Check conventions before sharing.

MY CLAIM

STUDENT SUPPORT - Another Way to Show What You Know

Choose evidence that truly connects the two passages before you decide your final reasons.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Argument

Choose two reasons and match evidence to each.

REASON 1

Evidence:

REASON 2

Evidence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Argument Draft - Page 1

Begin with your claim. Connect each reason to its evidence and Thinking.

DRAFTING FOCUS

Use purposeful structure, ordered reasons, matched evidence, and a Thinking sentence for each reason.

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

Argument Draft - Page 2

Begin with your claim. Connect each reason to its evidence and Thinking.

DRAFTING FOCUS

Use purposeful structure, ordered reasons, matched evidence, and a Thinking sentence for each reason.

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

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

☐ introduction ☐ transitions between reasons ☐ word choice ☐ conclusion

EDIT

☐ quotation marks in dialogue ☐ italics for emphasis ☐ underlining for titles ☐ combined or rearranged ideas

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to your coherent path.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how each transition names a real relationship.

READY TO STRETCH? - Argument Architect Challenge

Build the strongest coherent path possible for one claim.

MY CLAIM

TWO ORDERED REASONS + MATCHED EVIDENCE

MY THINKING FOR EACH REASON

WHY MY ORDER IS THE STRONGEST

Compare your order to one other possible order, and explain how each reason connects to the significance of the whole argument.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Study Three Argument-Path Exemplars

Notice how an argument moves from a pile of facts to one coherent path.

PROMPT

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

LOW

"People should participate. Voting is good. A town fixed a playground."

These are separate facts with no reason-to-evidence path and no transition. What is missing?

MEDIUM

"People should participate because it helps. The passage says a town might repair a playground after community members share ideas. A playground was repaired."

The claim, reason, and evidence are here, but the last sentence repeats the evidence instead of explaining it. What should the Thinking sentence do?

HIGH

"People should participate when they are able, because small local actions can lead to visible change. For example, the passage explains that a town might repair a playground after community members share ideas. As a result, participation gives leaders information about needs they might not notice alone."

How do the transitions "for example" and "as a result" connect the claim, evidence, and Thinking into one path?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the claim, the reason, the evidence, and the Thinking in different colors. 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 pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

I connect my claim to my reasons, my reasons to my evidence, and my evidence to my Thinking. Strong reasons give my argument real support, transitions make the relationships visible, and my Thinking explains how and why the evidence matters so a reader can follow my argument from proof to meaning.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I connect my claim, reasons, and evidence into one clear argument?

My Answer

I use Argument and Thinking: I put my reasons, evidence, and transitions in order, and my Thinking explains how each piece of evidence supports the reason - so my reader follows one connected case.

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 6



M O D U L E

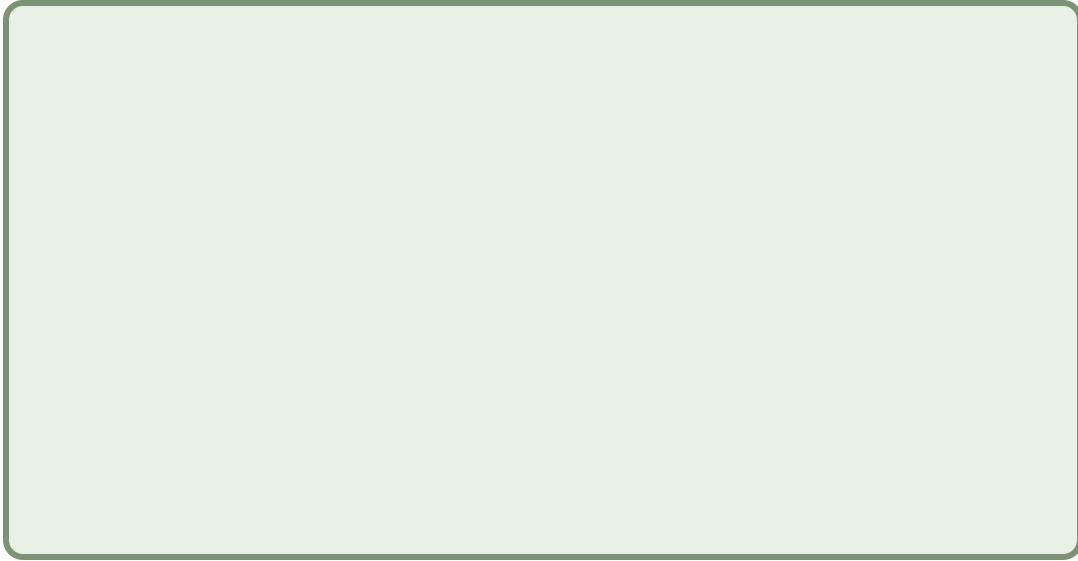


Understanding, Rebuttal, Ending, and Significance

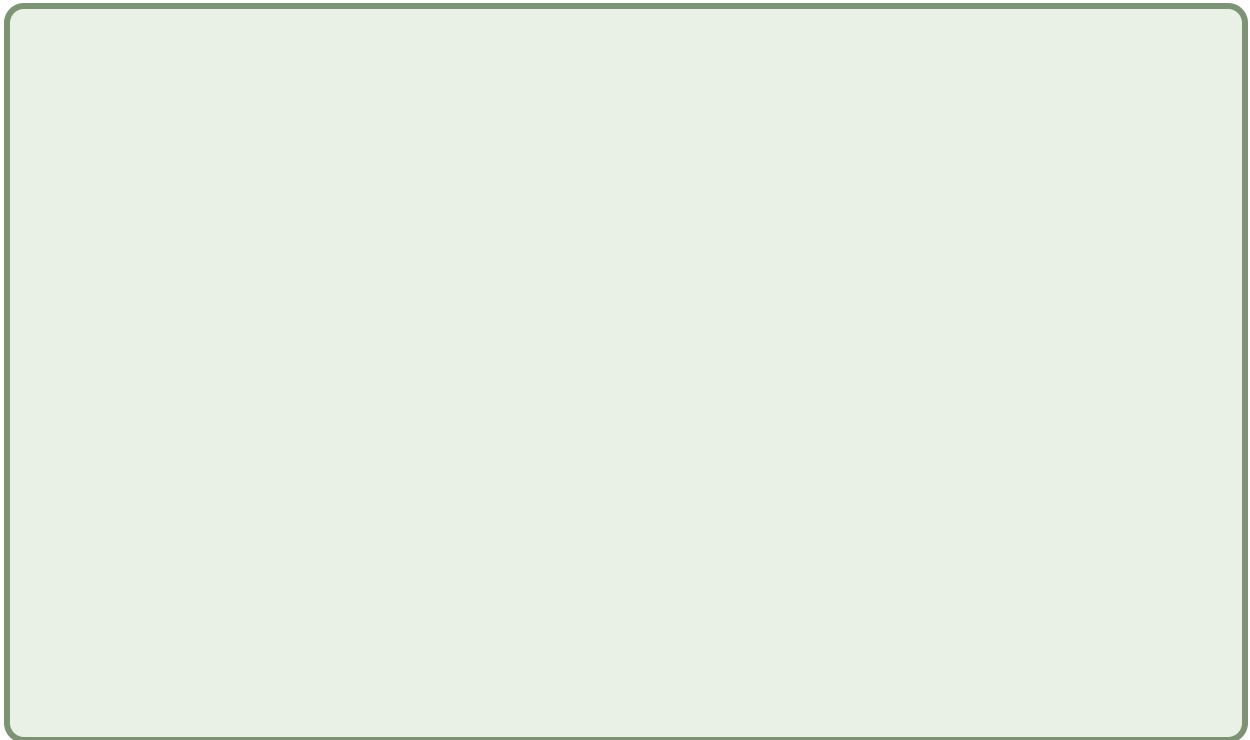
The U-R-E-S of CREATURES



Pocket Practice



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



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

Why This Module Matters

U - R - E - S: understand fairly, rebut with evidence, end with purpose, carry the meaning further.

WHY THIS MODULE MATTERS

This module finishes Cluster 6. Using the High Stamina passages "A Voice in the Community" and "A Gift That Welcomed Millions," you will represent another viewpoint accurately, respond with a respectful rebuttal, conclude your argument with purpose, and write a significance sentence that carries your meaning beyond the paper. The focus is U, R, E, and S of the full CREATURES framework.

Essential Question

How do I finish my argument so it is fair and strong?

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

(Writing Process)

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

TEKS 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my response on purpose, including an introduction.

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use transitions that show the real relationship between my ideas.

TEKS 11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can end my response with a purposeful ending, not a repeated claim.

TEKS 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can grow my idea with specific facts, not just more words.

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 grow my idea with specific details that fit my reason.

The Standards I Am Learning - Part 2

(Writing Genre)

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

TEKS 12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

I can write an argument with the parts readers expect.

TEKS 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

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 Standards I Am Learning - Part 3

(Revising)

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 revise a sentence so it reads more clearly.

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can revise my word choice so my meaning is precise.

TEKS 11(C)(v) - Official Standard

revise drafts combining ideas for coherence

HOW I SAY THE STANDARD!

I can combine ideas so my writing holds together.

TEKS 11(C)(vi) - Official Standard

revise drafts by rearranging ideas for coherence

HOW I SAY THE STANDARD!

I can rearrange ideas so my writing holds together.

TEKS 11(C)(ix) - Official Standard

revise drafts combining ideas for clarity

HOW I SAY THE STANDARD!

I can combine ideas so my meaning is clear.

TEKS 11(C)(x) - Official Standard

revise drafts by rearranging ideas for clarity

HOW I SAY THE STANDARD!

I can rearrange ideas so my meaning is clear.

The Standards I Am Learning - Part 4

(Editing)

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

TEKS 11(D)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can write compound sentences where my subject and verb agree.

TEKS 11(D)(iii) - Official Standard

edit drafts using standard English conventions, including complete compound sentences with avoidance of splices

HOW I SAY THE STANDARD!

I can edit my compound sentences so they are not comma splices.

TEKS 11(D)(iv) - Official Standard

edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons

HOW I SAY THE STANDARD!

I can edit my compound sentences so they are not run-ons.

TEKS 11(D)(v) - Official Standard

edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments

HOW I SAY THE STANDARD!

I can edit my sentences so they are not fragments.

TEKS 11(D)(xx) - Official Standard

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

HOW I SAY THE STANDARD!

I can use a comma correctly in a compound sentence.

The Standards I Am Learning - Part 5

(Editing, continued)

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

TEKS 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 a comma correctly in a complex sentence.

TEKS 11(D)(xxii) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue

HOW I SAY THE STANDARD!

I can use quotation marks correctly in dialogue.

TEKS 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 that follow grade-appropriate patterns.

TEKS 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 that follow grade-appropriate rules.

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 high-frequency words correctly.

The ELPS I Am Learning

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

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

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 words like viewpoint, rebuttal, and significance when I write.

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 show the real relationship between my ideas.

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 support my response with evidence that fits my purpose.

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

I WILL

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

LEARNING DESTINATION

I will build a complete argument by understanding another viewpoint accurately, rebutting it with evidence, ending with purpose, and writing a significance sentence.

MY LAUNCHPAD PROMISE

The U-R-E-S move 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
State another viewpoint accurately	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write an evidence-based rebuttal	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a purposeful ending	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a Bluebird significance sentence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise and edit my U-R-E-S response	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.

fair

Say it: FAIR

What it means: honest and reasonable toward people and ideas

Try the frame: A fair response states the other idea as ____.

listen

Say it: LIS-uhn

What it means: to pay attention in order to understand

Try the frame: I listen first so I can answer ____ accurately.

answer

Say it: AN-ser

What it means: to respond to an idea

Try the frame: My answer to that idea is ____.

different

Say it: DIF-er-uhnt

What it means: not the same

Try the frame: That is a different idea because ____.

agree

Say it: uh-GREE

What it means: to share the same opinion

Try the frame: I agree with part of that idea because ____.

Tier 1 Vocabulary - Everyday Words

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

disagree

Say it: dis-uh-GREE

What it means: to have a different opinion

Try the frame: I disagree, but I can still state the idea fairly as ____.

finish

Say it: FIN-ish

What it means: to bring something to an end

Try the frame: I finish my argument with an ending that reinforces ____.

bigger

Say it: BIG-er

What it means: more important or wider in meaning

Try the frame: The significance is a bigger idea about ____.

care

Say it: KAIR

What it means: to think something matters

Try the frame: Communities care about this issue because ____.

trust

Say it: TRUST

What it means: to believe someone or something is reliable

Try the frame: I trust evidence that comes from ____.

Tier 2 Vocabulary - Academic Words

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

viewpoint

Say it: VYOO-poynt

What it means: a way of thinking about an issue

Try the frame: Some people may believe a different viewpoint: ____.

counterargument

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

What it means: a reasonable viewpoint that differs from the writer's claim

Try the frame: A fair counterargument here would be ____.

rebuttal

Say it: rih-BUT-uhl

What it means: a reasoned response that defends or refines a claim

Try the frame: My rebuttal answers that idea with the evidence that ____.

synthesize

Say it: SIN-thuh-syz

What it means: to bring important ideas together into a larger understanding

Try the frame: I synthesize my reasons and evidence when I explain ____.

significance

Say it: sig-NIF-ih-kuhns

What it means: why an idea matters beyond the immediate task

Try the frame: The significance of this issue is that ____.

Tier 2 Vocabulary - Academic Words

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

credibility

Say it: KRED-uh-BIL-ih-tee

What it means: the quality of being believable and trustworthy

Try the frame: This source has credibility because ____.

responsibility

Say it: rih-SPON-suh-BIL-ih-tee

What it means: a duty or obligation a person accepts

Try the frame: Communities have a responsibility to ____.

belonging

Say it: bih-LAWNG-ing

What it means: feeling accepted as part of a group or place

Try the frame: A sense of belonging can grow when ____.

claim

Say it: KLAYM

What it means: the writer's defensible position

Try the frame: My claim is that ____.

evidence

Say it: EV-ih-duhns

What it means: specific proof from a source

Try the frame: The evidence that proves my reason is ____.

Tier 3 Vocabulary - Passage-Specific Words

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

civic

Say it: SIV-ik

What it means: related to community and public life

Try the frame: Voting and volunteering are both civic actions because ____.

participation

Say it: par-tis-uh-PAY-shuhn

What it means: taking part in an activity or decision

Try the frame: Participation can look like ____.

transportation

Say it: trans-por-TAY-shuhn

What it means: ways people travel from place to place

Try the frame: Without transportation, a person might find it hard to ____.

access

Say it: AK-ses

What it means: a way to reach or use something needed

Try the frame: Access to information helps a person ____.

opportunity

Say it: op-er-TOO-nuh-tee

What it means: a chance to do or achieve something

Try the frame: Rosa's family hoped for the opportunity to ____.

Tier 3 Vocabulary - Passage-Specific Words

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

volunteer

Say it: vol-uhn-TEER

What it means: a person who freely offers to help

Try the frame: A volunteer can strengthen a community by ____.

liberty

Say it: LIB-er-tee

What it means: freedom protected or valued in society

Try the frame: The Statue of Liberty reminded Rosa's family that liberty means ____.

democracy

Say it: dih-MOK-ruh-see

What it means: government in which people participate in choosing leaders

Try the frame: In a democracy, citizens show support for leaders by ____.

Ellis Island

Say it: EL-is EYE-luhnd

What it means: historic entry station in New York Harbor

Try the frame: At Ellis Island, Rosa's family had to ____.

immigration

Say it: im-uh-GRAY-shuhn

What it means: movement into a country to live there

Try the frame: Immigration is one reason a family like Rosa's might ____.

This Week's Reading Habit

Notice choices, responsibilities, opportunity, and significance.

AS YOU READ, NOTICE

- the choices a person makes or does not make.
- a responsibility a person or a community accepts.
- an opportunity a person has or does not have.
- why the issue has significance beyond the moment.

EDUCATOR INSIGHT

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

STUDENT SUPPORT - Another Way to Show What You Know

If noticing all four is difficult, choose just one - a choice, a responsibility, an opportunity, or a significance - each time you read a paragraph.

Ready to Stretch? Take Your Thinking Further!

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

The U-R-E-S Framework

Each letter finishes a job that C, R, E, A, and T already started.

U-R-E-S

U - Understanding Others	state another viewpoint accurately and neutrally
R - Rebuttal	respond to the actual viewpoint with reasoning and evidence
E - Ending	reinforce the claim in a purposeful ending, without repeating it
S - Significance	write a Bluebird statement that carries the meaning beyond the paper

PURPOSEFUL STRUCTURE

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

TRANSITION BANK

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

Point to each letter and say its job in order. Then explain why Understanding Others must come before Rebuttal.

Ready to Stretch? Take Your Thinking Further!

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

Teacher Modeling: Make the Thinking Visible

Study the model. Notice how U, R, E, and S each do a different job.

FORMAL WRITING PROMPT

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

U - UNDERSTANDING OTHERS

Some people may believe extra supports are unnecessary because citizens can simply choose whether to participate.

R - REBUTTAL

However, the passage explains that time, transportation, and access to information can make participation difficult. This evidence shows that the issue is not always willingness; sometimes people need a practical way to take part.

E - ENDING

Communities should therefore remove reasonable barriers.

S - SIGNIFICANCE

When more people can share informed ideas, public decisions can better reflect the people who live with the results.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will build a complete argument by understanding another viewpoint accurately, rebutting it with evidence, ending with purpose, and writing a significance sentence.

SUCCESS CRITERIA

- My claim answers the decision.
- My structure is purposeful and coherent.
- My facts and details are specific.
- My transitions show the actual relationship between my ideas.
- My Thinking explains how and why my evidence matters.
- My clarity and conventions are controlled.

INDEPENDENT PRODUCT

I will respond to the formal prompt with a clear claim, two ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, an accurate Understanding Others sentence, an evidence-based Rebuttal, a purposeful Ending, and a Bluebird Significance sentence.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

How do I fairly understand a different idea, answer it with evidence, and end my argument so it means something more?

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: I understand a different idea by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Before You Read

Preview both passages, then TAP the TRACKS as you read.

BEFORE STUDENTS READ

Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy. TRACKS marks the evidence in the passage.

MY READING ROUTINE

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

STUDENT SUPPORT - Another Way to Show What You Know

If marking every TRACKS category is difficult, tag just two or three exact details per passage and explain why each one matters.

Ready to Stretch? Take Your Thinking Further!

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

A Voice in the Community

Passage 11 • Nonfiction • High Stamina • Part 1 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 2

Passage 11 • Nonfiction • High Stamina • Part 2 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 3

Passage 11 • Nonfiction • High Stamina • Part 3 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 4

Passage 11 • Nonfiction • High Stamina • Part 4 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Voice in the Community - Continued 5

Passage 11 • Nonfiction • High Stamina • Part 5 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 6

Passage 11 • Nonfiction • High Stamina • Part 6 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Voice in the Community - Continued 7

Passage 11 • Nonfiction • High Stamina • Part 7 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 8

Passage 11 • Nonfiction • High Stamina • Part 8 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

[10] One way people begin participating is by paying attention to what is happening around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

A Voice in the Community - Continued 9

Passage 11 • Nonfiction • High Stamina • Part 9 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 10

Passage 11 • Nonfiction • High Stamina • Part 10 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 11

Passage 11 • Nonfiction • High Stamina • Part 11 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 12

Passage 11 • Nonfiction • High Stamina • Part 12 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 13

Passage 11 • Nonfiction • High Stamina • Part 13 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 14

Passage 11 • Nonfiction • High Stamina • Part 14 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - Continued 15

Passage 11 • Nonfiction • High Stamina • Part 15 of 15

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Voice in the Community - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“over time”	It fits because _____
R ■ Reactions	“They may think one person's vote will not make much of a difference”	It fits because _____
A ▲ Actions	“voting, attending meetings, volunteering, or sharing opinions about rules and laws”	It fits because _____
C ★ Character, Concept, Creature	“civic participation”	It fits because _____
K ♦ Key Knowledge	“transportation to a meeting, time to volunteer, or easy access to information”	It fits because _____
S ▼ Scenery / Setting	“local, state, or national level”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Gift That Welcomed Millions

Passage 12 • Historical Fiction • High Stamina • Part 1 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

[2] “It’s even bigger than I imagined,” Rosa whispered.

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

A Gift That Welcomed Millions - Continued 2

Passage 12 • Historical Fiction • High Stamina • Part 2 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Gift That Welcomed Millions - Continued 3

Passage 12 • Historical Fiction • High Stamina • Part 3 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Gift That Welcomed Millions - Continued 4

Passage 12 • Historical Fiction • High Stamina • Part 4 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Gift That Welcomed Millions - Continued 5

Passage 12 • Historical Fiction • High Stamina • Part 5 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Gift That Welcomed Millions - Continued 6

Passage 12 • Historical Fiction • High Stamina • Part 6 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Gift That Welcomed Millions - Continued 7

Passage 12 • Historical Fiction • High Stamina • Part 7 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Gift That Welcomed Millions - Continued 8

Passage 12 • Historical Fiction • High Stamina • Part 8 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Gift That Welcomed Millions - Continued 9

Passage 12 • Historical Fiction • High Stamina • Part 9 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Gift That Welcomed Millions - Continued 10

Passage 12 • Historical Fiction • High Stamina • Part 10 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Gift That Welcomed Millions - Continued 11

Passage 12 • Historical Fiction • High Stamina • Part 11 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Gift That Welcomed Millions - Continued 12

Passage 12 • Historical Fiction • High Stamina • Part 12 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

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

A Gift That Welcomed Millions - Continued 13

Passage 12 • Historical Fiction • High Stamina • Part 13 of 13

AS YOU READ

TAP the TRACKS by marking exact evidence. Notice choices, responsibilities, opportunity, and significance. Ask which details could support Understanding Others or a Rebuttal.

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

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

A Gift That Welcomed Millions - 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 spring of 1907"	It fits because _____
R ■ Reactions	"Some looked excited. Others looked nervous."	It fits because _____
A ▲ Actions	"Her family had traveled for weeks from Italy"	It fits because _____
C ★ Character, Concept, Creature	"The Statue of Liberty"	It fits because _____
K ♦ Key Knowledge	"the torch stood for hope and freedom"	It fits because _____
S ▼ Scenery / Setting	"New York Harbor"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because _____. Then ask which detail could support a viewpoint or a 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 1 - GATHER: Accuracy Comes Before Disagreement

Catch an inaccurate or unfair viewpoint, then correct it.

OBJECTIVE

I can identify Understanding and Rebuttal and catch inaccurate or unsupported reasoning.

AUDITORY ENGAGEMENT - CATCH AND CORRECT

1. Pencils down while your teacher reads a flawed viewpoint and rebuttal.
2. Signal when you hear an inaccurate or unfair representation.
3. With a partner, paraphrase the viewpoint neutrally.
4. Add evidence to the rebuttal.
5. Fresh Recall: close your notes and complete: U does ____; R does ____.

REMEMBER

Accuracy comes before disagreement.

STUDENT SUPPORT - Another Way to Show What You Know

If catching the unfair part is difficult, listen for the word "always," "never," or "wrong" - those words often signal an unfair viewpoint.

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: Represent the Idea Accurately

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

THE FORMAL WRITING PROMPT

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

REVEAL

Say the possible side aloud, then tell a partner which passage detail could help a writer defend it. A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason.

FRESH RECALL

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

Day 2 - ATTEMPT: Viewpoint Bridge

The main game for the module - how to play.

THE GOAL

Build the bridge by listening accurately, answering the real idea, and lifting the meaning. Teams advance through UNDERSTAND, REBUT, END, and SIGNIFICANCE.

HOW TO PLAY

1. Draw one Sentence-Statement Task card.
2. UNDERSTAND: state the viewpoint accurately and neutrally.
3. REBUT: respond with reasoning and text evidence.
4. END: reinforce and synthesize the claim.
5. SIGNIFICANCE: write a Bluebird statement.
6. A team repairs any invented viewpoint, personal attack, unsupported rebuttal, repetitive ending, or narrow significance statement before advancing.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Match first; check the card back second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

No scissors needed: use the card number printed on each card on the recording sheet instead of cutting. You still complete UNDERSTAND, REBUT, END, and SIGNIFICANCE 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.

Viewpoint Bridge - The Game Mat

Complete each step for your card, then read the whole bridge aloud.

UNDERSTAND

REBUT

END

SIGNIFICANCE

CUT PAGE - Viewpoint Bridge Task Cards 1

Cut on the dashed lines. Draw a card and build U-R-E-S for it.

CARD 1

Explain whether people who do not participate in civic life may still have reasonable concerns that deserve to be heard.

CARD 2

Explain whether a rebuttal should begin by accurately representing the other viewpoint.

CARD 3

Explain whether a writer can disagree respectfully and still make a strong argument.

CARD 4

Explain whether the difficulty of immigration can exist alongside hope for opportunity.

Card Backs - Viewpoint Bridge Task

Cards 1

Check the card number only after your team commits.

2

VIEWPOINT BRIDGE · Sentence-Statement Task

1

VIEWPOINT BRIDGE · Sentence-Statement Task

4

VIEWPOINT BRIDGE · Sentence-Statement Task

3

VIEWPOINT BRIDGE · Sentence-Statement Task

CUT PAGE - Viewpoint Bridge Task Cards 2

Cut on the dashed lines. Draw a card and build U-R-E-S for it.

CARD 5

Explain whether a symbol such as the Statue of Liberty can mean different things to different people.

CARD 6

Explain whether communities should remove barriers that make participation difficult.

CARD 7

Explain whether a rebuttal without evidence is strong enough to defend a claim.

Card Backs - Viewpoint Bridge Task

Cards 2

Check the card number only after your team commits.

6

VIEWPOINT BRIDGE · Sentence-Statement Task

5

VIEWPOINT BRIDGE · Sentence-Statement Task

7

VIEWPOINT BRIDGE · Sentence-Statement Task

CUT PAGE - Viewpoint Bridge Task Cards 3

Cut on the dashed lines. Draw a card and build U-R-E-S for it.

CARD 8

Explain whether a conclusion should introduce a completely new major reason.

CARD 9

Explain whether a Bluebird significance sentence should connect the issue to life beyond the paper.

CARD 10

Explain whether listening to another viewpoint can improve a writer's own claim.

Card Backs - Viewpoint Bridge Task

Cards 3

Check the card number only after your team commits.

9

VIEWPOINT BRIDGE · Sentence-Statement Task

8

VIEWPOINT BRIDGE · Sentence-Statement Task

10

VIEWPOINT BRIDGE · Sentence-Statement Task

Viewpoint Bridge - Answer Key / Teacher Look-Fors

Use this key to check your own bridge before you move on.

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

Viewpoint Bridge - My Recording Sheet

Record your strongest bridge, then explain why each part is fair, evidence-based, and meaningful.

MY STRONGEST BRIDGE

Card number	
Understand	
Rebut	
End	
Significance	

WHY IS EACH PART FAIR, EVIDENCE-BASED, AND MEANINGFUL?

STUDENT SUPPORT - Another Way to Show What You Know

Say the whole bridge aloud before recording. The understanding must be neutral, and the rebuttal must answer the real idea, not a weaker version of it.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

MY DAY 3 LEARNING TARGET

I will independently state a claim, two ordered reasons, evidence, an accurate Understanding Others sentence, an evidence-based Rebuttal, a purposeful Ending, and a Bluebird Significance sentence.

TALK IT THROUGH

Where does your idea begin, and how does each next sentence help it grow?

Point to a source detail. What reason does it support, and how do you know?

What is the difference between evidence and Thinking?

CONNECT TO THE ESSENTIAL QUESTION

How do I fairly understand a different idea, answer it with evidence, and end my argument so it means something more?

STUDENT SUPPORT - Another Way to Show What You Know

Use a respectful sentence stem when you represent another possible idea: Some people may believe ____ because ____.
Accuracy comes before response.

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 INDEPENDENTLY: Write My Full Response

Respond to the formal prompt with the complete U-R-E-S path.

FORMAL WRITING PROMPT

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

MY PLAN

Claim:

Two reasons in a logical order:

Evidence for each reason:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Full Response - Understand, Rebut, End, Significance

Complete the rest of the U-R-E-S path in a logical order.

UNDERSTANDING OTHERS

State one reasonable, accurate, neutral opposing viewpoint.

REBUTTAL

Answer that real viewpoint with reasoning and text evidence. Use: Some people may believe ____ because _____. However, _____.

ENDING

Reinforce your claim with purpose. Do not simply repeat it.

SIGNIFICANCE (BLUEBIRD)

Carry the meaning beyond the paper: why does this issue matter to a real reader?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Full Response - Draft

Write your complete U-R-E-S response on the lines below.

SUCCESS CHECK

- ☐ Claim answers the decision ☐ Understanding is accurate and neutral ☐ Rebuttal answers the real idea ☐ Ending is purposeful ☐ Significance carries meaning further

[illegible]

Study Three U-R-E-S Exemplars

Notice how an argument moves from unfair and unfinished to fair, evidence-based, and meaningful.

PROMPT

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

LOW

Understanding: People who do not participate are just lazy. Rebuttal: They should participate because participating is good. Ending: Communities should make participation easier.

This response answers a weaker, unfair version of the other side and gives no evidence. Which U-R-E-S parts did it skip?

MEDIUM

Understanding: Some people may believe extra supports are unnecessary because citizens can choose whether to participate. Rebuttal: However, the passage explains that time and transportation can make participation difficult. Ending: Communities should make participation easier.

The understanding is accurate and the rebuttal uses evidence, but the ending only repeats the claim and there is no significance sentence. What two parts are still missing?

Day 4 - AWARD Yourself

An award counts when you point to a precise move in your own writing.

STANDARDS APPLICATION CHECK

Highlight one sentence that best shows today's U-R-E-S focus. Star one evidence-to-thinking connection. Give yourself one specific compliment.

MY AWARD

The move I am most proud of is

This move works because

STUDENT SUPPORT - Another Way to Show What You Know

Name the exact move you controlled.
Evidence of growth is specific, not a vague compliment.

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 - TARGET and Revise

Improve sentence structure and word choice; combine or rearrange ideas for coherence and clarity.

REVISE

Read your draft aloud.

ADD one idea that makes a paragraph clearer:

COMBINE or REARRANGE one idea for coherence:

EDIT - CONVENTIONS SWEEP

☐ Complete compound sentences with subject-verb agreement ☐ No splices, run-ons, or fragments ☐ Commas in compound and complex sentences ☐ Quotation marks in dialogue ☐ Spelling

My edited sentence:

BUILD A PRECISE TARGET

My next goal is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN: Teach It Back

Teach a partner how U, R, E, and S strengthen a full CREATURES response.

MY DAY 5 LEARNING TARGET

I will teach how Understanding Others, Rebuttal, Ending, and Significance strengthen a full CREATURES response.

TEACH IT BACK

Round 1 may use your notes. Round 2 happens with your notes closed. The listener asks one clarifying question and names one accurate idea.

MY TEACHING CARD

Understanding Others means:

A fair rebuttal answers:

An ending is different from a repeated claim because:

A Bluebird significance sentence sounds like:

LISTENER RESPONSIBILITIES

- Name U, R, E, and S in order.
- Listen for one exact passage detail.
- Ask why the writer represented the other viewpoint accurately.
- Check that the ending and significance are different jobs.

STUDENT SUPPORT - Another Way to Show What You Know

If you can teach why each move matters, you can control the full argument. Use one exact passage detail as you explain.

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 I fairly understand a different idea, answer it with evidence, and end my argument so it means something more?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

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

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

STUDENT SUPPORT - Another Way to Show What You Know

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

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

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	With Support	Independently
State a claim that answers the decision	☐	☐	☐
Use purposeful structure and coherent transitions	☐	☐	☐
Represent another viewpoint accurately and neutrally	☐	☐	☐
Write a rebuttal that answers the real idea with evidence	☐	☐	☐
Write an ending that reinforces without repeating	☐	☐	☐
Write a Bluebird significance sentence	☐	☐	☐
Revise for coherence and clarity, then edit conventions	☐	☐	☐

Additional Writing Opportunities

Choose one and build the complete U-R-E-S path.

QUICK WRITE

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

PASSAGE-TO-PASSAGE CONNECTION

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

CORRESPONDENCE REHEARSAL

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

STUDENT SUPPORT - Another Way to Show What You Know

Choose the prompt whose evidence you can build most clearly. Then reread the passage before planning.

Ready to Stretch? Take Your Thinking Further!

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

Revision Practice - Repair, Combine, Protect

Practice the moves real writers use before they draft a final response.

PRACTICE 1 - REPAIR A PILE

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

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence.

PRACTICE 2 - CHOOSE THE RELATIONSHIP

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

Task: Combine the ideas using a transition that accurately shows cause and effect, then write a Thinking sentence.

PRACTICE 3 - PROTECT A DIFFERENT VIEWPOINT

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

Task: Revise the absolute language. Acknowledge real barriers while keeping the claim fair, accurate, and supportable.

Revision Practice - Sort, Rearrange, Edit

Finish the revision-and-editing set.

PRACTICE 4 - EVIDENCE OR THINKING

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

PRACTICE 5 - REARRANGE FOR CLARITY

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

Task: Number the parts into a coherent order. Add one transition that introduces an example and another that adds a distinct reason.

PRACTICE 6 - EDIT AFTER REVISING

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

Task: First revise so the relationship is clear. Then edit capitalization, apostrophes, quotation marks, sentence boundaries, and the comma with however.

STUDENT SUPPORT - Another Way to Show What You Know

Revision comes before editing - fix the ideas first, then fix the surface.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent response connect every U-R-E-S part?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your ending and your significance sentence. Defend how they do different jobs.

PROOF OF TRANSFER

I knew I could use the U-R-E-S habit in a new response because on page _____ I

READY TO STRETCH? - Argument Enrichment Studio

Move beyond one response and compare your choices with precision.

DIRECTIONS

Write the same argument with two different reason orders and defend the stronger sequence. Add a second Thinking sentence that explains significance without repetition.

TRANSITION MAP

Create a transition map labeled cause/effect, contrast, addition, and example. Use at least one transition from each label in your response.

CHALLENGE A PEER

Trade papers with a partner. Find the exact point where a scrambled pathway breaks, and explain how to repair it.

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

I understand another viewpoint by stating it accurately instead of attacking a weaker version of it. I write a rebuttal that answers that real idea with reasoning and evidence. I write a purposeful ending that reinforces my claim without repeating it. Then I write a significance sentence that carries my thinking beyond the paper. These four moves make my argument fairer, stronger, and more meaningful.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I finish my argument so it is fair and strong?

My Answer

I fairly explain the other side, use my reasons and evidence to answer it in my rebuttal, and end by restating my claim and showing why it matters.

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.

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CLUSTER 6



M O D U L E

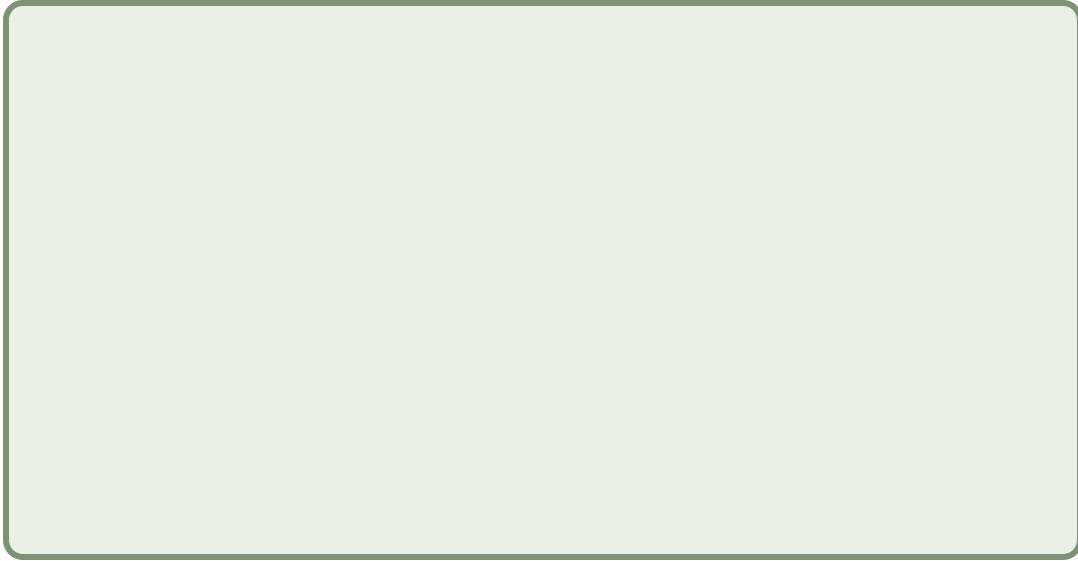


Full CREATURES in an Argument Letter

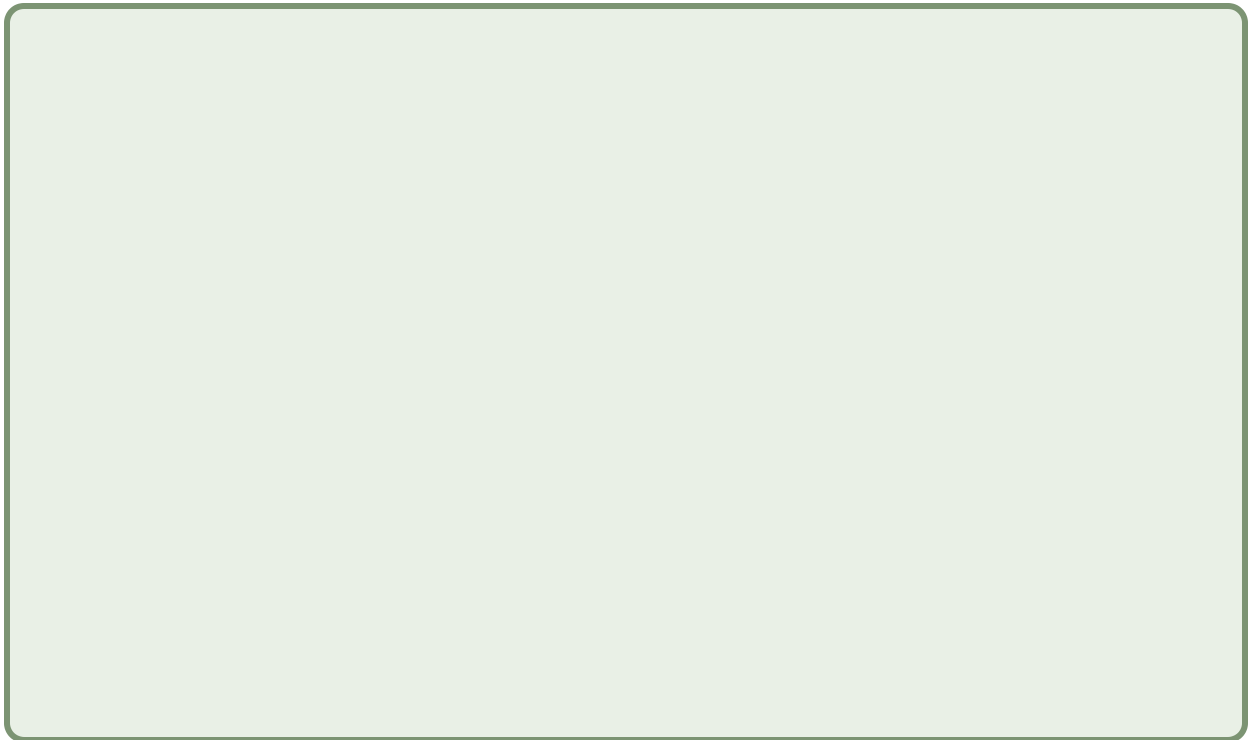
Writing for a Real Audience



Pocket Practice



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



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

Why This Module Matters

Your argument still needs a claim and proof - now it also needs a real reader and a real request.

WHY THIS MODULE MATTERS

In this module your argument leaves the classroom and enters correspondence. You still need a clear claim, accurate evidence, and Thinking that explains how and why the evidence matters. Now you also respectfully represent another viewpoint, write a reasoned rebuttal, and make a genuine request for information that connects to your topic. When you write for a real audience, structure becomes more than a school exercise - your words have a purpose and a reader.

Essential Question

How do I shape my argument as a letter for a real reader?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my letter with a clear introduction.

TEKS 11(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use transitions that show the real relationship between my ideas.

TEKS 11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my letter with a conclusion that reinforces my position.

TEKS 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can support my ideas with specific facts from the passage.

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 support my ideas with specific details from the passage.

The Standards I Am Learning - Part 2

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

TEKS 12(C)(i) - Official Standard

compose argumentative texts, including opinion essays, using genre characteristics

HOW I SAY THE STANDARD!

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

TEKS 12(C)(ii) - Official Standard

compose argumentative texts, including opinion essays, using craft

HOW I SAY THE STANDARD!

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

TEKS 12(D)(i) - Official Standard

compose correspondence that requests information

HOW I SAY THE STANDARD!

I can write a letter that respectfully requests information.

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 Standards I Am Learning - Part 3

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

TEKS 11(C)(vii) - Official Standard

revise drafts by adding ideas for clarity

HOW I SAY THE STANDARD!

I can add ideas to make my writing clearer.

TEKS 11(C)(viii) - Official Standard

revise drafts deleting ideas for clarity

HOW I SAY THE STANDARD!

I can delete ideas that do not help my writing.

TEKS 11(C)(ix) - Official Standard

revise drafts combining ideas for clarity

HOW I SAY THE STANDARD!

I can combine ideas so my writing is clearer.

TEKS 11(C)(x) - Official Standard

revise drafts by rearranging ideas for clarity

HOW I SAY THE STANDARD!

I can rearrange ideas so my writing is clearer.

The Standards I Am Learning - Part 4

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

TEKS 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 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.

TEKS 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 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.

TEKS 11(D)(xx) - Official Standard

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

HOW I SAY THE STANDARD!

I can use commas correctly in compound sentences.

The Standards I Am Learning - Part 5

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

TEKS 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 complex sentences.

TEKS 11(D)(xxii) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue

HOW I SAY THE STANDARD!

I can use quotation marks correctly in dialogue.

TEKS 11(D)(xxiii) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including italics for titles

HOW I SAY THE STANDARD!

I can use italics for titles.

TEKS 11(D)(xxiv) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including italics for emphasis

HOW I SAY THE STANDARD!

I can use italics for emphasis.

TEKS 11(D)(xxv) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including underlining for titles

HOW I SAY THE STANDARD!

I can use underlining for titles.

The Standards I Am Learning - Part 6

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

TEKS 11(D)(xxvi) - Official Standard

edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis

HOW I SAY THE STANDARD!

I can use underlining for emphasis.

TEKS 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 patterns I have learned.

TEKS 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 spelling rules I have learned.

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 correctly spell high-frequency words.

The ELPS I Am Learning

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

ELPS 4(F)(xiii) - Official Standard

write to justify with supporting evidence using appropriate content for [a] specific audience

HOW I SAY THE STANDARD!

I can support my letter with evidence written for a specific audience.

My Module 4 Learning Launchpad

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

I CAN

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

I WILL

- keep my tone respectful while defending my position.
- revise my letter for clarity and organization.
- edit dialogue, titles, emphasis, spelling, and sentence boundaries.
- use text evidence, write independently, and explain my thinking to others.

LEARNING DESTINATION

I will build a complete argumentative letter for a real reader: name my audience, write a respectful greeting, claim my side, support it with evidence and Thinking, represent another viewpoint fairly, rebut it, make a genuine request for information, and end with significance.

MY LAUNCHPAD PROMISE

The letter HABIT I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Identify my real or simulated audience	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use full CREATURES in a connected response	a lot / a little / new	a lot / a little / new	a lot / a little / new
Represent another viewpoint and rebut it respectfully	a lot / a little / new	a lot / a little / new	a lot / a little / new
Make a genuine request for information	a lot / a little / new	a lot / a little / new	a lot / a little / new
End my letter with significance	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

reader

Say it: REE-dur

What it means: the person who reads writing

Try the frame: The reader of my letter will want to know why I am writing.

letter

Say it: LET-ur

What it means: a written message to a person or group

Try the frame: I am writing a letter to a real audience.

ask

Say it: ASK

What it means: to request information or action

Try the frame: I will ask a respectful question in my closing.

polite

Say it: puh-LYT

What it means: showing respect and good manners

Try the frame: A polite greeting helps my reader trust my letter.

purpose

Say it: PUR-pus

What it means: the reason for doing or writing something

Try the frame: My purpose is to explain my claim and request information.

Tier 1 Vocabulary

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

tone

Say it: TOHN

What it means: the feeling or attitude a writer's words show

Try the frame: My tone should stay respectful even when I disagree.

reply

Say it: rih-PLY

What it means: an answer to a message or request

Try the frame: I hope my reader will send a helpful reply.

improve

Say it: im-PROOV

What it means: to make something better

Try the frame: I can improve my letter by adding a clear reason.

share

Say it: SHAIR

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

Try the frame: I will share my claim and my evidence with my reader.

decide

Say it: dih-SYD

What it means: to make a choice after thinking

Try the frame: I will decide my side before I start drafting.

Tier 2 Vocabulary

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

audience

Say it: AW-dee-uhns

What it means: the person or group the writer is addressing

Try the frame: My audience is the community leader who will read my letter.

recipient

Say it: rih-SIP-ee-uhnt

What it means: the person who receives the letter

Try the frame: The recipient of my letter is a school or local leader.

request

Say it: rih-KWEST

What it means: to ask respectfully for information or action

Try the frame: I will request information about student opportunities.

reinforce

Say it: ree-in-FORS

What it means: to strengthen an idea by returning to it with purpose

Try the frame: My ending will reinforce the claim I made in my introduction.

correspondence

Say it: kor-uh-SPON-duhns

What it means: written communication between people or groups

Try the frame: An argumentative letter is one kind of correspondence.

Tier 2 Vocabulary

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

register

Say it: REJ-ih-stur

What it means: the level of formality chosen for an audience

Try the frame: I will choose a respectful register for my community leader.

conventions

Say it: kuhn-VEN-shuhnz

What it means: agreed rules for writing, grammar, punctuation, and format

Try the frame: I will edit my letter using standard conventions.

claim

Say it: KLAYM

What it means: the writer's defensible position

Try the frame: My claim answers the decision in the prompt.

rebuttal

Say it: rih-BUT-ul

What it means: a reasoned response to another viewpoint

Try the frame: My rebuttal explains why another idea does not change my claim.

synthesize

Say it: SIN-thuh-syz

What it means: to combine important ideas into a clear whole

Try the frame: I will synthesize my claim, evidence, and request into one letter.

Tier 3 Vocabulary

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

civic action

Say it: SIV-ik AK-shuhn

What it means: a purposeful act that supports community life or decisions

Try the frame: Voting and volunteering are both examples of civic action.

participation

Say it: par-tis-uh-PAY-shuhn

What it means: taking part in an activity or decision

Try the frame: Student participation can include meetings, letters, and service.

election

Say it: ih-LEK-shuhn

What it means: a process for choosing leaders by voting

Try the frame: An election lets citizens choose who will represent them.

volunteer

Say it: vol-uhn-TEER

What it means: a person who freely offers to help

Try the frame: A volunteer might help clean a park or collect food.

liberty

Say it: LIB-er-tee

What it means: freedom protected or valued in society

Try the frame: The statue's torch reminded Rosa's family of liberty.

Tier 3 Vocabulary

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

democracy

Say it: dih-MOK-ruh-see

What it means: government in which people participate in choosing leaders

Try the frame: Voting is one way citizens take part in a democracy.

immigration

Say it: im-uh-GRAY-shuhn

What it means: movement into a country to live there

Try the frame: Rosa's family experienced immigration when they arrived from Italy.

Ellis Island

Say it: EL-is EYE-luhnd

What it means: historic entry station in New York Harbor

Try the frame: Rosa's family was questioned and examined at Ellis Island.

interpreter

Say it: in-TER-pruh-ter

What it means: a person who helps people communicate across languages

Try the frame: An interpreter helped officials speak with newly arrived families.

opportunity

Say it: op-er-TOO-nuh-tee

What it means: a chance to do or achieve something

Try the frame: Rosa's family hoped for the opportunity to build a new life.

The DOT Reading HABIT

Details. Organization. Theme.

Step	What It Means
D - Details	Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.
O - Organization	Notice how greeting, purpose, claim, evidence, another viewpoint, rebuttal, request, and closing work together.
T - Theme	Identify the significance a strong ending leaves with a real reader.

WORDS TO REMEMBER

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

AS YOU READ

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

CREATURES Spotlight: Argument and Thinking

Argument = a connected line, not a list. Thinking = how and why the evidence proves the reason.

CREATURES SPOTLIGHT

A = Argument: a connected line, not a list.

T = Thinking: how does this evidence prove my reason, and why does it matter?

PURPOSEFUL STRUCTURE

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

INTRO

›

REASONS

›

EVIDENCE

›

THINKING

›

ENDING

TRANSITION BANK

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Parts of an Argumentative Letter (Full CREATURES)

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

Letter Part	What It Does
Date and Greeting	Tells who you are writing to (Dear _____).
Introduction	States your purpose and your claim early.
Reasons and Evidence	Two ordered reasons, each with passage evidence and a Thinking sentence.
Another Viewpoint	Represents a different idea fairly and respectfully.
Rebuttal	Explains why the claim still stands, using reasoning.
Request for Information	A genuine, respectful request that grows from the argument.
Closing Thought	Reinforces the claim and adds significance.
Closing and Signature	Politely ends the letter and shows who wrote it.

OUR HABIT TODAY

Writing for a real audience changes word choice, tone, and organization. A letter to a school or local leader stays respectful and specific, even when the writer disagrees or asks for change. The request for information must connect to the topic, not appear as an unrelated final sentence.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part first. Then ask: What job does this part do for my reader?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Study a Complete Argumentative Letter

See how audience, argument, and request work together for a real reader.

PROMPT

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

HIGH EXEMPLAR

Dear Community Leader,

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

Respectfully, A Grade 5 Student

NOTICE AND NAME

- The greeting identifies a real audience.
- The introduction explains the purpose and states a claim.
- The evidence names specific ways students can participate.
- Another viewpoint is represented, then respectfully rebutted with "However."
- The request asks for information that grows directly from the claim.
- The closing thought communicates significance beyond the letter itself.

STUDENT SUPPORT - Another Way to Show What You Know

Read one part at a time. You still explain how each part serves the reader.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: My reader is ____, so I should _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

A Voice in the Community

Passage 11 • Nonfiction • Part 1 of 22

AS YOU READ

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

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

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

A Voice in the Community - Continued 2

Passage 11 • Nonfiction • Part 2 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 3

Passage 11 • Nonfiction • Part 3 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 4

Passage 11 • Nonfiction • Part 4 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Voice in the Community - Continued 5

Passage 11 • Nonfiction • Part 5 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 6

Passage 11 • Nonfiction • Part 6 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Voice in the Community - Continued 7

Passage 11 • Nonfiction • Part 7 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 8

Passage 11 • Nonfiction • Part 8 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

[10] One way people begin participating is by paying attention to what is happening around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

A Voice in the Community - Continued 9

Passage 11 • Nonfiction • Part 9 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 10

Passage 11 • Nonfiction • Part 10 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 11

Passage 11 • Nonfiction • Part 11 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 12

Passage 11 • Nonfiction • Part 12 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 13

Passage 11 • Nonfiction • Part 13 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 14

Passage 11 • Nonfiction • Part 14 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 15

Passage 11 • Nonfiction • Part 15 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 16

Passage 11 • Nonfiction • Part 16 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 17

Passage 11 • Nonfiction • Part 17 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 18

Passage 11 • Nonfiction • Part 18 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 19

Passage 11 • Nonfiction • Part 19 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 20

Passage 11 • Nonfiction • Part 20 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 21

Passage 11 • Nonfiction • Part 21 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Voice in the Community - Continued 22

Passage 11 • Nonfiction • Part 22 of 22

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Voice in the Community - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain which reason each exact clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	“how a community changes over time”	It could support the reason _____
R ■ Reactions	“They may think one person’s vote will not make much of a difference”	It could support the reason _____
A ▲ Actions	“Students may organize a food drive, write letters about an issue, or help improve a park”	It could support the reason _____
C ★ Character, Concept, Creature	“civic participation”	It could support the reason _____
K ♦ Key Knowledge	“transportation to a meeting, time to volunteer, or easy access to information”	It could support the reason _____
S ▼ Scenery / Setting	“the local, state, or national level”	It could support the reason _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could support the reason _____. You still choose the reason it fits.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

A Gift That Welcomed Millions

Passage 12 • Historical Fiction • Part 1 of 19

AS YOU READ

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

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

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

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

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

A Gift That Welcomed Millions - Continued 2

Passage 12 • Historical Fiction • Part 2 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 3

Passage 12 • Historical Fiction • Part 3 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 4

Passage 12 • Historical Fiction • Part 4 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 5

Passage 12 • Historical Fiction • Part 5 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 6

Passage 12 • Historical Fiction • Part 6 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 7

Passage 12 • Historical Fiction • Part 7 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 8

Passage 12 • Historical Fiction • Part 8 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 9

Passage 12 • Historical Fiction • Part 9 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 10

Passage 12 • Historical Fiction • Part 10 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

A Gift That Welcomed Millions - Continued 11

Passage 12 • Historical Fiction • Part 11 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 12

Passage 12 • Historical Fiction • Part 12 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 13

Passage 12 • Historical Fiction • Part 13 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 14

Passage 12 • Historical Fiction • Part 14 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 15

Passage 12 • Historical Fiction • Part 15 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 16

Passage 12 • Historical Fiction • Part 16 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 17

Passage 12 • Historical Fiction • Part 17 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 18

Passage 12 • Historical Fiction • Part 18 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - Continued 19

Passage 12 • Historical Fiction • Part 19 of 19

AS YOU CONTINUE READING

Keep numbering, marking details, and tagging exact TRACKS evidence. Mark one detail a specific reader would care about.

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

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

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

A Gift That Welcomed Millions - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain which reason each exact clue could prove.

TRACKS	Exact Evidence	Reason It Could Prove
T • Time	"In the spring of 1907"	It could support the reason _____
R ■ Reactions	"Some looked excited. Others looked nervous."	It could support the reason _____
A ▲ Actions	"Her family had traveled for weeks from Italy"	It could support the reason _____
C ★ Character, Concept, Creature	"the Statue of Liberty"	It could support the reason _____
K ♦ Key Knowledge	"the torch stood for hope and freedom"	It could support the reason _____
S ▼ Scenery / Setting	"New York Harbor"	It could support the reason _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could support the reason _____. You still choose the reason it fits.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 1 - GATHER: Listen for the Real Reader

Today your argument leaves the classroom and enters correspondence.

MY DAY 1 LEARNING TARGET

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

TEACHER SCRIPT

“Today your argument leaves the classroom and enters correspondence. That means your reader is not just a grader; your reader is a person.” “A real audience changes your greeting, tone, evidence choices, request, and closing.”

AUDITORY ENGAGEMENT — PARTNER TEACH-BACK

1. Round 1: Teach a partner with your notes.
2. Round 2: Teach it again with your notes closed.
3. Fresh Recall: Without notes, name two ways a real audience changes a letter.

FINISH THE THOUGHT

“Because my audience is ____, I should ____.” “A respectful opening should ____.” “A genuine request should ____.”

STUDENT SUPPORT - Another Way to Show What You Know

Say the stem aloud to a partner first, then write your own shorter version.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 1 - REVEAL: Teacher Modeling

Make the thinking visible: build an argument AND write real correspondence that requests information.

FORMAL WRITING PROMPT - SENTENCE STATEMENT

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

TEACHER SCRIPT

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

MODEL REQUEST SENTENCE

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

CHECK

How is this request different from just telling the recipient what to do?

STUDENT SUPPORT - Another Way to Show What You Know

Read the model request aloud. You still explain what job it does for the reader.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Letter Lab - Audience, Argument, Request

Read. Plan. Build. Check that your request grows from your argument.

MY DAY 2 LEARNING TARGET

I will plan full CREATURES reasoning and add formal letter parts, including a genuine request for information.

HOW TO PLAY

1. Draw a Letter Lab task card.
2. Identify the audience, purpose, and claim the card requires.
3. Plan full CREATURES: claim, reason, evidence, Thinking, another viewpoint, rebuttal.
4. Add formal letter parts: date, greeting, closing thought, closing, signature.
5. Write a genuine request for information that connects to your claim.
6. Peer-check register and clarity, then revise one sentence.

TEACHER SCRIPT

“Plan the argument before you place it inside the letter.” “Use the passages to test how audience, evidence, and a request fit together; do not decide before you can point to support.”

CARD SET YOU WILL USE

10 Letter Lab Task Cards

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered No-Cut Pathway sheet and plan the same letter without cutting.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

No-Cut Pathway - Letter Lab

Prefer not to cut? Plan the letter by writing the card number.

WRITE, DO NOT CUT

You can play the whole game without scissors. Write the number of the card you choose on the recording sheet, then plan and write the finished letter in order.

MY PLAN (by card number)

Card #: _____

Audience: _____ Claim: _____

Request for information: _____

STUDENT SUPPORT - Another Way to Show What You Know

Read your choices aloud in order. Ask: Does my request truly connect to my claim?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

CUT PAGE - Letter Lab Task Cards (1)

Cut only on the dashed lines.

CARD 1 — LETTER LAB

Explain whether local communities should create more ways for young people to participate, and write to a local leader requesting participation information.

CARD 2 — LETTER LAB

Explain whether schools should teach civic participation through real community projects, and request information from a school leader.

CARD 3 — LETTER LAB

Explain whether community meetings should provide easier access to reliable information, and request agenda information from a city office.

CARD 4 — LETTER LAB

Explain whether volunteering should be taught as civic participation, and request information about youth volunteer roles.

Card Backs - Letter Lab Task Cards (1)

Check only after the group commits.

2 LETTER LAB Audience • Argument • Request • Card 2	1 LETTER LAB Audience • Argument • Request • Card 1
4 LETTER LAB Audience • Argument • Request • Card 4	3 LETTER LAB Audience • Argument • Request • Card 3

CUT PAGE - Letter Lab Task Cards (2)

Cut only on the dashed lines.

CARD 5 — LETTER LAB

Explain whether the Statue of Liberty remains important for studying immigration and belonging, and request exhibit information.

CARD 6 — LETTER LAB

Explain whether schools should teach opportunities and challenges of immigration, and request immigrant stories from an archive.

CARD 7 — LETTER LAB

Explain whether respectful disagreement should be taught in schools, and request information about discussion programs.

CARD 8 — LETTER LAB

Explain whether young people should share ideas with local leaders, and request information about youth advisory groups.

Card Backs - Letter Lab Task Cards (2)

Check only after the group commits.

6

LETTER LAB

**Audience • Argument • Request •
Card 6**

5

LETTER LAB

**Audience • Argument • Request •
Card 5**

8

LETTER LAB

**Audience • Argument • Request •
Card 8**

7

LETTER LAB

**Audience • Argument • Request •
Card 7**

CUT PAGE - Letter Lab Task Cards (3)

Cut only on the dashed lines.

CARD 9 — LETTER LAB

Explain whether communities become stronger when participation is accessible, and request information about accessibility supports.

CARD 10 — LETTER LAB

Explain whether liberty should connect to civic responsibility, and request student resources from an educational organization.

Card Backs - Letter Lab Task Cards (3)

Check only after the group commits.

10 LETTER LAB Audience • Argument • Request • Card 10	9 LETTER LAB Audience • Argument • Request • Card 9

Letter Lab - Answer Key / Teacher Look-Fors

Check your plan against the teacher look-fors, then record your build.

ANSWER KEY / TEACHER LOOK-FORS

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

MY RECORDING

Card #: ____ Audience: _____

Claim: _____

Why my request fits my claim:

STUDENT SUPPORT - Another Way to Show What You Know

Say your plan aloud before recording it. You still choose your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 3 - DISCUSS: Read as a Reader Would

What makes a letter sound respectful, connected, and complete?

MY DAY 3 LEARNING TARGET

I will write my own argumentative letter using full CREATURES, another viewpoint, a rebuttal, and a genuine request for information.

Where does your idea begin, and how does each next sentence help it grow?

How do you point to a source detail and name the reason it supports?

Why use a respectful sentence stem when you represent another possible idea?

How does a genuine request grow from your argument instead of being added at the end?

STUDENT SUPPORT - Another Way to Show What You Know

Use: My claim is _____. My evidence is _____.
My request is _____ because _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 3 - USE AGAIN: Independent Notebook Task

Write independently. Make the thinking visible - do not copy the model.

FORMAL WRITING PROMPT - SENTENCE STATEMENT

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

WHAT TO DO

1. Use a date and greeting.
2. State your purpose and claim early.
3. Use two reasons with passage evidence and Thinking.
4. Represent another viewpoint and rebut it respectfully.
5. Make a genuine request for information.
6. Reinforce the claim, add significance, and use an appropriate closing and signature.

STUDENT SUPPORT - Another Way to Show What You Know

Your notebook must show your own decisions, not a copied model.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Full Argumentative Letter Draft - Page 1

Choose a Letter Lab prompt and write the whole letter for a real reader.

DRAFTING FOCUS

Date and Greeting → Introduction (Purpose + Claim) → Reasons and Evidence → Thinking → Another Viewpoint → Rebuttal → Request for Information → Closing Thought → Closing → Signature.

[illegible]

Full Argumentative Letter Draft - Page 2

Continue only if you need more space.

AUDIENCE CHECK

Does my greeting, register, evidence, viewpoint, rebuttal, and request all fit the same reader, and does my ending reinforce my claim with significance?

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.

Cumulative Argumentative Letter Quality Check

Check the letter parts you have built.

COPY MY GREETING → CLAIM → EVIDENCE → ANOTHER VIEWPOINT → REBUTTAL → REQUEST → CLOSING

CHECK

- ☐ greeting and register fit the audience ☐ purpose and claim stated early ☐ evidence is specific, and Thinking explains it
- ☐ another viewpoint is represented fairly ☐ rebuttal is reasoned and respectful ☐ request for information connects to the claim
- ☐ closing thought reinforces the claim with significance ☐ respectful closing and signature
- ☐ commas, quotation marks, italics/underlining, and spelling

MY REVISED LETTER PART

STUDENT SUPPORT - Another Way to Show What You Know

Point to one part at a time and read aloud.
You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 4 - AWARD Yourself

An award counts when you point to a real choice in your own letter.

MY DAY 4 LEARNING TARGET

I will award one precise move I made well and target one precise next step.

STANDARDS APPLICATION CHECK

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

TEACHER SCRIPT

“Strong writers point to the exact move they controlled today. Award one precise move, not a vague compliment.”

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest evidence-to-Thinking connection before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Correspondence

Choose one letter goal from this module.

- ☐ Revise by adding, deleting, combining, or rearranging for clarity.
- ☐ Choose a transition that names the real relationship.
- ☐ Represent another viewpoint more fairly.
- ☐ Write a more genuine, connected request for information.
- ☐ Edit capitalization, commas, quotation marks, italics, underlining, or spelling.

MY TARGET

My next goal in argumentative correspondence is

I chose it because

I will know I improved when

TEACHER SCRIPT

“Target one next step that will make the reasoning clearer for a real reader. Revise the idea before you edit the surface.”

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Day 5 - EXPLAIN: Teach It Back

Teach a partner how audience, argument, and request work together.

MY DAY 5 LEARNING TARGET

I will teach a partner how full CREATURES fits inside an argumentative letter and how a request for information changes correspondence.

TEACH IT BACK

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

TEACHER SCRIPT

“A purposeful letter combines a strong argument with respect for a real reader.” “Use one exact passage detail as you explain the move; a definition alone is not enough.”

Two ways the audience changes a letter:

One way the argument stays the same:

My example request for information:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Use one exact passage detail, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Check the Learning

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

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

PAUSE POINTS

Path or pile - does each sentence lead logically to the next? Transition integrity - does the transition name the relationship I mean? Evidence match - does this detail actually prove the reason? Thinking - did I explain how and why, or merely repeat the evidence?

FRESH RECALL

Tell a partner two ways audience changes a letter and one way the argument itself stays the same.

Student Response Exemplars

Notice how a letter moves from weak to strong.

PROMPT

Explain whether local communities should create more ways for young people to participate in civic decisions, and write an argumentative letter to a local leader requesting participation information.

LOW EXEMPLAR

Dear Leader, Students should participate more. Please make a program. From, Student
Why does this letter need a purpose, evidence, and a genuine request?

MEDIUM EXEMPLAR

What Needs Improvement: Add a more precise explanation of how the evidence proves the reason or advances the argument.

Dear Community Leader, Students should participate because they can help their communities. The passage shows that students may volunteer and write letters. Could you send information about youth programs? Respectfully, A Student
Why is the evidence not yet explained with Thinking?

HIGH EXEMPLAR

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

STUDENT SUPPORT - Another Way to Show What You Know

Underline the claim, evidence, another viewpoint, and request in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Revision Practice Set - Part 1

Revise the idea before you edit the surface.

PRACTICE 1 - REPAIR A PILE

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

Task: Select one defensible claim, group only the relevant details, arrange them in a logical order, and add Thinking after the strongest evidence.

PRACTICE 2 - CHOOSE THE RELATIONSHIP

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

Task: Combine the ideas using a transition that accurately shows cause and effect, then write a Thinking sentence.

PRACTICE 3 - PROTECT A DIFFERENT VIEWPOINT

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

Task: Revise the absolute language. Acknowledge real barriers while keeping the claim fair, accurate, and supportable.

Revision Practice Set - Part 2

Pair evidence with Thinking, then rearrange and edit for clarity.

PRACTICE 4 - EVIDENCE OR THINKING

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

PRACTICE 5 - REARRANGE FOR CLARITY

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

Task: Number the parts into a coherent order, then add one transition that introduces an example and one that adds a distinct reason.

PRACTICE 6 - EDIT AFTER REVISING

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Revision comes before editing: fix the idea, then fix the surface.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Additional Writing Opportunity

Write a brief request to a community leader.

QUICK WRITE

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

PASSAGE-TO-PASSAGE CONNECTION

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

CORRESPONDENCE REHEARSAL

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

STUDENT SUPPORT - Another Way to Show What You Know

Choose one option above. Plan your claim and your request before you draft.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Plan My Argumentative Letter

Name the reader, choose a side, and gather support.

1. AUDIENCE - name the recipient and the register that fits

2. CLAIM - write my side clearly

3. EVIDENCE AND ANOTHER VIEWPOINT - one detail my reader would care about, and one fair viewpoint to rebut

4. REQUEST AND SIGNIFICANCE - the information I will genuinely request, and the big-picture ending I want my reader to remember

STUDENT SUPPORT - Another Way to Show What You Know

Use the signal phrases. You still decide which support fits your reader best.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Additional Argumentative Letter Draft - Page 1

Write the whole letter for your reader.

DRAFTING FOCUS

Date and Greeting → Introduction → Claim → Evidence → Thinking → Another Viewpoint → Rebuttal → Request → Closing Thought → Closing → Signature.

[illegible]

Additional Argumentative Letter Draft - Page 2

Write the whole letter for your reader.

DRAFTING FOCUS

Date and Greeting → Introduction → Claim → Evidence → Thinking → Another Viewpoint → Rebuttal → Request → Closing Thought → Closing → Signature.

[illegible]

Revise, Edit, and Share

Improve the ending, check conventions, then explain one choice.

REVISE

- ☐ greeting, register, evidence, and request fit the audience
- ☐ opening states a clear claim
- ☐ another viewpoint is represented fairly
- ☐ closing thought reinforces the claim with significance

EDIT

- ☐ complete sentences
- ☐ capitalization of proper nouns and organizations
- ☐ commas in compound and complex sentences
- ☐ quotation marks in dialogue
- ☐ italics/underlining for titles and emphasis
- ☐ spelling

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the greeting, claim, evidence, and request aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then read your choice aloud and explain why it fits your reader.

Tiny Tracks

Point to the choice you made for your reader.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your request for information genuinely grows from your claim and evidence.

READY TO STRETCH? - Correspondence Coach Challenge

Write to two readers, then upgrade your request.

PHASE 1 - AUDIENCE SHIFT

Take one Letter Lab prompt and write an opening to two different recipients (for example, a teacher and a community leader). Adjust the greeting and wording to fit each reader respectfully.

PHASE 2 - REQUEST UPGRADE

Write one basic request and one stronger, connected request. Basic: "Please send information." Stronger: "Could you please share information about the meetings, committees, volunteer opportunities, or other civic activities in which students may participate?"

PHASE 3 - EXPLAIN YOUR CHOICES

Explain which version is more convincing and why. Which request would a real reader be more likely to answer?

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

A real audience changes my choices because my letter must be respectful, purposeful, and useful to my specific reader. My claim and reasons must fit my audience, my evidence must be explained clearly, another viewpoint must be represented fairly, and my ending must reinforce my position. A relevant request for information makes my correspondence both argumentative and genuinely purposeful.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I shape my argument as a letter for a real reader?

My Answer

I keep my whole CREATURES argument but shape it as a letter for one real reader - a greeting, a clear claim, my reasons and evidence, an answer to the other side, and a strong ending - all in a respectful voice.

STUDENT SUPPORT - Another Way to Show What You Know

Start with my reader: My letter is to ____, so I will begin by ____ and end by ____.

Ready to Stretch? Take Your Thinking Further!

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