



THE WRITING ACADEMY®, LLC



Module 2

From Facts to a Coherent Case

Grade 4 · Cluster 4

Tackling TEKS · Reading & Writing

4.11(B)(ii) · 4.12(C)(i) · 4.12(C)(ii) · 4.11(C)(i) · 4.11(C)(ii) · 4.11(C)(iii) · 4.11(C)(iv) · 4.11(C)(v) · 4.11(D)(xv) · 4.11(D)(xvi)



★ Meet Our Week!

Week 2 • Medium Stamina

★ Daily Deck

I Will...

- I will: read closely, speak about my thinking, use evidence accurately, and explain how each CREATURES move strengthens an argumentative response.
- I will organize two reason/evidence/thinking chains so they build one coherent argument.
- I will revise a jump in logic and make my T, Thinking visible.
- I will use WHY to explain reasons and HOW to explain method or relationship while keeping C as my central claim.

I Can...

- I can: connect my reasons and evidence into a coherent line of argument and explain how the evidence supports my claim.
- I can build C to R to E to T chains that stay connected to one central claim.
- I can explain how and why evidence supports a reason instead of repeating the evidence.
- I can use transitions to show cause, effect, method, and relationships among ideas.



From a List of Facts to One Case

★ Daily Deck

Day 1 · Gather & Reveal

Passages: “The Wealth of Mansa Musa” & “Four Regions, One Big Adventure”

nonfiction · Medium Stamina · the argument chain

How do Argument and Thinking turn separate reasons and evidence into one coherent case for a claim?

A response can have a claim and good evidence and still feel weak if the writer never explains how the proof works.

A is the path your whole case follows.

★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!

★ The Argument Chain: C to R to E to T

Day 1 · Reveal

★ Daily Deck

A

ARGUMENT

The path your whole case follows. The chain stays connected to the same claim and leads logically to the next reason.

T

THINKING

Where your mind becomes visible. T tells the reader why the proof matters.

.

TRANSITIONS

Transitions show how one idea relates to the next; they support the A, Argument structure.

WHY can explain reasons, and HOW can explain the path or method. Both can strengthen T when they stay connected to the claim.

The chain stays connected to the same claim and leads logically to the next reason.

★ Make Your Thinking Visible

Day 1 · Reveal (cont.)

★ Daily Deck

The Argument Chain

- C** Protecting trade had the greater impact on Mali.
- R** Safe travel encouraged more merchants.
- E** ‘He made sure traders could move safely...’

The chain stays connected to the same claim and leads logically to the next reason.

Watch Me!

Weak: Mansa Musa helped trade. He protected routes. Timbuktu was busy.

T, Thinking: This supports the claim because safer routes increased trade and brought more people and goods into Mali.

A is the path your whole case follows. T is where your mind becomes visible.

★ Argument Chain Relay

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “The Wealth of Mansa Musa” & “Four Regions, One Big Adventure”

How to Play

- 1 Build C, R, E, T in the correct order.
- 2 Add a transition that connects to the next reason.
- 3 Read the chain aloud. If it sounds like a jump or list, revise A, the Argument.
- 4 Explain which T sentence makes the reasoning clearest.

Success Check: Read the chain aloud. If it sounds like a jump or list, revise A, the Argument.

With Your Partner...

Weak Chain

The Coastal Plains have rivers. People fish there. Texas has four regions. Natural resources matter.

Connect the Chain

Revised Chain

Natural resources strongly influence work in the Coastal Plains. The passage describes rivers, beaches, forests, farms, and fishing jobs.

If the bridge is missing, the reader has to do the writer's job.

What makes a line of argument coherent?

How is T, Thinking, different from repeating the evidence?

When does a transition improve A, Argument?

How can WHY and HOW thinking both help an argumentative response?

Student Directions: “A strong response should feel like every sentence knows where it belongs. Thinking is the bridge between proof and claim.”



What Makes an Argument Coherent?

Day 3 · Discuss (cont.)

★ Daily Deck

A strong response should feel like every sentence knows where it belongs.

**one central claim
every chain connects to**

**T sentences that
explain the proof**

**transitions that show
how ideas relate**

Thinking is the bridge between proof and claim.

★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

CLAIM

Take a defensible position.

R/E/T

Write two distinct reasons. Select evidence for each reason. After each piece of evidence, write a T, Thinking sentence that explains how/why the evidence supports the reason.

CONNECT

Use transitions so the second reason grows from the first instead of sounding disconnected.

SWEEP

Read the response aloud and revise any jump in logic.

Argument flows logically; each T sentence clearly explains how evidence supports the reason and claim; transitions show relationships among ideas.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Today you made your thinking visible. That is a powerful writing skill. Evidence is important, but readers also need you to explain what the evidence proves.

- Highlight the T sentence that makes your reasoning most visible.
- One place my argument jumps is...
- One T sentence I can deepen is...
- One transition I want to use more accurately is...

Target 🎯

“My argument became more coherent when I _____.”

Curiosity Questions

My next argument will feel more connected if I...



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

How do Argument and Thinking turn separate reasons and evidence into one coherent case for a claim?

“A is _____. T is _____. When Argument and Thinking are strong, the reader never has to guess why a detail _____.”

Give one example of a sentence that is evidence and one that is thinking.



Evidence or Thinking?

Small-Group Support

★ Daily Deck

Sort sentence strips into E or T. Then pair one E sentence with the T sentence that explains it.

“The passage says traders could move safely.”

“This supports the claim because safer travel encouraged more commerce.”

Have students orally complete the stem “This matters because...”

Begin with color-coded E and T cards.



Rebuild the Argument

Enrichment · Write in your notebook

Challenge: take a response that contains strong facts but weak organization.

Reorder the parts, add transitions, and write deeper T sentences.

Explain which revision most improved A, Argument.

Advanced students should justify not only what they changed.

Justify why the new order creates a more persuasive line of argument.

★ My Progress Tracker

This tracker is for YOU! As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
My claim takes a defensible position.	Not yet	Getting set	I can do it
Each reason and evidence choice connects to the same claim.	Not yet	Getting set	I can do it
Each T sentence explains what the evidence proves.	Not yet	Getting set	I can do it
My transitions show how ideas relate.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ Citizenship in Action

“Mansa Musa supported both trade and education, helping his people succeed in many ways.” “His leadership showed that a strong ruler could improve a kingdom by protecting trade, encouraging learning, and helping others.”

Let's Look at an Answer!

Prompt: Argue whether climate or natural resources have the greater influence on how people live and work across Texas.

LOW

Natural resources matter. The Coastal Plains have rivers. People fish there. Texas has four regions.

Improvement Note: The response names facts but does not build a coherent chain. Add a clear claim, connect the evidence to a reason, and explain what the evidence proves with T, Thinking.

Let's Look at Another Answer!

Prompt: Argue whether climate or natural resources have the greater influence on how people live and work across Texas.

MEDIUM

Natural resources have a greater influence on work across Texas. People in the Mountains and Basins work in mining and oil because valuable resources are found underground. This shows that natural resources help create jobs.

Improvement Note: The claim, evidence, and thinking connect. Add a second distinct R/E/T chain and a transition so A, Argument develops across the whole response.

Our Strongest Answer!

Prompt: Argue whether climate or natural resources have the greater influence on how people live and work across Texas.

HIGH

Natural resources have the greater influence on how Texans live and work because resources directly create many job opportunities across regions. Underground resources create specialized work in the Mountains and Basins. The passage explains that people often work in mining and oil because of resources found underground. This supports the claim because the jobs exist specifically because the resources are present in the land. Another example appears in the Coastal Plains, where several resources support different kinds of work. The passage names farming, fishing, rivers, forests, beaches, and large cities. Together, these details show that resources can shape multiple parts of a region's economy and daily life.

★ This is our target!