



THE WRITING ACADEMY®, LLC



# Module 4

## Beginning and Ending an Argumentative Letter

Grade 4 · Cluster 6

Tackling TEKS · Reading & Writing



4.11(A)(i) · 4.11(B)(i) · 4.11(B)(iii) · 4.11(B)(iv) · 4.11(C)(i) · 4.11(C)(ii) · 4.11(E)(i) · 4.12(C)(i) ·  
4.12(C)(ii)



# ★ Meet Our Week!

★ Daily Deck

Week 4 · Very High Stamina · Cluster 6 (ECR Argumentative Correspondence)

## I Will...

- I will read closely, listen actively, and discuss my reasoning.
- I will use text evidence, write independently, reflect on my growth, and explain my thinking to others.
- I will identify my recipient before I choose my words and tone.
- I will revise my opening and ending so the letter sounds respectful, purposeful, and complete.

## I Can...

- I can shape an argumentative letter for a real audience with a clear claim, support, respectful tone, and meaningful ending.
- I can choose a greeting, register, and closing that fit my recipient.
- I can begin with a clear purpose and claim and end with a big-picture thought.
- I can select passage evidence that will be convincing to my intended reader.



# Mailbox Mystery

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “A Day That Changed” & “Understanding the Texas Regions”

fiction · nonfiction

**How does writing for a real audience change the way we begin, support, and end an argumentative letter?**

Argument + Audience = Argumentative Letter

**Our HABIT today is this: strong writers shape their message for the person who will read it.**

# ★ 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!**

# ★ Argument + Audience = Argumentative Letter

★ Daily Deck

Day 1 · Reveal



## GREETING

The greeting tells who you are writing to.



## INTRODUCTION & CLAIM

The introduction explains why you are writing. The claim tells your side. The support explains why your side makes sense.



## CLOSING THOUGHT

The closing thought leaves the reader with a big idea, lesson learned, or theme. The closing politely ends the letter.

A letter still needs a claim, reasons, evidence, explanation, and big-picture thinking. Audience changes greeting, register, wording, and closing.

**Strong endings should do more than say goodbye. They should help the audience understand the big picture.**



# Model an Audience-Aware Opening

★ Daily Deck

Day 1 · Reveal (cont.)

## Mentor Notice-and-Name

The greeting identifies a real audience.

The introduction explains the purpose and states a claim.

The evidence names specific features and resources from three Texas regions.

The closing thought communicates a big-picture idea about geography and how regions shape Texas.

## Watch Me!

**Greeting:** Dear Teacher, **Opening / Claim:** I am writing to explain why students should study all four Texas regions because landforms, climate, resources, and economic activities help explain how Texans live and work.

**Closing Thought:** Ultimately, studying all four regions helps students see Texas as one state made of very different but connected places.

“First, I identify my audience. I am writing to my teacher, so I want to sound respectful and clear.”

# ★ Build the Letter

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “A Day That Changed” & “Understanding the Texas Regions”

## How to Play

- 1 Step 1: Read the Prompt Card
- 2 Step 2: Match the Recipient
- 3 Step 3: Match the Greeting
- 4 Step 4: Match the Introduction / Claim
- 5 Step 5: Match the Closing Thought

## How to Play (continued)

- 6 Step 6: Match the Closing
- 7 Step 7: Glue It Into the Interactive Notebook
- 8 Step 8: Store Extra Pieces

### Prompt Card

Explain in a letter to your principal whether or not students should keep weather journals during a weather-and-climate unit.

### Closing Thought

As you can see, careful records help students make conclusions from evidence instead of assumptions.

## Discussion Questions

Why does an argumentative letter need a greeting?

How is the beginning of a letter different from the middle?

Why should a closing thought sound meaningful instead of rushed?

What makes one closing fit an audience better than another?

How does theme help the ending of a letter sound stronger?

What happened when a letter part did not match the prompt or audience?



# Discuss Audience and Tone

Day 3 · Discuss (cont.)

★ Daily Deck

## How did the audience change the greeting?

**Which words  
sounded  
respectful?**

**Which closing thought left the  
strongest big-picture  
message?**

**Different audiences  
need  
different tones.**

**Because strong letters do not only state opinions. They help readers understand why the idea matters.**



# Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

①

Choose one prompt from the board. Write who the recipient is. Write a correct greeting.

②

Write one opening sentence that introduces the topic and states your side.

③

Write one closing thought that sounds like a big picture, theme, or lesson learned.

④

Write a respectful closing.

Open your Interactive Notebook and title your page: Cluster 6 Module 4: My Letter Opening and My Letter Ending

# ★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

## Award 🏆

Today you practiced something powerful. You learned how to open a letter in a clear, respectful way and how to end it with meaning.

- Students draw a small mailbox in their notebook and write: “I can begin and end an argumentative letter with purpose.”
- Students star the greeting and opening they feel sound most respectful and clear.
- Students underline their strongest closing thought and label it: “My best big-picture ending.”

## Target 🎯

**Underline your strongest audience-aware choice and finish: “This fits my reader because \_\_\_\_.”**

### Curiosity Questions

Why does audience matter so much in a letter?  
How can a respectful tone make an argument stronger?



# Exit Ticket

Day 5 · Educate & Explain to Others

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**How does writing for a real audience change the way we begin, support, and end an argumentative letter?**

“A greeting matters because \_\_\_\_\_.”

“The opening of a letter should \_\_\_\_\_.”

“A strong closing thought sounds like \_\_\_\_\_.”

**Teach a partner two ways the audience changes a letter and one way the argumentative structure stays the same.**

# ★ Letter Builder Rescue

Small-Group Support

★ Daily Deck

This intervention is for students who need extra support understanding the parts of a letter and how those parts work with argumentative writing.

Show students the prompt.

Show them who the letter is being written to.

Lay out these labels:  
Greeting Introduction  
Claim Evidence /  
Support Closing  
Thought Closing

Read one sample part at a time.

Students place each card where it belongs.

Read the full finished letter aloud.

Students repeat with a second letter set using fewer supports.

**Build a simple letter one piece at a time: greeting, introduction, claim, support, closing thought, closing. Explain each part's job.**



# Correspondence Coach Challenge

Enrichment · Write in your notebook

Students will write two short letter openings and two different letter endings for the same prompt and audience, then compare which version is more convincing and why.

## Phase 1: Audience Shift

They must adjust the greeting and wording to fit the audience respectfully.

## Phase 2: Ending Upgrade

Then they explain which ending leaves the reader with a stronger big-picture thought.

## Phase 3: Stronger Than Before

Students revise: the opening so it sounds clearer the closing thought so it sounds more meaningful the closing so it matches the audience

# ★ 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 |
|-------------------------------------------------------------------|---------|-------------|-------------|
| Identify the audience and purpose.                                | Not yet | Getting set | I can do it |
| Choose a greeting and register that fit the recipient.            | Not yet | Getting set | I can do it |
| Begin with a clear purpose and claim.                             | Not yet | Getting set | I can do it |
| Select relevant support from a passage.                           | Not yet | Getting set | I can do it |
| End with a meaningful big-picture thought and respectful closing. | Not yet | Getting set | I can do it |



# Citizenship Connection

Good Citizens · Our Community & Country

## ★ Understanding the Texas Regions

“Each region has unique features, but all of them play an important role in Texas.” “By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.”

# Let's Look at an Answer!

Prompt: Explain in a letter to your principal whether or not all four Texas regions should be valued as important parts of the state.

**LOW**

**“Dear Principal, The Texas regions are all important. Sincerely, A Student”**

**What Is Working:** The student identifies the recipient and takes a side.

**What Needs Improvement:** Explain the purpose, support the claim with a passage-based why, use a meaningful closing thought, and choose a respectful closing.

# Let's Look at Another Answer!

Prompt: Explain in a letter to your principal whether or not all four Texas regions should be valued as important parts of the state.

## MEDIUM

**“Dear Principal, I am writing to explain why all four Texas regions should be valued because they are important. Thank you for reading my letter. Sincerely, A Student”**

**What Is Working:** The greeting fits the audience and the opening includes a claim and reason.

**What Needs Improvement:** Replace the general reason with passage-specific support about landforms, climate, resources, and economic activities; strengthen the final thought so it communicates the big picture.

# Our Strongest Answer!

Prompt: Explain in a letter to your principal whether or not all four Texas regions should be valued as important parts of the state.

## HIGH

**“Dear Principal, I am writing to explain why all four Texas regions should be valued as important parts of the state because each region has different landforms, climate, resources, and economic activities. Ultimately, understanding every region helps people gain a fuller and more accurate picture of Texas. Respectfully, A Concerned Student”**

**What Is Working:** The greeting, register, claim, passage-based support, theme-based ending, and respectful closing work together for a real audience.

★ **This is our target!**