

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 6

Argumentative Correspondence with CREATURES

Grade 4

Module 1 If You Have to Decide, Declare the Why

Module 2 Magnify One Claim into Three Strong Reasons

Module 3 Finishing the Argumentative Paper with CREATURES

Module 4 Beginning and Ending an Argumentative Letter

Overarching question: How do writers declare a why, grow it with CREATURES, and deliver the argument both as a paper and as a persuasive letter?

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Teacher Lesson Plan Guide

If You Have to Decide, Declare the Why

Grade 4 | Cluster 6 | Module 1

Grade: 4

Cluster: 6, Extended Constructed Response (ECR) Argumentative Correspondence with the CREATURES structure

Module: 1 of the cluster

Primary Instructional Category: Argumentative Writing / Extended Constructed Response (ECR) with a persuasive letter

Module Title: If You Have to Decide, Declare the Why

Content Connection / Passage Titles: the informational passage "A Day That Changed" and the informational passage "Understanding the Texas Regions" (Week 1, Low Energy, ECR Argumentative Correspondence)

Primary TEKS: [4.11A\(i\)](#), [4.11B\(iv\)](#), [4.11C\(i\)](#), [4.11C\(ii\)](#), [4.12C\(i\)](#), [4.12C\(ii\)](#)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **4.11A(i)** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **4.12C(i)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **4.12C(ii)** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **4.11B(iv)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **4.11A(i)** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **4.11C(ii)** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **4.11C(i)** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module opens Cluster 6 with one signature habit: If you have to decide, you must declare the WHY. Students read two informational passages, choose a side in a sentence-statement prompt, and turn the decision into a supportable claim.

TEACHER SCRIPT

"When you learn to support a side with clarity, evidence, and heart, you are becoming a stronger thinker. If you have to decide, declare the WHY."

Connection to this week's type of thinking: a decision prompt is really a WHY prompt. Students name both sides, choose one, and write a claim as a complex sentence using because or since.

2. Why This Module Matters

This first module introduces Argumentative Correspondence. Students recognize decision words such as should, should not, and whether or not; choose a side; declare the WHY; build three reasons through the Magnifying process; and use CREATURES to organize a convincing argument.

Where it fits into writing: the claim becomes the heart of an Extended Constructed Response and later becomes a persuasive letter with a Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

Why it matters beyond this assignment: students learn that an opinion is only a starting point. A strong claim makes a decision, explains why, and points toward evidence that a reader can trust.

3. Module Essential / Overarching Question

How does choosing a side and declaring the why help a writer build a convincing argument from a text?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to shape a writing prompt: circle important nouns, box the important verb, and draw a triangle around the clue word WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. Your student will find the problem or conflict in a text and write a complete thesis (central idea) that answers the exact prompt.

We will read the informational passage "A Day That Changed" and the informational passage "Understanding the Texas Regions." Students will use the conflicts in these texts to guide their thinking about regions, fairness, safety, and discovery. Ask your student to show the three prompt shapes, explain WHY or HOW, and share a thesis (central idea). The ECR (CREATURES) chart connects that thesis (central idea) to a reason or way, evidence, explanation, and significance.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a analizar una consigna de escritura: rodeará los sustantivos importantes con un círculo, encerrará el verbo importante en un recuadro y marcará la palabra clave WHY (POR QUÉ) o HOW (CÓMO) con un triángulo. POR QUÉ pide razones; CÓMO pide explicar de qué manera ocurrió algo. Identificará el problema o conflicto y escribirá una tesis (idea central) que responda a la consigna.

Leeremos el pasaje informativo "A Day That Changed" (sobre Jayden, el estado del tiempo y el clima) y el pasaje informativo "Understanding the Texas Regions" (sobre las regiones de Texas). Pregúntele: ¿Qué palabra señala si necesitas razones o explicar cómo ocurrió algo? Pídale que enseñe las tres figuras y comparta su afirmación. Después conectará su afirmación con razones, evidencia, explicación y significado mediante el cuadro CREATURES. ¡Su apoyo ayuda a aprender!

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- What does a WHY prompt ask you to explain?
- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help you write your thesis (central idea)?
- Read one of your theses to me. Which clue word helped you write it?

8. Simple Family Activities

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

Family Activity: Clue-Word Hunt

Ask a family member to say an everyday question with WHY or HOW, such as "Explain WHY we need a rule for taking turns." Have your student shape the prompt with hand motions and say, "WHY asks for reasons" or "HOW asks for a way something happened."

Family Activity: Shape and Say a Thesis (central idea)

Use one prompt: "Explain HOW taking turns solved a problem at home." Have your student circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem, then say a complete thesis (central idea) using "Taking turns solved the problem by _____."

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 6, Module 1
Module Category	Argumentative Writing / Extended Constructed Response and persuasive letter (If You Have to Decide, Declare the Why)
Primary TEKS	4.11A(i), 4.12C(i) / 4.12C(ii)
Primary Breakout	Plan a first draft (4.11A(ii)); compose argumentative texts using genre characteristics and craft (4.12C(i) / 4.12C(ii))
Spiral TEKS	4.11A(i), 4.12C(i) , 4.12C(ii) , 4.11B(iv) , 4.11A(ii) , 4.11C(ii) , 4.11C(i) (Response strand); SS 4.2A and SS 4.13A (interdisciplinary content)
Recursive TEKS	4.11C(i) revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (CREATURES) structure
Content Connection	Informational passage "A Day That Changed" and informational passage "Understanding the Texas Regions"

Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Shaped WHY/HOW prompts; Declare the Why Dash theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

I Will Statements

- I will find important nouns, the important verb, and the clue word in a prompt.
- I will decide whether a prompt asks WHY or HOW.
- I will identify the problem in the text.
- I will write a thesis (central idea) that matches the prompt.
- I will connect my thesis (central idea) to reasons, evidence, and explanation.

I Can Statements

- I can shape a prompt with a circle, box, and triangle.
- I can tell whether a prompt asks for reasons or a way something happened.
- I can use the conflict in a text to help me think.
- I can write a complete thesis (central idea) for an ECR.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I circle important nouns, box the important verb, and triangle WHY or HOW.
- I tell whether the prompt asks for reasons or a way something happened.
- I identify the problem or conflict that helps me answer the prompt.
- I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- I write a complete thesis (central idea) with a reason for WHY or a way for HOW.
- I use CREATURES to connect my thesis (central idea) to a reason or way, evidence, explanation, and significance.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2 guided practice: shaped prompt cards and prompt-matched theses from Declare the Why Dash.
- Day 3 independent product: a shaped decision prompt, an independent claim, and an underlined why.
- Day 4 revision: a revised thesis (central idea) and a stated next step.
- Day 5 exit ticket: a shaped HOW prompt about Jayden, a thesis (central idea) with the way underlined, and a partner teaching explanation; the printable addendum checks the informational passage's WHY thesis (central idea).
- Transfer task: the Module Writing Assignment: a WHY thesis (central idea) about regions connected to the ECR (CREATURES) plan.

15. TEKS Correlations

Primary targets are **4.11A(i)** and **4.12C(i)**. The companion identifies the thesis (central idea)-central-idea focus as **4.12C(i)**. The Student Expectation column preserves the template's TEKS wording; **4.11C(i)** supports revision.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11A(i)	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Day 3 Use; Writing Assignment
4.11C(i)	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
4.12C(i)	Composition, Argumentative Texts	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-2	Days 3-5	Day 3 Use; Day 5 transfer; Writing Assignment
SS 4.2A	Social Studies, History	identify reasons people have formed communities, including a need for security and regions, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
SS 4.13A	Social Studies, Science, Technology, and Society	identify individuals who have discovered careful observations or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Jayden, and others	Day 1 (context)	Days 1, 3	Not assessed as a writing standard

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The thesis (central idea)-central-idea focus within **4.12C(i)** is labeled **4.12C(i)** in the Module 1 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11A(i)	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	4.12C(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-5; Day 3 Use; Day 5
RECURSIVE	4.11C(i)	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	4.11A(i)	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	4.12C(i)	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	4.12C(ii)	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; CREATURES
SPIRAL	4.11B(iv)	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	4.11A(i)	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	4.11C(ii)	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	4.11C(i)	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 4.2A / SS 4.13A	reasons people form communities; individuals who made careful observations	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / CREATURES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched thesis (central idea).

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate important nouns, the important verb, and WHY or HOW in the prompt.	Supported on Day 1.	Important nouns are circled, the important verb is boxed, and the clue word is triangulated.
Inferential	Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Shape one prompt asking WHY AND HOW regions improved communities and write a thesis (central idea) that answers both parts.	Independent challenge after mastery.	A thesis (central idea) with a reason and a way, ready to develop with CREATURES.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use the conflict and textual evidence to write a matching thesis (central idea), then apply the same shaping habit independently to a new WHY or HOW prompt.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding WHY or HOW completes prompt analysis.	The teacher may skip the important nouns and verb or the text's conflict.	Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.
A HOW answer only needs to say the solution was helpful.	The teacher may accept a general judgment without the way the problem was solved.	Ask, "How did it solve the problem?" Model a by phrase that names the way.
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched thesis (central idea).

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same answer.	The student tells why a discovery matters without explaining how it solved a problem.	Contrast WHY = reasons, using because, with HOW = a way something happened, using by.
A true detail is enough for a claim.	The student writes "Texas has four regions" without choosing a side or declaring the why.	Return to the decision prompt. Ask the student to choose a side and add because or since.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **4.11A(i)** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; **4.11B(iv)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **4.11C(i)** revise drafts to improve sentence structure; **4.11C(ii)** revise drafts to improve word choice; **4.12C(i)** compose argumentative texts, including opinion essays, using genre characteristics; and **4.12C(ii)** compose argumentative texts, including opinion essays, using craft.

26. How I Say the Standard!

TEKS says	How I say it
4.11A(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	I can plan my argument for the reader I want to reach, then choose the letter form that fits.
4.11B(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can grow my claim with reasons and details from the passages so my ideas stay focused.
4.11C(i) revise drafts to improve sentence structure	I can fix my sentences so my claim and reasons are easy for my reader to follow.
4.11C(ii) revise drafts to improve word choice	I can choose precise words such as weather, climate, region, resources, and evidence.
4.12C(i) compose argumentative texts, including opinion essays, using genre characteristics	I can write an argument that chooses a side, gives reasons, uses evidence, and ends clearly.
4.12C(ii) compose argumentative texts, including opinion essays, using craft	I can use a strong opening, a clear claim, transitions, and a reflective ending to persuade my reader.

27. This Week I Can...

This week I can shape a prompt with a circle, box, and triangle, tell whether it asks for reasons or a way something happened, use the conflict to help me think, and write a complete thesis (central idea) for an ECR.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level informational passage and informational passage and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **4.12C(ii)**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their thesis (central idea) answers the exact question and their reason or way, evidence, explanation, and significance develop that thesis (central idea). This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain WHY regions help communities stay safe and fair." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.

- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason regions matter is _____.
WHY	the clue word that asks for reasons	WHY tells me to give _____.
HOW	the clue word that asks for a way something happened	HOW tells me to explain a _____.
problem	something that needs to be solved	The problem was _____.
solution	an answer to a problem	A solution can _____.
fair	treating people equally and rightly	regions can make life more _____.
safe	protected from harm	Careful observation is more _____.
sick	not feeling well or healthy	Changing conditions can make plans _____.
rule	a direction people are expected to follow	A _____ can prevent conflict.
region	a rule made for a community	A _____ can protect people.
clue	something that helps a person figure something out	The word _____ helped me decide.
effect	something that happens because of an action or event	One _____ was _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	proof from a text that supports an idea	My evidence proves my thinking.
explanation	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	why an idea matters	I explain the significance of regions.
noun	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	a word that tells an action or state	I box the important verb in the prompt.
reasons	explanations of why something matters or happens	WHY prompts need reasons.
clue word	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	a problem or struggle in a text	The conflict helps me understand the prompt.
way	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
fairness	FAIR-ness	the quality of treating people equally and rightly
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
weather conditions	WETH-ur kun-DISH-unz	the state of the weather at a certain time
climate	KLY-mit	the usual weather patterns of a place over a long period of time
Jayden	JAY-den	the student who notices that weather can change quickly
Texas regions	TEK-sus REE-junz	areas of Texas with shared landforms, climate, vegetation, and economic activities
discovery	dih-SKUHV-uh-ree	something new that a person finds out
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing
protection	pruh-TEK-shun	being kept safe from harm
CREATURES	treez	Claim (thesis (central idea)), Reason/Way, Evidence, Explanation, Significance

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This low-energy module uses the two Cluster 6 passages: the informational passage "A Day That Changed" and the informational passage "Understanding the Texas Regions." In the first passage, Jayden learns that weather can change quickly while climate describes usual patterns over a long period of time. In the second passage, students learn that Texas regions differ in landforms, climate, vegetation, resources, and economic activities, yet every region is important. Both texts give students precise evidence for an argument.

Important conceptual background. Circle the important nouns to identify the topic, box the important verb to identify the action, and triangle WHY or HOW to identify the question. WHY asks for reasons; HOW asks for a way something happened or how a problem was solved. The conflict guides the thesis (central idea). The enrichment prompt asks WHY AND HOW regions improved communities, so students give both a reason and a way in an answer to that single prompt.

Content context and connection to writing instruction. The first passage supports an argument that students should observe the weather carefully before making plans. The second supports an argument that all four Texas regions should be valued because each contributes different features and work. Each passage gives students details to magnify into three reasons, select as evidence, and explain for a reader.

The ECR Habit

Before writing, students DOT unknown words, read the decision prompt, name both sides, choose one, and declare the why. They use the Magnifying process to grow one claim into three strong reasons, then use CREATURES: Claim, Reasons, Evidence, Argument path, Thinking, Understanding others, Rebuttal, Ending, and Significance. Argumentative Correspondence delivers that argument as a letter with a Greeting, SET introduction, TREES body, RRR conclusion, and Closing. **4.11C(i)**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for Declare the Why Dash
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards

41. Preparation Before Day 1

- ☐ Prepare a prompt-shaping chart and a WHY / HOW chart: WHY asks for reasons; HOW asks for a way something happened. Add the ECR (CREATURES) chart with Reason/Way.
- ☐ Prepare prompt cards from the module's displayed prompts, a WHY/HOW/BOTH spinner, and a movement path for each pair or group.
- ☐ Prepare a WHY / HOW sorting chart in student notebooks with space to shape a prompt and write a thesis (central idea).
- ☐ Copy the provided informational passage "A Day That Changed" and informational passage "Understanding the Texas Regions." Plan short reading and writing portions for this low-energy module.
- ☐ Prepare the model decision claim about observing weather, the weak claim "Watching the weather is good" and its revision, and a Texas regions claim with three reasons.
- ☐ Set out notebooks and pencils for shaping prompts and writing complete theses during Declare the Why Dash.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce CREATURES.
Day 2	15	A Attempt	Play Declare the Why Dash: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).
Day 3	15	D Discuss + U Use	Discuss the informational passage's conflict; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.
Day 4	15	A Award + T Target	Recognize accurate decision and claim writing; revise "Watching the weather is good" using passage evidence and set a next step.
Day 5	15	E Educate and Explain to Others	Teach a partner prompt shaping and CREATURES; shape the Jayden HOW exit ticket

			and write a thesis (central idea) with the way underlined.
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43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the informational passage) and to science and society (the informational passage).

Element	This Module
Suitability	A natural fit. One passage shows why careful observation matters; the other shows why every Texas region contributes something important.
Focus	Responsible decision making, evidence, and respect for regional differences.
Historical / Content Connection	Students use weather observations and geographic information from the two passages to make a supportable decision.
Perspective Connection	Careful observation and respect for regional differences help readers make fair, informed decisions.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a public message carefully. People who read closely make better decisions.
Citizenship Question	"How can careful observation and respect for differences help people make wise decisions?"
Teacher Script	<i>"A strong argument respects the facts, names the reasons, and helps the reader understand why the decision matters."</i>
Accuracy / Source Note	Keep examples anchored to Jayden's changing weather and the four Texas regions. Do not import information from other sources.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

CREATURES Thinking Chart

Letter	ECR Part	What It Means
C	Claim	Decision + because + reasons.
R	Reasons	Three strong reasons grown through the Magnifying process.
E	Evidence	Specific proof from either passage.
A	Argument path	The order that connects claim, reasons, and proof.
T	Thinking	Explanation that shows how evidence supports the reason.
U	Understanding others	Recognition that a reader may see another side.
R	Rebuttal	A response to the other side.
E	Ending	RRR: restate the reasons, reflect, and return to the purpose.
S	Significance	Why the argument matters beyond one detail.

Argumentative Correspondence: deliver the argument as a persuasive letter with a Greeting, a SET introduction, a TREES body, an RRR conclusion, and a Closing. The claim is the thesis (central idea) of the argument.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (CREATURES) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

Passage use: use the two source texts below at low stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "A Day That Changed" (Stamina: Low)

- [1] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school.
- [2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.
- [3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.
- [4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.
- [5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."
- [6] Jayden thought about how different the morning had been.
- [7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."
- [8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

Passage 2: "Understanding the Texas Regions" (Stamina: Low)

- [1] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.
- [2] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy.
- [3] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region.
- [4] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy.
- [5] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining. Each region has unique features, but all of them play an important role in Texas.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.11A(i)**

A Day That Changed

TRACKS	Evidence
T Time	over a long period of time
R Reactions	The temperature dropped
A Actions	the conditions began to change
C Character/ Concept/Creature	Jayden
K Key Knowledge	the condition of the atmosphere
S Scenery/Setting	the sky was bright and clear

Understanding the Texas Regions

TRACKS	Evidence
T Time	the largest region; farther west; far West Texas
R Reactions	how people live and work
A Actions	Fishing, shipping, and jobs in large cities
C Character/ Concept/Creature	The Coastal Plains
K Key Knowledge	landforms, climate, vegetation, and economic activities
S Scenery/Setting	dry deserts or wide, open plains

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **4.11A(i)**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the thesis (central idea). Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather the catch phrase "If you have to decide, declare the why," reveal that decision prompts are WHY prompts, and learn the Argumentative Correspondence structure.

Standard	Focus
TEKS	4.11A(i) plan a first draft; 4.12C(i) / 4.12C(ii) compose argumentative texts using genre characteristics and craft
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Listen, Decide, and Defend. Choose A or B, state the decision, defend the choice with because, and name one passage detail that could support it.

TEACHER SCRIPT

"I will read two possible argumentative statements. Do not answer after the first one. Hear both. Then choose the stronger statement and defend your decision."

Round 1: A. The weather changed on field day. B. Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours. B is stronger because it takes a clear side, includes the why, and is supported by Jayden's field day.

Round 2: A. Texas has four regions. B. All four Texas regions should be valued because each one has different landforms, climate, resources, and jobs. B is stronger because it makes a supportable claim about every region.

CLASS SLIDE

Decision = Why. Choose a side = Give reasons.

REVEAL ■ TEACH

CLASS SLIDE

Decision Prompts Are WHY Prompts. If a prompt says should, should not, whether or not, or asks you to choose a side, decide first and declare the why.

TEACHER SCRIPT

"A decision prompt is really a WHY prompt. First I name what I must decide. Then I choose a side. If I have to decide, I must declare the why."

Display the Declare-the-Why chart, the Argumentative Correspondence Structure chart, the Claim Reminder chart, and the Prompt Analysis chart. Students read the prompt, find what must be decided, choose a side, write a claim as a complex sentence, develop three reasons, find evidence, explain the evidence, and end with a reflective big-picture statement.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

S: The world around us can change quickly, so careful observation matters. E: The passage shows that Jayden misjudged the weather on field day, and the conditions changed from warm and clear to windy and rainy within a few hours. C: Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.

Point out that the SET introduction states purpose, previews evidence, and states the claim. The TREES body develops three reasons with evidence and explanation. The RRR conclusion reminds the reader of the reasons and ends with a significant thought.

WHY: tells me to give reasons. A because phrase can help me state a reason.

HOW: tells me to explain a way something happened. A by phrase can help me state a way.

Connect the Thesis (central idea) to CREATURES

CLASS SLIDE

Slide 6, The ECR (CREATURES) Chart. The prompt tells students what to think about; the ECR (CREATURES) chart tells students how to make their thinking visible.

CLASS SLIDE

T = Claim (thesis (central idea)), clearly answers the prompt. R = Reason/Way, tells why or how the thesis (central idea) is true.

CLASS SLIDE

E = Evidence, gives text proof. E = Explanation, connects the proof to the thesis (central idea). S = Significance, states why the idea matters.

Point to Claim, Reasons, Evidence, Argument path, Thinking, Understanding others, Rebuttal, Ending, and Significance. The Magnifying process grows one claim into three strong reasons. **4.12C(ii)** **4.11C(i)**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-CREATURES connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt prompt analysis through Declare the Why Dash: draw a decision prompt, spin, decide the side, name both sides, write the claim, say the why, find a reason, or give a big-picture bonus.

Standard	Focus
TEKS	4.11A(i) planning; 4.12C(i) / 4.12C(ii) a clear, prompt-matched thesis (central idea)
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

Declare the Why Dash. Draw a sentence-statement prompt. Spin. Decide the side, name both sides, write the claim, say the why, find a reason, or give a big-picture bonus.

CLASS SLIDE

Move the Pencil Guy after a correct response. If you have to decide, declare the why.

Materials per group: a gameboard, spinner, Pencil Guy marker, prompt-card deck, Decision Divider mat, and response recording page. Spinner categories: Decide It, Name Both Sides, Write the Claim, Say the Why, Find a Reason, Big Picture Bonus. Draw a prompt card, read it aloud, complete the spinner task, move one space when the answer is correct, and record the best answer.

GAME MATERIALS

Prepare the gameboard, spinner, Pencil Guy marker, prompt cards, Decision Divider mat, and recording page before play.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Decide It: Explain whether or not students should observe the weather carefully before making plans.	Name what must be decided.
2	Name Both Sides.	Students should observe carefully; students should not observe carefully.
3	Write the Claim.	Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.
4	Say the Why.	Weather can change quickly, the way it did on Jayden's field day.
5	Find a Reason.	Careful observation of the sky, wind, and temperature gives useful details.
6	Big Picture Bonus.	Observing carefully helps people make decisions based on evidence instead of guessing.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ◦ LEARN

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student chooses a side but gives no why, ask, "What are you deciding, and what is your why?" If the why is vague, return to the passage detail about the wind, clouds, temperature, and rain.

Access without lowering rigor: allow oral rehearsal and pointing to the shape chart before writing. **Student product:** shaped prompts and prompt-matched theses.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss what makes a claim strong, then independently analyze decision prompts and write claims, revising them for precision.

Standard	Focus
TEKS	4.11A(i) planning; 4.12C(i) / 4.12C(ii) composing a clear thesis (central idea)
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ LEARN

CLASS SLIDE

Talk It Over! What makes a claim strong?

TEACHER SCRIPT

"What words tell us we must decide a side? Why is a decision prompt really a WHY prompt? What happens if you choose a side but do not give reasons?"

Listen for: words like whether or not and should; once we choose, we must explain why; without reasons the response sounds like just an opinion; a complex sentence helps us answer clearly and completely.

TEACHER SCRIPT

"Connect to the Overarching Question: How does choosing a side and declaring the why build a convincing argument?"

CLASS SLIDE

A decision gives an argument direction. A declared why makes the argument supportable.

PERSONAL CONNECTION QUESTION (DISCUSS) **4.11A(i)**

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to fairness, rules, safety, or discovery before the class returns to the texts.

Compare the ideas in the two informational passages: one shows why careful observation matters when weather changes, and the other shows why all four Texas regions should be valued for their different features and work. Return to the passage named in the prompt and use its evidence. **4.12C(i)** **4.11C(i)**

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Decide It, Then Declare It. For each prompt, underline what must be decided, write the two sides, choose your side, and write a claim using because or since.

Step 1: Shape the prompt in your notebook. **4.11A(i)**

Step 2: Write a thesis (central idea).

Step 3: Underline the reason in your thesis (central idea).

Step 4: Add one piece of evidence and one explanation sentence if ready. **4.12C(ii)**

CLASS SLIDE

A thesis (central idea) must answer the exact WHY or HOW question, not just state a detail.

Independent Claim (thesis (central idea)) Check

Possible response: Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.

WRITING REQUIREMENT **4.11C(ii)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the shaped prompt and thesis (central idea). Check the important nouns, verb, and WHY; then check whether the underlined reason explains the need for regions.

Misconception / teacher move: a detail such as "Texas has four regions" tells a fact but does not take a side. Ask what the student believes and why.

Access without lowering rigor: offer "All four Texas regions should be valued because _____"; the student supplies the reason independently. **Student product:** shaped prompt, complete claim, underlined why, and optional evidence and explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize that a side was chosen and a why was proved, then set a precise next goal.

Standard	Focus
TEKS	4.12C(i) / 4.12C(ii) a clear thesis (central idea); 4.11C(ii) revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS

CLASS SLIDE

Slide 10, The Moment They Figured It Out.

TEACHER SCRIPT

"Give yourself credit for making a supported decision today. You found the decision words, named both reasonable sides, chose a side, and declared the why."

CLASS SLIDE

Take a Step Forward If... You shaped your prompt correctly; your thesis (central idea) matched the prompt; you used the conflict to guide your thinking.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS

CLASS SLIDE

Target Your Next Claim. Choose one goal: clearer decision, stronger why, better conjunction, more supportable claim, or stronger text connection.

Students revise one claim for precision. The teacher model is weak: "Watching the weather is good." The revised claim is: "Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours." Check that the claim is complete, uses because or since correctly, and names a reason the passage supports.

Embedded check: students star the part of the claim that makes the position clear and underline the words that declare the why.

SMALL-GROUP SUPPORT: SLIDE 14

Build It: I have to decide _____. I choose _____. My claim is _____ because _____. Fix It: "Watching the weather is good" becomes "Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours." Say It: "I choose _____ because _____." Start with because and finish together.

Access without lowering rigor: rehearse the problem and reason aloud; each student writes the revision. **Student product:** an evidence-based Award reflection, a specific Target, and a revised thesis (central idea).

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach a partner how to recognize a decision prompt and what to do next, proving understanding of the decide, then declare the why habit.

Standard	Focus
TEKS	4.11A(i) planning; 4.12C(i) / 4.12C(i) composing a prompt-matched thesis (central idea)
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS [4.11C\(i\)](#)

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"Teach a partner how to tell when a prompt is argumentative, then teach what to do next. If you have to decide, declare the why."

CLASS SLIDE

Turn and Teach frames: I know it is argumentative when _____. If you have to decide, declare the why means _____. The first thing I do when I see a prompt is _____. A strong claim should _____.

Partners demonstrate how should, should not, whether or not, and choose a side signal an argumentative prompt. Listen for claim, because, since, reasons, evidence, and big picture. Students explain how the Magnifying process grows one claim into three strong reasons.

Transfer to "Understanding the Texas Regions" [4.12C\(i\)](#)

CLASS SLIDE

Explain whether or not all four Texas regions should be valued as important parts of the state. Choose a side, declare the why, and underline the reasons in your claim.

Students complete the transfer independently. A strong claim is: "All four Texas regions should be valued because each one has different landforms, climate, vegetation, and economic activities that help explain how people live and work across Texas." Check for the decision, the why, and reasons grounded in the passage.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain how choosing a side gives the argument direction and how declaring the why makes it supportable.

Access without lowering rigor: reread the prompt and allow oral rehearsal; the student chooses the way and writes the thesis (central idea) independently.

CLASS SLIDE

Think Like an Author, Write Like a Scholar. Explain WHY all four Texas regions should be valued. Use three reasons from the passage: different natural features, different resources and jobs, and different ways of life.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do careful observations and geographic information help a reader make a wise decision?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 50-52 to identify a thesis (central idea) that answers WHY. **Student product:** partner teaching explanation, shaped HOW ticket, thesis (central idea) with the way underlined, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use the conflict to write a clear thesis (central idea) that answers the exact WHY or HOW prompt.

Student Exemplars

Use this prompt from the lesson plan: Explain whether or not students should observe the weather carefully before making plans. Write a claim that chooses a side and declares the why.

51. Low / Developing Exemplar

Field	Detail
Student response	Students should watch the weather. It is good.
What the student did successfully	The student chooses a side.
What is missing	The response has no clear why and no reason the passage can support.
Why it falls at this level	The response is an opinion, not a complete complex claim.
Exact next instructional step	Add because and a reason from "A Day That Changed."

52. Medium / Approaching Exemplar

Field	Detail
Student response	Students should observe the weather carefully because the weather is important.
What the student did successfully	The student writes a complex sentence with a side and a why.
What is missing	The why is general rather than tied to the passage.
Why it falls at this level	The claim is supportable in form, but it does not name how quickly the weather changed.
Exact next instructional step	Sharpen the why to name the change from warm and clear to windy and rainy.

53. High / Secure Exemplar

Part	Example
Clue word	Decision prompt: whether or not
Thinking type	REASONS
Strong claim	Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours, the way it did on Jayden's field day.
Why it works	It chooses a side and declares a precise why supported by "A Day That Changed."

Additional Secure Exemplars

Type	Clue Word	Strong Claim (thesis (central idea))	Why It Works
Texas regions claim	WHY	All four Texas regions should be valued because each one has different landforms, climate, vegetation, and economic activities that help explain how people live and work across Texas.	Clear reasons from "Understanding the Texas Regions."
Weather transfer 4.12C(i)	WHY	Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.	Answers the decision prompt with a reason.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	In "A Day That Changed," the wind grew stronger, gray clouds moved across the sky, the temperature dropped, and light rain began.	Gives text proof that conditions changed quickly.
Explanation	This shows why observing the weather matters before making plans: a clear morning does not prove that the whole day will stay clear.	Connects the proof to the prompt-matched claim.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) circle important nouns, box the important verb, and triangle WHY or HOW, (2) explain that WHY asks for reasons and HOW asks for a way something happened, (3) identify the conflict, and (4) write a complete thesis (central idea) that answers the exact prompt. Accept varied wording when the thesis (central idea) gives the required reason or way. Students use CREATURES to connect that thesis (central idea) to a reason or way, evidence, explanation, and significance.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Problems in the texts identified as the starting point for prompt analysis.
T2	Day 1 Reveal	■ TEACH	Three prompt shapes, a matching WHY thesis (central idea), and the CREATURES connection modeled.
L3	Day 2 Attempt	○ LEARN	Declare the Why Dash prompts shaped and matched to written theses.
L4	Day 3 Discuss	○ LEARN	Students explain WHY and the informational passage's conflict and make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent shaped WHY prompt, complete thesis (central idea), and underlined reason.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak thesis (central idea) to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Shaped HOW prompt about Jayden, matching thesis (central idea), and underlined way.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can shape a WHY or HOW prompt, use the conflict, and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Declare the Why Dash prompt cards, pencils, the shape key, and both provided passages.
Related TEKS Breakout	4.11A(i) planning; 4.12C(ii) clear thesis (central idea), genre characteristics, and craft; 4.11C(ii) revising.

Task	Students circle important nouns, box the important verb, triangle WHY or HOW, identify the conflict, write a matching thesis (central idea), and revise for clarity.
Expected Response	The three shapes mark the correct words; the thesis (central idea) is a complete sentence that answers WHY with a reason or HOW with a way grounded in the text's problem and solution.

Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Declare the Why Dash.

Formative Assessment. The Day 3 independent claim check is the formative check. Students shape "Explain whether or not all four Texas regions should be valued as important parts of the state," name both sides, choose one, write a claim, and underline the why. They add evidence and explanation if ready.

Exit Ticket Assessment. The Day 5 exit ticket asks students to shape "Explain HOW Jayden's discovery solved a problem." Review the shapes, the problem of misjudged weather, and a complete thesis (central idea) with the way underlined. Section 56 provides a separate printable WHY check about regions.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Claim (thesis (central idea))
Explain whether or not all four Texas regions should be valued as important parts of the state.	Decision (WHY)	All four Texas regions should be valued because each one has different landforms, climate, vegetation, and economic activities.
Explain HOW Jayden's discovery solved a problem.	HOW (a way something happened)	Jayden's discovery solved the problem of misjudged weather by showing that observing changes could kill harmful weather conditions.
Explain whether or not students should observe the weather carefully before making plans.	Decision (WHY)	Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **4.12C(i)** / **4.12C(ii)** (clear thesis (central idea)) | **Student-Friendly Target:** I can shape a WHY prompt and write a clear thesis (central idea).

Directions: Read this excerpt from "A Day That Changed": "The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin." Then circle important nouns, box the important verb, and triangle the decision words in the prompt.

Prompt: Explain whether or not students should observe the weather carefully before making plans.

1. Selected response. This prompt asks for: [] REASONS (WHY) [] A WAY (HOW) (2 points)

2. Constructed response. In one sentence, write a claim that chooses a side and declares the why: (4 points)

3. Underline the reason in your thesis (central idea). (2 points)

4. Transfer / application. Name the detail in the excerpt that BEST shows why people needed a solution: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Decision prompt. Shaping check: underline whether or not, circle students and weather, and identify observe and making plans.	A decision prompt is a WHY prompt that needs reasons.	2	4.11A(i); 4.12C(i)
2	Secure example: Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours. Award 4 for a clear side and a passage-supported why; 3 for a clear but general reason; 2 for a side without a precise why; 1 for a related detail; 0 for no response.	States a claim, not a single detail.	4	4.12C(i) / 4.12C(ii)
3	Underline the words explaining the why, such as	Locates the why in the claim.	2	4.12C(ii)

	"because weather can change quickly, even within a few hours." Award 2 for the complete reason; 1 for a partial reason; 0 if absent.			
4	"The wind grew stronger," "gray clouds" moved, "the temperature dropped," and "light rain began." Accept a paraphrase naming the changing conditions.	Connects the passage evidence to the decision.	2	4.12C(ii); 4.12C(ii)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C6 M1 Decide and Declare, thesis (central idea) (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11A(i) (planning); 4.12C(i) / 4.12C(i) (clear thesis (central idea))
Spiral TEKS	4.11C(i) (revising); 4.12C(ii) (text evidence); 4.11C(ii) (newly acquired vocabulary); 4.11C(i) (discuss ideas important to meaning)
Purpose	Students write a WHY thesis (central idea) and connect it to a short ECR (CREATURES) plan.
Exact Student Prompt	Explain whether or not all four Texas regions should be valued as important parts of the state.
Exact Student Directions	DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY. Write one complete thesis (central idea) with a reason based on the conflict. Underline the reason; then connect the thesis (central idea) to evidence, explanation, and significance using CREATURES.
Non-Negotiable Expectations	A complete claim that chooses a side and declares a why grounded in "Understanding the Texas Regions"; three possible reasons; relevant evidence; and an explanation linking each detail to the claim.

WRITING REQUIREMENT **4.11C(ii)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.12C(ii)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.11C(i)**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's thesis (central idea)-central-idea progression; report that target separately from the supported CREATURES development.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Claim	Clear decision, complex sentence, and precise why grounded in a passage.	Clear decision and general why.	Side named but why is vague or unsupported.	Names only the topic; does not choose a side.
Evidence (CSI) 4.12C(ii)	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 4.11C(i)	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 4.11C(ii)	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: shape the WHY AND HOW prompt about regions and write a thesis (central idea) with a reason and a way.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You used the conflict to explain a reason or way when you wrote _____."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	4.11A(i) planning; 4.12C(i) clear thesis (central idea); 4.11C(i) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Claim (thesis (central idea)).

CLASS SLIDE

Explain whether or not all four Texas regions should be valued as important parts of the state.

Use the Build It frame: "I have to decide _____. I choose _____. My claim is _____ because _____." Help students name both sides, then develop three reasons from landforms, climate, vegetation, resources, and economic activities.

Step 3: Fix It. Give students "Weather is good." Ask how the passage helps answer WHY. Revise to "Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours." For Texas regions practice, ask students to name how different landforms, climate, vegetation, resources, and economic activities support the claim that all four regions should be valued.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the regions WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the thesis (central idea).	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Texas has four regions"	Return to the decision prompt and rehearse "All four Texas regions should be valued because _____" before writing a complete claim.
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (CREATURES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about regions, then transfer the same shaping and thesis (central idea)-writing habit to the informational passage.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12C(i) clear thesis (central idea), genre characteristics, and craft; 4.11C(j) revising; 4.12C(j) compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the informational passage and shape one prompt. **4.12C(j)**

CLASS SLIDE

Explain WHY AND HOW regions improved communities.

Use the dual lens: WHY, all four regions should be valued because each has different natural features; HOW, each region contributes through different resources and economic activities. Students circle regions and state, box valued, and underline the decision words before writing.

Part 2: Write a Matching Claim. Students combine a side and a reason in a complete claim: "All four Texas regions should be valued because each one has different landforms, climate, vegetation, and economic activities." Partners check the claim against the decision prompt.

Part 3: Develop and Transfer. Use CREATURES to plan three reasons, text evidence, explanation, understanding others, rebuttal, ending, and significance for the Texas regions claim. Then apply the same habit to the weather prompt and explain how the changing conditions support the decision.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain whether or not students should observe the weather carefully before making plans.

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with CREATURES: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.12C(ii)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.11C(i)**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **4.11C(ii)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, explanation, and significance.

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11C(i)**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 1 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Declare the Why Dash card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how CREATURES can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW.

Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Claim (thesis (central idea)) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

What can I already do? One prompt I shaped or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you circled important nouns, boxed the important verb, and triangulated WHY or HOW. You used the conflict to write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened. Now you can use CREATURES to develop your idea with a reason or way, evidence, explanation, and significance."

80. Essential / Overarching Question, Answered

How does choosing a side and declaring the why help a writer build a convincing argument from a text?

Choosing a side gives the argument direction, and declaring the why turns that choice into a claim that can be supported with distinct reasons and relevant evidence. The CREATURES framework helps the writer organize the claim, reasons, evidence, argument path, thinking, understanding others, rebuttal, ending, and significance.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student shaped prompts and Declare the Why Dash theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Jayden with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 1 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	If You Have to Decide, Declare the Why	Module 1; Grade 4 Cluster 6; Week 1; Low Energy; ECR Argumentative Correspondence	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	Two Informational Passages	Read "A Day That Changed" and "Understanding the Texas Regions"; DOT unknown words; find details that could support more than one side	Day 1 Gather
4	Decision Prompts Are WHY Prompts	Find whether or not and should; decide a side; declare the why	Day 1 Reveal
5	Watch Me Build a Claim	Model a decision, a complex claim, three reasons, and passage evidence from Jayden's field day	Day 1 Reveal
6	The ECR (CREATURES) Chart	Thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	Declare the Why Dash!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Jayden sample	Day 2 Attempt
8	Talk It Over!	What words signal a decision prompt? Why does a chosen side need a declared why?	Day 3 Discuss
9	Try It On Your Own!	Choose a side on a weather or Texas regions prompt; write a claim and underline the why	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Revise "Watching the weather is good" into a precise claim with because and passage support	Day 4 Target
12	Turn and Teach!	Teach shaping and thesis (central idea) writing; explain the remaining CREATURES parts	Day 5 Educate / Explain
13	Exit Ticket		Day 5 Transfer

		Choose a side about valuing all four Texas regions; write a claim and underline the reasons	
14	Build It, Fix It, Say It	Decide a side; add because or since; name three reasons; rehearse the claim	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	Magnify one claim into three reasons and connect each reason to evidence from a passage	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: Students should watch the weather. It is good. Side named; why and evidence missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: Students should observe the weather carefully because the weather is important. Claim form present; why too general	Section 51
19	Our Strongest Answer!	HIGH: a precise decision claim with weather evidence and an explanation of why observing matters	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**[4.11B(iv)]**). **Game cards** support Declare the Why Dash; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Declare the Why Dash. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Overarching Question, Answered

How does choosing a side and declaring the why help a writer build a convincing argument from a text?

Choosing a side gives the argument direction, and declaring the why turns that choice into a claim that can be supported with distinct reasons and relevant evidence. Strong argumentative writing is more than an opinion: it clearly states a position and shows why the evidence supports it.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Magnify One Claim into Three Strong Reasons

Grade 4 | Cluster 6 | Module 2

Grade: 4

Cluster: 6, Extended Constructed Response (ECR) Argumentative Correspondence with CREATURES

Module: 2 of the cluster

Primary Instructional Category: Argumentative Writing and Correspondence

Module Title: Magnify One Claim into Three Strong Reasons

Content Connection / Passage Titles: "A Day That Changed" and "Understanding the Texas Regions" (Week 2, Medium reading level, informational passages)

Primary TEKS: [4.11B\(i\)](#), [4.11B\(ii\)](#), [4.11B\(iii\)](#), [4.11B\(iv\)](#), [4.12C\(i\)](#), [4.12C\(ii\)](#), and [4.12D\(i\)](#)

Signature habit: If you have to decide, you must declare the WHY.

Approximate Daily Instructional Time: exactly 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

This module reads two informational passages, gathers support, magnifies one claim into three distinct reasons, and prepares students to deliver the argument as correspondence. The response work is connected to the fourth-grade standards listed in the lesson plan.

- **4.7A** describe personal connections to a variety of sources, including self-selected text.
- **4.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7C** use text evidence to support an appropriate response.
- **4.7D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7E** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating.
- **4.7F** respond using newly acquired vocabulary as appropriate.
- **4.7G** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module asks students to grow a position before drafting. A claim is a decision plus "because" plus reasons. Students brainstorm widely, group similar ideas, narrow each group, and select the strongest three reasons that can be supported with evidence.

TEACHER SCRIPT

"When you learn how to grow one idea into several meaningful reasons, you begin to sound less like a guesser and more like a thinker."

Connection to this week's type of thinking: strong writers do not grab the first three ideas. They magnify thinking until the strongest, clearest, and most supportable reasons rise to the top.

2. Why This Module Matters

Students move from writing a claim to supporting it with three strong reasons. They collect passage details, group related support, and decide whether each reason directly supports the claim. The work develops the R and E of CREATURES: Reasons and Evidence.

Where it fits into writing: the module builds the support system that lets an argumentative ECR become a persuasive letter. The later correspondence can use a Greeting, a SET introduction, a TREES body, an RRR conclusion, and a Closing.

Why it matters beyond this assignment: a writer who can magnify one claim can make a decision, explain the WHY, hear other perspectives, and support an argument with clear evidence.

3. Module Essential / Overarching Question

How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?

Students record their first thinking, return to it after the five-day lesson, and answer it at the very end of this guide. The answer belongs here as a prompt for inquiry and at the end as an answered reflection.

My First Thinking:

My Final Thinking:

PART II

Family Communication**4. Parent Communication Purpose**

Families are partners in the work of making a claim and supporting it. This page explains that students are practicing a four-layer Magnifying process: brainstorm many possible reasons, group similar reasons, narrow each group to its strongest central idea, and select three distinct reasons that can be supported with evidence.

How to Send It: share the family letter, conversation starters, and activity in the language each family prefers. Invite a short conversation about one passage and one claim.

5. Family Letter (English)

Dear Families,

This week your student is learning to develop strong reasons that support an argumentative claim. Students will use a magnifying process: brainstorm many possible reasons, group similar reasons, narrow each group to its strongest central idea, and select three distinct reasons that can be supported with evidence. They will practice with "A Day That Changed" and "Understanding the Texas Regions."

At home, invite your student to make a claim about one of the passages and explain three different reasons for that claim. Ask, "Can each reason support its own paragraph?" and "What passage detail could prove it?"

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a desarrollar razones sólidas que apoyen una afirmación argumentativa. Usará un proceso de ampliación: pensar en muchas razones posibles, agrupar las razones semejantes, reducir cada grupo a su idea central más sólida y seleccionar tres razones distintas que puedan apoyarse con evidencia. Practicará con "A Day That Changed" y "Understanding the Texas Regions."

En casa, invite a su estudiante a formular una afirmación sobre uno de los pasajes y explicar tres razones diferentes. Pregunte: "¿Puede cada razón sostener su propio párrafo?" y "¿Qué detalle del pasaje podría comprobarla?"

Con aprecio, El maestro o la maestra de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- Why is it useful to brainstorm more reasons than a writer needs?
- How does grouping similar reasons reduce repetition?
- How can a writer tell whether a reason truly supports the claim?
- Which reason connects most strongly to the theme or big picture?

- Which exact detail from "A Day That Changed" or "Understanding the Texas Regions" proves one reason?

8. Simple Family Activities

Both activities require little or no materials and end in conversation.

Family Activity: Magnify the Why

Choose a claim, brainstorm eight possible reasons, group similar ideas, narrow each group, and select the strongest three. Explain why each final reason is different and supportable.

Family Activity: Reason and Evidence Match

Choose the claim "All four Texas regions should be valued because each region contributes distinct natural features, resources, economic activities, and communities to the state." Name three reasons and one passage detail that proves each reason.

PART III

Teacher Road Map**9. Teacher Navigation Key**

Symbols replace colors throughout this guide. Use them to read each day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language, spoken to students
- Class Slide** : corresponding click-along slide text

10. GRADUATE Evidence Alignment

The five-day lesson explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students hear and notice three distinct reasons.
Reveal	■ TEACH	The teacher models the four Magnifying layers.
Attempt	○ LEARN	Students brainstorm, group, narrow, and record.
Discuss	○ LEARN	Students justify groups and distinguish reasons from evidence.
Use	✓ ASSESS	Students match one relevant detail to each final reason.
Award	✓ ASSESS	Students recognize a strong choice in their support system.
Target	✓ ASSESS	Students select a next goal for argument strength.
Explain / Educate	✓ ASSESS	Students explain the process and transfer it to a new claim.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 6, Module 2
Module Category	Argumentative Writing / ECR Argumentative Correspondence
Primary Focus	Magnify one claim into three distinct reasons that can be supported with evidence.
Frameworks	CREATURES, the Magnifying process, and Argumentative Correspondence.
Passages	"A Day That Changed" and "Understanding the Texas Regions."
Daily Lesson Time	Exactly 15 minutes per day, 5 days.
Student Product	One claim, three final reasons, and one matched passage detail for each reason.
Correspondence Transfer	Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

PART IV

Standards, Learning & Rigor**12. Learning Destination**

Module Learning Objective: Students will magnify one claim into three distinct reasons that can be supported with evidence. Students will brainstorm widely, group similar reasons, narrow each group to one strong central idea, and choose reasons that match the claim, differ from one another, and connect to theme.

I Will Statements

- I will read closely, listen actively, and discuss my reasoning.
- I will brainstorm more reasons than I need before choosing.
- I will use text evidence and match one strong passage detail to each final reason.
- I will reflect on my growth and explain my thinking to others.

I Can Statements

- I can magnify one claim into three distinct reasons.
- I can group similar reasons together.
- I can narrow each group to one strong central idea.
- I can choose reasons that match the claim, differ from one another, and connect to theme.

CLASS SLIDE

Read for clusters of support. Collect details, group related details, and name the larger reasons they support.

13. Success Criteria

Students should know exactly what successful work looks like.

- My reasons directly support my claim.
- My three reasons are distinct rather than repeated.
- Each reason is broad enough for a paragraph and specific enough to stay focused.
- Each reason can be proven with relevant text evidence.
- My evidence is a specific detail from one of the two passages.

14. Evidence That Will Demonstrate Mastery

Identify evidence before instruction begins so the teacher knows which products count.

- Day 1 listening notes: students number three reasons and explain an order.
- Day 2 Magnify the Why Lab: students record all four layers.
- Day 3 Evidence Hunt: students list a claim, three final reasons, and one detail for each.
- Day 4 reflection: students identify a strongest reason and a next target.
- Day 5 turn-and-teach: students explain why the final three are distinct and supportable.

15. TEKS Correlations

The fourth-grade writing standards below are the standards named by the lesson plan. TEKS codes are boxed; ELPS codes elsewhere remain plain text.

TEKS	Strand	Student Expectation	Where Taught and Assessed
4.11B(i)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.	Claim to SET introduction; Days 1 and 5.
4.11B(ii)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.	Reason order and Argumentative Correspondence.
4.11B(iii)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.	RRR conclusion and Day 5 transfer.
4.11B(iv)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	Three reasons and matched evidence.
4.12C(i)	Writing Genre	Compose argumentative texts, including opinion essays, using genre characteristics.	Claim, reasons, evidence, and letter structure.
4.12C(ii)	Writing Genre	Compose argumentative texts, including opinion essays, using craft.	Reason order, transitions, and audience-aware correspondence.
4.12D(i)	Writing Genre	Compose correspondence that requests information.	Argumentative Correspondence transfer.
4.11C(i-viii)	Revising	Revise drafts to improve sentence structure and word choice, coherence, and clarity by adding, deleting, combining, and rearranging ideas.	Reason regrouping and revision checks.

16. Standards Coverage Matrix

Classification	TEKS	Student Action	Where It Occurs
PRIMARY	4.11B(i-iv)	Organize a focused argument with an introduction, transitions, conclusion, and relevant details.	Claim, three reasons, evidence, and correspondence frame.
PRIMARY	4.12C(i-ii)	Compose an argument with genre characteristics and craft.	CREATURES and Argumentative Correspondence.
PRIMARY	4.12D(i)	Compose correspondence that requests information.	Persuasive letter transfer.
RECURSIVE	4.11C(i-viii)	Revise for coherence, clarity, sentence structure, and word choice.	Group, narrow, reorder, and edit.
SPIRAL	4.7B to 4.7G	Compare sources, use evidence, annotate, use vocabulary, and discuss important ideas.	DOT, TRACKS, paired passages, and evidence hunt.

17. ELPS Correlations

ELPS	Domain	Language Demand	Module Use
4(D)(iii)	Writing	Write content-area texts using transition words.	Order three reasons and connect them in a letter.
4(F)(i-ii), (v-vi)	Writing	Write to narrate, describe, explain, respond, or justify with supporting details.	Justify each reason with passage evidence.
4(C)(i)	Writing	Use high-frequency words and content-area vocabulary.	Use claim, reason, evidence, weather, climate, region, and resources.
4(D)(i-iii)	Writing	Use sentence lengths, sentence types, and transitions.	Reason stems, evidence explanations, and correspondence.
4(E)(i-ii)	Writing	Use conventions and grammatical structures.	Independent notebook writing and revision.

ELPS Woven Into Intervention

ELPS	Support	Where Used
4(D)(iii)	Offer oral transition frames such as first, next, and finally.	Reason ordering.
4(F)(i-ii), (v-vi)	Rehearse one reason and one matched detail aloud before writing.	Reason Rescue.

ELPS Woven Into Enrichment

ELPS	Challenge	Where Used
4(C)(i)	Use content-area vocabulary in a theme connection.	Reason Architect.
4(D)(i-iii)	Explain why the selected reasons are distinct and ordered.	Turn and Teach.

18. ELPS Linguistic Accommodations

Access Point	Language Support
Beginning	Use "My claim is _____. One reason is _____." and point to a reason card.
Intermediate	Use "These ideas belong together because _____." and "This detail matches because _____."
Advanced	Explain why one reason is broad enough for a paragraph and a second reason is different.

Language Supports

- Keep the four Magnifying layers visible: brainstorm, group, narrow, final three.
- Provide oral rehearsal before writing and let students point, sort, say, then write.
- Keep the grade-level passages intact. Define one needed word and return the reasoning to the student.
- Invite students to discuss a group label in a home language before rehearsing it in English.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for three different reasons and number them in a clear order.
Speaking	Students justify groups, explain choices, and match evidence aloud.
Reading	Students collect and group passage details into clusters of support.
Writing	Students write a claim, three final reasons, and matched evidence.

20. Rigor Safeguard

Teachers MAY provide	Students must still do
Reread passages, model the four layers, supply sorting materials, and provide oral rehearsal.	Generate, group, narrow, select, and justify their own three reasons and match each to evidence.

A reason should not be a tiny fact. A reason is a bigger idea that evidence can prove.

21. Rigor & Cognitive Demand

Thinking Demand	Student Action	Evidence of Thinking
Foundational	Identify a claim, reason, and evidence.	Correct sorting and labels.
Visible	Group related ideas and explain the group label.	Organized clusters with justification.
Independent	Narrow groups into three distinct reasons.	Three supportable reason statements.
Reflective	Connect reasons to theme or the big picture.	Oral or written explanation.

22. The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Names a reason but may confuse it with evidence.
Level 2	Orange	Emergent	Generates several ideas but repeats or loosely connects them.
Level 3	Yellow	Visible	Groups similar ideas and chooses relevant reasons.
Level 4	Green	Independent	Produces three distinct, supportable reasons and matches evidence.
Level 5	Blue	Reflective	Explains how final reasons connect to theme or the big picture.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Focus
Foundational	What is one reason?	I can name support.	Identify.
Emergent	What other reasons might fit?	I can brainstorm widely.	Generate.
Visible	Which ideas belong together?	I can group and label.	Categorize.
Independent	Which three are strongest?	I can narrow and select.	Evaluate.
Reflective	Why does the support matter?	I can connect to theme.	Significance.

Where this module primarily operates: Levels 3 and 4, with a Level 5 connection when students explain theme or the big picture.

23. Possible Teacher Misconceptions

Teacher check: Do not accept three tiny details as three reasons. Group repeated ideas, ask for a broad idea that several details could prove, and require every selected detail to connect directly to the claim.

24. Possible Student Misconceptions

Student check: If a student writes one passage detail as a reason, contrast a broad reason with specific evidence. If three reasons repeat, return to group labels. If theme feels separate, ask which reason connects most strongly to the meaning of the passage.

PART V

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **4.11B(i)** introduction, **4.11B(ii)** transitions, **4.11B(iii)** conclusion, **4.11B(iv)** engaging idea with relevant details, **4.12C(i)** argumentative genre characteristics, **4.12C(ii)** argumentative craft, and **4.12D(i)** correspondence that requests information. Students use the support system of CREATURES and the four-layer Magnifying process to prepare a clear argument.

26. How I Say the Standard!

TEKS says	How I say it
4.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	I can start my argument with a clear SET introduction that names my claim and prepares my reader.
4.11B(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	I can use transitions so my reader can follow my three reasons in order.
4.11B(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	I can finish with an RRR conclusion that reviews, reinforces, and responds to my claim.
4.11B(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can grow one claim into three reasons and choose details that truly support each reason.
4.12C(i) compose argumentative texts, including opinion essays, using genre characteristics	I can write an argument with a claim, reasons, evidence, and a clear ending.
4.12C(ii) compose argumentative texts, including opinion essays, using craft	I can choose strong wording, order, transitions, and evidence for my audience.
4.12D(i) compose correspondence that requests information	I can carry my argument into a letter with a greeting, clear structure, and a closing request.

27. This Week I Can...

This week I can magnify one claim into three distinct reasons that can be supported with evidence.

28. Before I Can... Prerequisites

- Read both informational passages closely.
- Identify a claim as the position a writer will support.
- Recognize that a reason is a broad explanation and evidence is specific text proof.
- Use the DOT habit to notice an unfamiliar word, discover its meaning, and drop the dot.
- Write a complete sentence and use content-area vocabulary.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, state one claim from either passage, give three possible reasons, and tell your partner which two ideas might belong in the same group."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
claim	the position the writer will support	My claim is ____.
reason	a broad explanation for why the claim makes sense	One reason is ____.
evidence	specific text proof for a reason	My evidence is ____.
magnify	to examine thinking closely and develop it in layers	I magnify my thinking by ____.

31. Conventions Connection

Students write complete reason statements and evidence explanations. During revision, check capitalization, punctuation, subject-verb agreement, sentence length, sentence type, transition words, and grade-appropriate spelling. The conventions work supports the argument without replacing the reasoning demand.

32. Writing Connection

A claim is a decision plus "because" plus reasons. CREATURES names the full argument path: C equals Claim, R equals Reasons, E equals Evidence, A equals Argument path, T equals Thinking, U equals Understanding others, R equals Rebuttal, E equals Ending, and S equals Significance. Module 2 concentrates on Reasons and Evidence so the later letter has a strong support system.

33. Watch Out!

Common misconception: students list three details or three repeated statements. **Teacher move:** ask whether each reason is broad enough for a paragraph, distinct from the other two, directly connected to the claim, and supportable with an exact passage detail.

34. Ready Check

Write the claim "All four Texas regions should be valued because each region contributes distinct natural features, resources, economic activities, and communities to the state." Ask students to name one possible reason and one detail that could prove it. Listen for a broad reason rather than a copied fact.

35. Teacher Look-Fors

- Students brainstorm more than three ideas before choosing.
- Students group similar ideas and label each group with a larger reason.
- Students narrow each group to one central idea.
- Students choose three reasons that match, differ, and can be proven.
- Students use weather, climate, region, landforms, resources, settlement, and economic vocabulary accurately.

PART VI

Vocabulary, Content & Preparation**TEACHER SCRIPT**

"These words help you grow one claim into support that a reader can follow and believe."

36. Complete Tier 1 Vocabulary**TEACHER SCRIPT**

"These are everyday words you need so you can read the passages and talk about your thinking clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
idea	a thought that can be developed	One idea is ____.
choose	to select from options	I choose this reason because ____.
group	ideas placed together because they are alike	This group is about ____.
match	to connect things that belong together	This evidence matches because ____.
same	alike in an important way	These reasons are the same because ____.
different	not alike	This reason is different because ____.
strong	clear and able to do its job	This reason is strong because ____.
weak	not clear or not well supported	This reason is weak because ____.
prove	to show with evidence	The detail proves ____.
order	an arrangement that is easy to follow	I chose this order because ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words. Use them to describe how you build support, not just what you noticed."

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	the position the writer will support	My claim is ____.
support	ideas and proof that strengthen a claim	I support my claim with ____.
reason	a broad explanation for why the claim makes sense	One reason is ____.
brainstorm	to generate many ideas before choosing	I brainstormed ____.
categorize	to group ideas that belong together	I categorize these ideas as ____.
narrow	to reduce a group to its strongest central idea	I narrow this group to ____.
magnify	to examine thinking closely and develop it in layers	I magnify my thinking by ____.
relevant	directly connected to the claim or reason	This detail is relevant because ____.
evidence	specific text proof for a reason	My evidence is ____.
theme	a larger lesson or big-picture idea	This connects to theme because ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words belong to the passages and the skill. Knowing them helps you talk about weather, climate, Texas regions, and support like an expert."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
weather	WETH-ur	the condition of the atmosphere at a certain time and place	The weather can change when ____.
climate	KLY-mit	the usual weather patterns of a place over a long time	Our climate is usually ____.
observation	ob-zur-VAY-shun	something noticed by watching carefully	One observation is ____.
pattern	PAT-urn	something that happens in a regular, repeated way	A pattern shows ____.
region	REE-jun	an area of land with certain features in common	One region has ____ while another has ____.
landform	LAND-form	a natural feature of Earth's surface	A landform in this region is ____.
resources	REE-sor-siz	useful materials such as oil, water, or soil	Resources help people ____.
settlement	SET-ul-munt	a place where people come to live and work	A settlement grew here because ____.
economic	ek-uh-NOM-ik	having to do with money, jobs, and making a living	An economic activity is ____.
distinguish	dih-STING-gwish	to tell the difference between two things	I distinguish weather from climate by ____.

39. Background Knowledge & Teacher Context

What the teacher needs to know. Students already know how to identify a decision prompt, choose a side, and write a claim. Module 2 adds the support system: three reasons that match the claim, differ from one another, can be proven with evidence, and connect to the big picture or theme.

In "A Day That Changed," clusters of support include careful observation, changing conditions, repeated weather records, the difference between weather and climate, and the role of time. In "Understanding the Texas Regions," clusters include physical features, climate, resources, economic activities, and settlement patterns.

Important conceptual background. A reason is broader than a single detail. Evidence is a specific passage detail that proves a reason. Students should see the four layers visibly: brainstorm, group, narrow, final three.

The CREATURES Habit

CREATURES keeps the complete argument visible: C, Claim; R, Reasons; E, Evidence; A, Argument path; T, Thinking; U, Understanding others; R, Rebuttal; E, Ending; S, Significance. This module concentrates on R and E, while the full habit remains available for the ECR and persuasive letter.

40. Materials Needed

Category	Items
Core print materials	Copies of both passages and Interactive Notebooks.
Sorting materials	Scissors, glue, highlighters, sticky notes, pencils, chart paper, or a whiteboard.
Magnifying process	Sorting cards, station direction cards, matching cards, task cards, and teacher answer keys.
Writing materials	Reason and evidence planning pages, pencils, and markers.
Digital access	Projector or board for Daily Deck slides and a shared evidence tracker if needed.

41. Preparation Before Day 1

- ☐ Print "A Day That Changed" and "Understanding the Texas Regions."
- ☐ Prepare Interactive Notebook pages for Claim, Brainstorm, Group, Narrow, Final Three, and Evidence.
- ☐ Prepare Magnifying Process sorting cards and four station direction cards.
- ☐ Post the anchor chart "If You Have to Decide, Declare the Why."
- ☐ Post the anchor chart "The Magnifying Process: brainstorm, group, narrow, final three."
- ☐ Post the anchor chart "Strong Reasons: match the claim, differ from one another, can be proven, connect to theme."
- ☐ Prepare the Listen and Number reasons and the two claim examples.
- ☐ Mark the DOT Reading HABIT and TRACKS categories for both passages.
- ☐ Prepare the evidence tracker with one row per final reason.
- ☐ Keep the CREATURES and Argumentative Correspondence charts visible.

42. Weekly Timing & Transition Overview

Day	GRADUATE Stages	Purpose	Student Evidence
Day 1	Gather and Reveal	Hear three reasons and model four Magnifying layers.	Numbered reasons and modeled support.
Day 2	Attempt	Rotate through the Magnify the Why Lab.	Four-layer notebook page.
Day 3	Discuss and Use	Justify groups and match evidence to final reasons.	My Three Reasons and My Evidence.
Day 4	Award and Target	Recognize strong reasoning and set a next goal.	Strongest reason and target.
Day 5	Explain to Others	Teach the process and connect it to theme and correspondence.	Turn-and-teach explanation.

43. Tiny Times Transition

Use the same short transition each day: "Magnify the WHY." Students touch the claim, name the current layer, and say what evidence the layer will produce. Day 1 moves from listening to modeling. Day 2 moves from brainstorming to grouping. Day 3 moves from group labels to proof. Day 4 moves from recognition to a goal. Day 5 moves from explaining the process to transferring it to argumentative correspondence.

PART VII

Citizenship & Content Connection**44. The Citizenship Connection**

Content Idea	Connection to the Module	Question for Students
Observation and time	"A Day That Changed" shows that weather can change quickly while climate describes patterns over a long period.	Why does a single rainy day not prove that climate changed?
Regions and ways of life	"Understanding the Texas Regions" shows that landforms, climate, vegetation, and economic activities affect communities.	How do regional differences help explain how people live and work?
Decision and WHY	A claim declares a side and gives reasons.	If you have to decide, what WHY must you declare?

The content connection is not an extra topic. It gives students real ideas to sort into support clusters and real evidence to use in an argument.

PART VIII

Instructional Tools & Source Text**45. Anchor Charts / Core Strategy Visuals****The Magnifying Process**

Layer	Move	Teacher Language
1	Brainstorm many possible reasons.	Do not stop at the first few ideas.
2	Group similar reasons together.	Which ideas belong under one larger label?
3	Narrow each group to one best idea.	Which idea is broad enough for a paragraph but clear enough to stay focused?
4	Choose the strongest three distinct reasons.	Do these reasons match, differ, and have proof?

Strong Reasons

Check	Question
Match	Does the reason directly support the claim?
Distinct	Does the reason add something new?
Supportable	Can a passage detail prove it?
Meaningful	Does it connect to theme or the big picture?

Argumentative Correspondence

Letter Part	Purpose	Module Connection
Greeting	Address the audience.	Begin respectfully.
SET introduction	State the situation, explain the issue, and tell the claim.	Declare the WHY.
TREES body	Develop thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.	Use three magnified reasons and proof.
RRR conclusion	Review, reinforce, and respond.	Return to the claim and audience.
Closing	End the correspondence.	Leave the reader with the significance or requested information.

46. Core Habit / Strategy Explanation

Framework	Meaning	Module 2 Use
CREATURES	Claim, Reasons, Evidence, Argument path, Thinking, Understanding others, Rebuttal, Ending, Significance.	Focus on Reasons and Evidence while keeping the whole argument visible.
Magnifying	Brainstorm, group, narrow, final three.	Grow one claim into support.
TRACKS	Time, Reactions, Actions, Character or Concept, Key Knowledge, Scenery or Setting.	Mark measurable support in both passages.
DOT		

	Dot an unfamiliar word, Discover meaning, Drop the dot.	Read both Medium reading-level passages actively.
--	---	---

Teacher reasoning: students first collect details, then ask which larger reason each detail could prove. The teacher models the difference between a reason and evidence, then returns the grouping and selection work to students.

47. Student Source Passage(s)

Passage use: use the two source texts below at medium stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "A Day That Changed" (Stamina: Medium)

- [1] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school.
- [2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.
- [3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.
- [4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.
- [5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."
- [6] Jayden thought about how different the morning had been.
- [7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."
- [8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.
- [9] The next morning, Ms. Rios asked the class to think back to field day. She drew a chart on the board with two headings: Weather and Climate. Under weather, students listed words such as sunny, windy, rainy, warm, and cool. Under climate, they wrote long-term patterns, such as hot summers and mild winters.
- [10] Jayden raised his hand. "So weather is what happens today, but climate is what usually happens over many years?" he asked.
- [11] "That's right," Ms. Rios said. "A single rainy day does not mean the climate has changed. Scientists study weather information for many years before describing a place's climate."
- [12] The class talked about other examples. One student said that a snowy day in a usually warm place would be weather. Another student said that a desert having little rain year after year would describe climate. Jayden began to understand that both ideas were connected, but they were not the same.
- [13] At recess, Jayden looked up at the sky again. This time, he noticed the clouds, the wind, and the temperature. He knew those things described the weather at that moment. He also knew that one cloudy afternoon would not change what his area was usually like.
- [14] Jayden smiled as he joined his friends outside. Field day had not gone as planned, but it helped him learn something important about Earth's changing patterns. He would remember to observe carefully before making guesses about the sky each day.

Passage 2: "Understanding the Texas Regions" (Stamina: Medium)

- [1] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.
- [2] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region

well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy. Many people live in this region because the land and water support different kinds of work. Cities such as Houston and Corpus Christi are located in the Coastal Plains. These cities help connect Texas to other places through trade, transportation, and business.

[3] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region. The land is not as flat as the Coastal Plains, but it is still useful for farming and ranching. People in this region often depend on the land to make a living. The grasslands provide places for cattle to graze, while the soil can be used to grow crops. Communities in the North Central Plains are often connected to agriculture and local businesses.

[4] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy. Farmers in this region may grow crops such as wheat and cotton. Because there is less rainfall, people must carefully use water for crops, animals, and homes. The open land is also helpful for raising cattle. In some places, wind turbines can be seen across the plains. These turbines use wind to create electricity, which is another way the region supports the Texas economy.

[5] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining. The land can be rocky and dry, so farming is more difficult than in other regions. Plants such as cacti and desert shrubs are common because they can survive with little water. Some people visit this region to see its mountains, parks, and desert views. Big Bend National Park is one place where visitors can observe the natural beauty of far West Texas.

[6] Each region has unique features, but all of them play an important role in Texas. The landforms, climate, vegetation, and economic activities of each region affect how people live. By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.

48. Student Annotation Guide

TRACKS Letter	Category	Example from "A Day That Changed"	Example from "Understanding the Texas Regions"
T	Time	over a long period of time	the largest region
R	Reactions	the temperature dropped	how people live and work
A	Actions	the conditions began to change	fishing, shipping, and jobs
C	Character, Concept, Creature	Jayden; weather; climate	The Coastal Plains; Texas regions
K	Key Knowledge	the condition of the atmosphere	landforms, climate, vegetation
S	Scenery or Setting	the sky was bright and clear	dry deserts or wide, open plains

A Day That Changed

Mark current conditions, the change before lunch, Ms. Rios's definitions, the class chart, and the repeated information over time. Ask which details could support the reason that careful observation helps distinguish weather from climate.

Understanding the Texas Regions

Mark the natural features, climate, resources, jobs, settlements, and ways of life. Ask which details could support the three reasons about natural features and climate, resources and economic activities, and settlement patterns and ways of life.

49. TRACKS Evidence Highlighting

Passage	Cluster of Details	Larger Reason It Could Prove
A Day That Changed	The sky changed, the wind grew stronger, the temperature dropped, and rain began.	Current observations describe what is happening now.
A Day That Changed	The class listed sunny, windy, rainy, warm, and cool conditions and studied information over many years.	Repeated records make changes easier to compare.
A Day That Changed	A single rainy day does not mean climate changed; climate describes usual patterns over time.	Time and repeated evidence distinguish weather from climate.
Texas Regions	Coastal Plains rivers and rainfall differ from Mountains and Basins mountains, deserts, and little rainfall.	Regions have distinct natural features and climates.
Texas Regions	Farming, ranching, shipping, wind energy, oil, gas, mining, and tourism appear in different regions.	Regions support distinct resources and economic activities.
Texas Regions	People live and work differently because landforms, climate, vegetation, and economic activities differ.	Regions help explain settlement patterns and ways of life.

PART IX

50. Five-Day GRADUATE Lesson

The five-day lesson builds from listening to independent support and explanation. Every day is 15 minutes.

DAY 1 | GATHER AND REVEAL | 15 MINUTES**GATHER ■ TEACH**

Listening Target: Listen for three different reasons that support the same claim and decide an order that makes the argument easy to follow.

TEACHER SCRIPT

"Listen to all three reasons before numbering them. Your job is to hear how the reasons are different and decide a clear order for a reader."

Round 1 Claim: Students should study all four Texas regions. Reasons: the regions have different landforms and climates; the regions support different jobs and economic activities; the regions show different settlement patterns and ways of life. Possible order: natural features and climate, jobs and economic activities, settlement patterns and ways of life. Other orders are defensible if students explain the progression.

Round 2 Claim: Students should keep a weather journal. Reasons: daily records show current conditions; repeated observations make changes easier to compare; a record over time helps students distinguish recent weather from climate.

Possible order: 1, record current conditions; 2, compare changes over several days; 3, use time and evidence to distinguish weather from climate. Start with what can be observed now, move to a pattern, and end with the larger understanding.

REVEAL ■ TEACH

Display a claim surrounded by many possible ideas. Say that claims need support, support needs reasons, and reasons grow through magnifying.

TEACHER SCRIPT

"Today we are going to zoom in on our thinking. We will magnify our ideas layer by layer until we uncover three strong reasons. Strong writers do not grab the first idea. They magnify their thinking until the best ideas rise to the top."

Model the claim "All four Texas regions should be valued as important because each region contributes distinct natural features, resources, economic activities, and communities to the state." Layer 1 brainstorms different landforms, climate conditions, vegetation, natural resources, jobs, economic activities, settlement patterns, and ways people use the land. Layer 2 groups natural features and climate; resources, jobs, and economic activities; settlement patterns and ways of life. Layer 3 narrows to three larger ideas. Layer 4 selects the final three reasons.

Modeled layers: Layer 1 brainstorms different landforms, climate conditions, vegetation, resources, jobs, economic activities, settlement patterns, and ways people use the land. Layer 2 groups natural features and climate; resources and economic activities; settlement patterns and ways of life. Layer 3 narrows those groups. Layer 4 selects three reasons that match the claim, differ from one another, and can be proven with the passage.

Fresh Recall: cover notes. Students state the three reasons from memory and explain how they know the reasons are distinct.

DAY 2 | ATTEMPT | 15 MINUTES**ATTEMPT ○ LEARN**

Students rotate through four stations in the Magnify the Why Lab. Each station represents one layer and each entry goes into the Interactive Notebook.

TEACHER SCRIPT

"At each station, you will complete one layer of the Magnifying process. By the end, your group will have grown one claim into three strong reasons. Everything you do today should also be added to your Interactive Notebook."

Station	Task	Sample Work
1 Brainstorm Burst	Write at least eight possible reasons for keeping a weather journal.	Records current weather; shows change during one day; makes comparison possible; prevents guessing; creates a record; distinguishes recent weather from climate.
2 Group It Together	Sort reasons and label groups.	Current conditions and observation; comparison across days; weather versus climate and time.
3 Narrow the Group	Choose one broad, focused idea from each group.	Current observations; repeated records; time and the weather-climate difference.
4 Final Three	Number the final reasons and explain how each supports the claim.	Accurate records; easier comparison; distinction between weather and climate.

Game Routine and Sample Card

Use the prompt "Explain whether or not students should keep a weather journal to understand changing conditions and the difference between weather and climate." Sample claim: Students should keep a weather journal because repeated observations help them describe current conditions, compare changes, and avoid confusing a few days with climate.

For a second option, use "Explain whether or not all four Texas regions should be valued as important parts of the state." Students can brainstorm distinct landforms and climate, different jobs and economic activities, different uses of resources, and settlement patterns before narrowing.

Notebook Heading	Student Entry
Claim	Students should keep a weather journal because repeated observations help them describe current conditions, compare changes, and avoid confusing a few days with climate.
Reason 1	Weather journals create accurate records of current conditions.
Reason 2	Repeated records make changes and patterns easier to compare.
Reason 3	A weather journal helps distinguish recent weather from long-term climate.

DAY 3 | DISCUSS AND USE | 15 MINUTES**DISCUSS ○ LEARN**

Ask why it is helpful to brainstorm more reasons than needed, what grouping reveals, how a writer chooses the strongest idea, why reasons must be different, how theme helps, and what makes a reason weak.

TEACHER SCRIPT

"Good writers do not just collect reasons. They organize them, compare them, and choose the strongest ones. A reason should not be a tiny fact. A reason is a bigger idea that evidence can prove."

Possible student responses include: brainstorming gives better choices; some ideas are almost the same; the strongest idea is broader and easier to prove; repeated reasons make writing sound repeated; theme helps the writer think about the big picture. If there are four good groups, compare them and keep the three strongest, clearest, and easiest to support.

USE ✓ ASSESS

Students title a clean notebook page "My Three Reasons and My Evidence." They rewrite the claim, list three final reasons, write one strong detail under each, and underline the words that connect the evidence to the reason.

Claim	Reason	Evidence
All four Texas regions should be valued because each region contributes distinct landforms, climate conditions, resources, economic activities, and communities to the state.	The regions have different natural features and climates.	The Coastal Plains has rivers and frequent rainfall, while the Mountains and Basins is dry and mountainous.
	The regions support different economic activities.	The Great Plains supports farming, ranching, and wind energy, while the Mountains and Basins supports oil, gas, mining, and tourism.
	The regions help explain different settlement patterns and ways of life.	The passage explains that landforms, climate, vegetation, and economic activities affect how people live across Texas.

Teacher checklist: a strong evidence choice clearly proves the reason, comes directly from the text, is specific rather than vague, and supports the claim overall.

DAY 4 | AWARD AND TARGET | 15 MINUTES

AWARD ✓ ASSESS

Students circle their strongest reason and finish the sentence "This reason is strong because ____." They may draw a magnifying glass and write "I magnified my thinking into three strong reasons," place a star beside their strongest support, or highlight the reason that best connects to theme.

TEACHER SCRIPT

"Today you did real writer work. You took one idea and carefully built support around it. That is how thoughtful writing grows."

TARGET ✓ ASSESS

Students choose one goal: brainstorm wider, group more accurately, reduce repetition, strengthen relevance, or match evidence more precisely.

Reflection Question	Goal Choice
Did I brainstorm enough ideas before choosing?	Brainstorm wider.

Did I group similar ideas correctly?	Group more accurately.
Are my three reasons different?	Reduce repetition.
Can each reason be supported?	Match evidence more precisely.
Do the reasons connect to the big picture?	Strengthen relevance.

Goal Stem: "My next goal is to strengthen my argument by ____."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

EXPLAIN ✓ ASSESS

Students turn to a partner and teach the four layers in order: brainstorm, group, narrow, final three. They explain why each layer matters and use the words claim, reason, evidence, theme, and support.

TEACHER SCRIPT

"Turn to a partner and teach how the Magnifying process works. Explain the four layers in order and tell why each one matters."

Turn-and-Teach Frame	Listen-For
Layer 1 is important because ____.	Many possible reasons before choosing.
When I grouped my ideas, I noticed ____.	Similar ideas belong under a larger label.
I narrowed my group by choosing ____.	One broad, focused central idea.
My final three reasons support my claim because ____.	Match, distinction, proof, and relevance.
One way theme helped me was ____.	A connection to the big picture.

EDUCATE

Model one final transfer. Claim: Careful weather observations should matter more than quick assumptions because current conditions can change quickly and accurate decisions depend on evidence. Brainstorm current conditions, changing weather, records, comparisons, time, and evidence. Group observation, records and comparison, and weather versus climate. Narrow to current observations, repeated records, and time with repeated evidence.

Model a second transfer. Claim: All four Texas regions should be valued because each contributes distinct natural features, resources, economic activities, and communities. Narrow the groups to natural features and climate, resources and economic activities, and settlement patterns and ways of life.

Argumentative Correspondence Transfer

Students place the claim and three final reasons into a persuasive letter. The Greeting addresses the audience. SET introduces the situation, issue, and claim. TREES develops each reason with evidence, explanation, and significance. RRR reviews, reinforces, and responds. The Closing completes the correspondence.

Correspondence Move	Student Transfer
Greeting	Dear reader,
SET	State the situation and claim with because.
TREES	Develop each of the three reasons with one matched detail and explanation.
RRR	Review the reasons, reinforce the claim, and respond to the reader's need.
Closing	End respectfully and name the significance or information requested.

Teacher Closing Words of Encouragement: "You grew your thinking before you started drafting. You showed that good writing is built by magnifying ideas, organizing thoughts, and choosing strong reasons carefully. Keep going, one claim, one reason, and one thoughtful choice at a time."

PART X

Student Exemplars**51. Low / Developing Exemplar**

Prompt: Explain whether or not all four Texas regions should be valued as important parts of the state. Develop three reasons for the claim.

Student Response	What Is Working	What Needs Improvement
"Every region is important. All regions matter. The regions are all important parts of Texas."	The student names an idea connected to the claim.	The reasons repeat rather than add three distinct kinds of support. Each reason needs to be broad enough for its own paragraph.

52. Medium / Approaching Exemplar

Student Response	What Is Working	What Needs Improvement
"Each region has different landforms and climate. Each region has different land. The regions all look different."	The reasons match the claim and can be supported with passage details.	The reasons overlap. Regroup and narrow so each final reason adds something new.

53. High / Secure Exemplar

Student Response	What Is Working	Why It Is Secure
"Each region has different landforms and climate. Each region supports different resources and economic activities. Each region helps explain different settlement patterns and ways of life."	All three reasons match the claim and can be supported with passage evidence.	The reasons are distinct enough to develop and each can support its own paragraph.

Additional Secure Exemplars

Weather claim: Students should keep a weather journal because it records current conditions, makes changes easier to compare, and helps distinguish recent weather from long-term climate.

Reason	Matched Evidence	Explanation
It records current conditions.	The class noticed temperature, wind, clouds, and rain.	The observations show what the weather is at that moment.

It makes changes easier to compare.	The weather changed from sunny and warm to cloudy, rainy, and cool.	Several observations reveal a change more clearly than one guess.
It helps distinguish weather from climate.	Ms. Rios explained that climate requires information from many years.	Time and repeated records prevent one day from being mistaken for climate.

Secure Response: Evidence and Explanation

A secure response does not merely copy a detail. It states the reason, gives the exact passage detail, and explains how that detail proves the reason and supports the claim.

PART XI

Assessment & Evidence**54. Teacher Answer Guidance & Evidence Notes**

Answers will vary. Strong responses should match evidence to the reason clearly, use actual details from one passage, and avoid evidence that is weak or unrelated. Students may choose a defensible order for reasons when they explain how the order helps a reader follow the argument.

55. Standards Evidence Trail

Evidence Artifact	Standard Connection	Look-For
Listen and Number	4.11B(ii)	Reasons are ordered with a clear progression.
Four-layer notebook	4.11B(iv)	One engaging idea grows with relevant details.
Evidence Hunt	4.12C(i)	Argument includes claim, reasons, and evidence.
Correspondence frame	4.12C(ii) and 4.12D(i)	Audience-aware craft appears in the persuasive letter.

56. Assessment Opportunities

Component	Look-For
Claim match	Every reason directly supports the chosen side.
Distinction	The three reasons add different support rather than repeating.
Scope	Each reason is broad enough for a paragraph and clear enough to stay focused.
Evidence	Each selected detail directly proves its reason.

Assessment Prompt Bank

Use either passage with these prompts: "Explain whether or not students should keep a weather journal to understand changing conditions and the difference between weather and climate." "Explain whether or not all four Texas regions should be valued as important parts of the state." "Explain whether or not careful weather observations should matter more than quick assumptions when people make decisions about current conditions."

PART XII

Formal Module Assessment Addendum**57. Student Exit Ticket (Printable Page)**

Prompt: Explain whether or not keeping a weather journal helps people understand the difference between weather and climate.

Claim: _____

Final Reason	Passage Evidence	How It Proves the Reason
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

One sentence about theme or the big picture:

58. Exit Ticket Answer Key

Strong Reason	Possible Evidence
Weather journals create accurate records of current conditions.	The class noticed clouds, wind, temperature, and rain.
Repeated records make changes easier to compare.	The day changed from sunny and warm to cloudy, rainy, and cool.
A record over time helps distinguish weather from climate.	Ms. Rios explained that climate requires information from many years.

59. Scoring Principle

Score Description	Evidence
Secure	Three distinct reasons match the claim and each has relevant evidence.
Approaching	Reasons match the claim but overlap, or one evidence choice is weak.
Developing	Response names a claim or topic but does not yet build three supportable reasons.

60. Gradebook Conversion

Evidence	Suggested Record
Final three reasons and evidence	Argument support score.

Turn-and-teach explanation	Reasoning and speaking note.
Correspondence transfer	Argumentative writing and craft note.

61. Recommended Gradebook Label

G4 C6 M2 - Magnify One Claim into Three Strong Reasons

PART XIII

Module Writing Assignment**62. Writing Assignment (Teacher Scoring Copy)**

Assignment: Read "A Day That Changed" and "Understanding the Texas Regions." Choose one claim about the ideas in the passages. If you have to decide, declare the WHY. Write a claim with because, magnify it into three distinct reasons, and support each reason with a relevant passage detail. Then place the argument into a persuasive letter with a Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

Required Part	Success Look-For
Claim	A decision plus because plus a clear position.
Three reasons	Reasons match, differ, and are broad enough for development.
Evidence	Each reason has a specific detail from one of the passages.
Letter form	Greeting, SET, TREES, RRR, and Closing are visible.
CREATURES	The argument path and significance are clear.

63. Student Planning Frame

Claim: I believe _____ because _____.

Layer	My Planning
Brainstorm	Write at least eight possible reasons.
Group	Put similar reasons together and name each group.
Narrow	Choose one broad, focused central idea from each group.
Final Three	Choose the strongest three distinct reasons.
Evidence	Match one exact passage detail to each reason.

Letter Frame

Greeting: _____

SET: The situation is _____. My claim is _____.

TREES Body: Reason 1 _____. Evidence _____.

Explanation _____. Significance _____.

Reason 2 _____. Evidence _____. Explanation _____.

Reason 3 _____. Evidence _____. Explanation _____.

RRR Conclusion: I reviewed _____, reinforced _____, and respond by _____.

Closing: _____

64. Writing Assignment Rubric

Criteria	Secure	Approaching	Developing
Claim	Clear decision with because and reasons.	Decision is clear but because or scope needs work.	Topic is named without a supported decision.
Reasons	Three distinct, broad, relevant reasons.	Reasons partly overlap or one is too narrow.	Reasons are missing, repeated, or unrelated.
Evidence	Specific detail proves each reason.	Some evidence is general or mismatched.	Evidence is absent or not from a passage.
Structure and craft	Letter parts and transitions guide the reader.	Some parts or transitions need revision.	Organization is difficult to follow.

65. Writing Gradebook Conversion

Range	Meaning	Next Action
Secure	Three supportable reasons with matched evidence and correspondence structure.	Extend significance and consider understanding others and rebuttal.
Approaching	Claim is present; support system needs distinction or evidence.	Return to grouping and narrowing.
Developing	Claim or topic is present; support is not yet built.	Use Reason Rescue.

66. Teacher Feedback Shortcuts

Feedback	Meaning	Student Revision Move
Match	Your reason supports the claim.	Keep it and find the strongest proof.
Different	This reason repeats another one.	Regroup and narrow again.
Broad	This idea can support a paragraph.	Develop it with evidence.
Prove	Your detail does not yet prove the reason.	Return to the passage and select a more relevant detail.
Significance	Connect the reason to the big picture.	Explain why the support matters.

PART XIV

Response to Student Need**67. Intervention: Name the Thinking**

Field	Detail
Purpose	Support students who confuse a claim, reason, and evidence or repeat the same reason.
Group Size	Small group of 3 to 6 students.
Materials	Claim cards, reason cards, evidence cards, and a three-column sorting mat.
Relevant TEKS	4.11B(iv) , 4.12C(i) , and 4.11C(i-viii) .

TEACHER SCRIPT

"Today we are going to rescue mixed-up thinking. Sometimes writers confuse a reason with a piece of evidence, so we will sort them and talk through why each one belongs where it does."

Sample Claim Card: Students should study all four Texas regions because each region shows a different relationship among land, climate, resources, jobs, and settlement.

Sample Mixed Cards: each region supports different economic activities; the Coastal Plains has rivers, frequent rainfall, farming, fishing, shipping, and large cities; all four Texas regions contribute to the state; the Great Plains uses strong winds to produce wind energy; each region helps people understand Texas in a different way; the Mountains and Basins has very little rainfall and supports oil, gas, mining, and tourism.

Teacher Thinking Aloud: "Each region supports different economic activities" is a reason because it is a broad idea that evidence can prove. "The Great Plains uses strong winds to produce wind energy" is evidence because it is a specific detail from the text.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name a claim.	Students state the position to support.	Student states only a topic.	Ask what decision the writer is making.
Ask students to label a reason.	Students name a broad explanation.	Student copies a tiny fact.	Ask whether several details could prove it.
Ask students to match evidence.	Students connect a specific detail to a reason.	Detail is interesting but unrelated.	Ask, "How does this reason prove your side?"
Ask students to compare reasons.	Students explain how each adds something new.	Reasons repeat.	Regroup and require a new group label.

69. Student Support Quick Reference

If a student...	Support to Provide
Confuses a reason with evidence	Use Reason Rescue and sort examples under Claim, Reason, and Evidence.
Repeats the same reason	Regroup brainstormed ideas and require a new label for each group.
Chooses an unrelated reason	Ask, "How does this reason prove your side?"
Cannot narrow a group	Choose the idea broad enough for a paragraph and clear enough to stay focused.
Masters quickly	Use the Reason Architect Challenge.

70. Enrichment: Connect Across Texts

Students develop 8 to 10 possible reasons, group them into four categories, narrow four group ideas, reject one group with justification, and keep the strongest three. They then explain how each final reason connects to theme.

Challenge extension: Explain whether or not students should keep a weather journal to understand changing conditions and the difference between weather and climate. Students connect careful observation, weather changes across days, short-term conditions, long-term patterns, and evidence-based conclusions.

Reason Architect teacher language: "You are not just finding reasons. You are becoming a reason architect. Your job is to build the strongest support system possible for your claim."

71. Additional Writing Opportunity: Plan and Draft

Prompt: Explain whether or not keeping a weather journal helps people understand the difference between weather and climate.

1. Write the claim.
2. Brainstorm eight to ten possible reasons.
3. Group similar reasons and label each group.
4. Narrow each group to one central idea.
5. Select the strongest three distinct reasons.
6. Match one strong passage detail to each reason.

Drafting Space: write the claim, three reasons, evidence, and explanations in the Interactive Notebook. Connect the significance to careful observation and evidence.

Success Criteria	Check
All three reasons support the claim.	
Each reason adds something new.	
Each reason can support its own paragraph.	
Each evidence choice directly proves its reason.	

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read the support aloud. Improve one reason for clarity, scope, word choice, or distinction. Add, delete, combine, or rearrange ideas when the argument needs coherence.

Edit. Check complete sentences, capitalization, punctuation, subject-verb agreement, transitions, and grade-appropriate spelling.

Share. Read the claim, three reasons, and matched evidence to a partner. The partner names which reason is strongest and explains why the reasons are distinct.

PART XV

Engagement & Home Connection**73. Auditory Engagement Moments**

- Read all three reasons aloud while students keep pencils still, then have students number them privately.
- Partners explain why their order helps a reader follow the argument.
- Read one evidence detail aloud; students name the reason it could prove.
- A student reads a final three list; the class listens for match, distinction, and supportability.

74. Pause Points**PAUSE POINT: BRAINSTORM**

Have I generated enough choices before selecting reasons?

PAUSE POINT: GROUP

Which ideas repeat or belong under one larger label?

PAUSE POINT: NARROW

Which idea is broad enough for a paragraph but clear enough to stay focused?

PAUSE POINT: PROVE

What exact passage detail truly proves this reason?

75. At-Home Connection

Ask a family member, "How are your three reasons different from one another, and how can the text prove each one?" Students can choose one passage, brainstorm eight reasons, group similar ideas, narrow the groups, and select the strongest three. They can then explain the claim and one detail for each reason.

PART XVI

Student Ownership**76. My Progress Tracker****TEACHER SCRIPT**

"Use this tracker as a private reflection tool. Mark the response that honestly shows where you are now."

I Can...	Not Yet	Getting Set	I Can Do It
Brainstorm many possible reasons.			
Group similar ideas and label each group.			
Narrow a group to one strong idea.			
Choose three distinct reasons.			
Match relevant evidence to each reason.			
Explain how my reasons connect to theme.			

One thing I am proud of: _____

My next goal: _____

77. Student Award

What can I already do? One claim, reason, or evidence choice I built successfully:

78. Student Target

What do I want to practice next? One next step for magnifying, grouping, narrowing, or matching evidence:

PART XVII

Teacher Closure & Reviewer Evidence**79. Teacher Closure Script****TEACHER SCRIPT**

"Today you grew one claim into three strong reasons. You brainstormed widely, grouped similar ideas, narrowed each group, chose the strongest three, and matched evidence to each one. That is how a thoughtful argument is built."

80. Essential / Overarching Question, Answered**How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?**

Magnifying helps writers brainstorm widely, group similar ideas, narrow each group, and select the strongest three reasons. The result is an argument with reasons that are different from one another, directly connected to the claim, and strong enough to support with text evidence.

81. Teacher Reflection

- Which students distinguish reasons from evidence?
- Which students group and narrow ideas independently?
- Which students still repeat reasons or choose weak support?
- Which students connect reasons to theme or the big picture?
- Which evidence should be preserved for the next module?

Teacher Notes:**82. Teacher Artifacts of Effectiveness**

- Listen and Number notes with an explained order.
- Four-layer Magnify the Why Lab pages.
- Grouped brainstorm cards and group labels.
- My Three Reasons and My Evidence notebook page.
- Day 4 strongest reason and target.
- Day 5 turn-and-teach explanation and correspondence plan.

PART XVIII

Production & Implementation Support**83. Module Slide Deck Build Sheet**

The deck follows the lesson sequence and keeps the same four-layer language visible.

Slide	Title	Required Content	Lesson Location
1	Magnify One Claim into Three Strong Reasons	Grade 4, Cluster 6, Module 2, Medium reading level, Argumentative Correspondence.	Cover
2	Meet Our Week	I Can and I Will statements.	Learning Destination
3	Hear All Three Reasons	Listen and Number with the Texas regions and weather journal claims.	Day 1 Gather
4	Magnify the Thinking	Brainstorm, group, narrow, final three.	Day 1 Reveal
5	Build the Support	Model the Texas regions claim and three final reasons.	Day 1 Reveal
6	Magnify the Why Lab	Four stations for the weather journal claim.	Day 2 Attempt
7	Talk It Over	Questions about repetition, distinction, and theme.	Day 3 Discuss
8	My Three Reasons and My Evidence	Claim, three reasons, and one detail for each.	Day 3 Use
9	Circle My Strongest Reason	Reason strength reflection.	Day 4 Award
10	Choose My Next Goal	Brainstorm, group, repetition, relevance, or evidence.	Day 4 Target
11	Turn and Teach	Teach the four layers.	Day 5 Explain
12	Argumentative Correspondence	Greeting, SET, TREES, RRR, Closing.	Day 5 Educate
13	My Progress Tracker	Reflect on reason and evidence growth.	Student Ownership

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared board	Post a four-column digital board: Brainstorm, Group, Narrow, Final Three.
Passage annotation	Students highlight clusters of related details rather than isolated facts.
Listening	Read all three reasons while students number them privately, then compare orders in pairs.
Collaborative sorting	Students drag similar ideas into groups and rename each group with one broad reason.
Independent evidence	Students submit one passage detail and one explanation for each final reason.
Accessibility	Provide oral and visual models of broad reason versus specific evidence, speech-to-text, transition banks, and oral rehearsal.
Closure	Students state their three reasons from memory and add one sentence answering the overarching question.

PART XIX

Teacher Reflection**85. Teacher Reflection (This Module)**

Fill this in after teaching the module. Keep the right column blank for notes.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Finishing the Argumentative Paper with CREATURES

Grade 4 | Cluster 6 | Module 3

Grade: 4

Cluster: 6, Argumentative Correspondence with the CREATURES structure

Module: 3 of the cluster

Primary Instructional Category: Argumentative Writing / Extended Constructed Response (ECR) and persuasive letter

Module Title: Finishing the Argumentative Paper with CREATURES

Content Connection / Passage Titles: the informational passages "A Day That Changed" and "Understanding the Texas Regions" (Week 3, High stamina, ECR Argumentative Correspondence)

Primary TEKS: [4.11B\(i\)](#), [4.11B\(ii\)](#), [4.11B\(iii\)](#), [4.11B\(iv\)](#), [4.12C\(i\)](#), [4.12C\(ii\)](#), [4.12D\(i\)](#)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Writing TEKS Woven Into This Module

The writing-process, argumentative-writing, correspondence, revising, and editing breakouts below are built into this module at the point named in brackets. The lesson plan wording is used.

- **4.11B(i)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction. *[Woven into the full CREATURES paper.]*
- **4.11B(ii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions. *[Woven into the Argument path.]*
- **4.11B(iii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion. *[Woven into Ending and Significance.]*
- **4.11B(iv)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. *[Woven into every reason and evidence match.]*
- **4.12C(i)** compose argumentative texts, including opinion essays, using genre characteristics. *[Woven into the ECR paper.]*
- **4.12C(ii)** compose argumentative texts, including opinion essays, using craft. *[Woven into Thinking, rebuttal, and Significance.]*
- **4.12D(i)** compose correspondence that requests information. *[Extended through Argumentative Correspondence: a persuasive letter with Greeting, SET, TREES, RRR, and Closing.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are finishing a complete argumentative paper and making every CREATURES part do its job. Hold the connection among claim, reasons, evidence, argument path, Thinking, Understanding others, rebuttal, Ending, and Significance in front of the class all week.

TEACHER SCRIPT

"When you learn how the parts of a paper work together, writing stops feeling like a mystery and starts feeling like a masterpiece in progress."

Connection to this week's type of thinking: the whole week builds the habit, "If you have to decide, you must declare the WHY." A claim is a decision plus because plus reasons. Students read closely, match evidence, explain what it proves, acknowledge another viewpoint, rebut it respectfully, and end with meaning.

2. Why This Module Matters

Students learn to finish an argumentative paper by connecting the full CREATURES sequence: Claim, Reasons, Evidence, Argument in logical order, Thinking, Understanding Others, Rebuttal, Ending, and Significance. They use the Magnifying process to grow one claim into three strong reasons, then use TREES in each body section and Argumentative Correspondence to deliver the argument as a persuasive letter.

Where it fits into writing: a complete ECR must make every part support the decision. Students use "A Day That Changed" and "Understanding the Texas Regions" to match evidence to reasons, explain what the proof shows, organize an argument path, acknowledge a reasonable counterargument, rebut it with text-based reasoning, and finish with a meaningful thought.

Why it matters beyond this assignment: students carry a durable habit into every subject: if they have to decide, they declare the WHY and make each piece fit the decision.

3. Module Essential / Overarching Question

How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is finishing an argumentative paper by connecting every part of CREATURES: Claim, Reasons, Evidence, Argument in logical order, Thinking, Understanding Others, Rebuttal, Ending, and Significance. Your student will use "A Day That Changed" and "Understanding the Texas Regions" to practice matching evidence to reasons, explaining what evidence proves, acknowledging another reasonable viewpoint, rebutting it respectfully, and ending with a meaningful big-picture idea.

At home, ask your student to teach you the CREATURES jobs in order. Then ask, "Does every piece belong?" Ask how a piece supports the reason and helps the whole argument fit together.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante terminará un ensayo argumentativo conectando cada parte de CREATURES: afirmación, razones, evidencia, argumento en orden lógico, pensamiento, comprensión de otros puntos de vista, refutación, cierre y significado. Usará "A Day That Changed" y "Understanding the Texas Regions" para relacionar la evidencia con las razones, explicar lo que demuestra, reconocer otro punto de vista razonable, responder con respeto y terminar con una idea significativa.

En casa, pídale que le enseñe los trabajos de CREATURES en orden. Después pregunte: "¿Cada pieza pertenece aquí?" Pregunte cómo una pieza apoya la razón y ayuda a que todo el argumento funcione.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- How is explanation different from evidence?
- Why should a writer acknowledge another reasonable viewpoint?
- How can a rebuttal return the argument to the writer's chosen side?
- What makes an ending meaningful instead of repetitive?

- Which CREATURES job helps the reader see the big picture?

8. Simple Family Activities

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

Family Activity: Build the Chain

Name a friendly decision. Take turns giving a claim, a reason, proof, an explanation, another viewpoint, a respectful rebuttal, and a meaningful ending. Listen for whether every piece belongs.

Family Activity: Find the Missing Job

One person says a short argument but omits one CREATURES job. The listener names what is missing and explains what that missing piece would do for the reader.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 6, Module 3
Module Category	Argumentative Writing / Extended Constructed Response and Argumentative Correspondence
Primary TEKS	4.11B(i) , 4.11B(ii) , 4.11B(iii) , 4.11B(iv) , 4.12C(i) , 4.12C(ii) , 4.12D(i)
Primary Breakout	Develop a focused, structured, coherent argument with an introduction, transitions, relevant details, and conclusion; compose an argumentative text and correspondence.
Spiral TEKS	4.11C(i-viii) revising and 4.11D(i-xxix) , 4.11D(xxx) , 4.11D(xxxiii-xxxv) editing; ELPS 4(C), 4(D), 4(E), 4(F)
Recursive TEKS	CREATURES, the Magnifying process, TRACKS evidence reading, the DOT habit, TREES body paragraphs, and Argumentative Correspondence with SET and RRR
Content Connection	

	Informational passages "A Day That Changed" and "Understanding the Texas Regions"
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Complete CREATURES argument; three-reason Magnifying plan; persuasive letter with Greeting, SET, TREES, RRR, and Closing; My Progress Tracker
Formal Assessment Product	Full argumentative paper and Argumentative Correspondence letter

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will complete a focused, structured, coherent argumentative paper by connecting every part of CREATURES, growing one claim into three strong reasons through the Magnifying process, and delivering the argument as a persuasive letter.

I Will Statements

- I will decide my side and declare the WHY in a claim.
- I will magnify one claim into three strong reasons.
- I will match evidence and Thinking to every reason.
- I will acknowledge another viewpoint and rebut it respectfully.
- I will finish with an Ending and Significance that show why the decision matters.

I Can Statements

- I can build a complete argumentative response with CREATURES.
- I can organize my reasons and evidence in a logical argument path.
- I can write a persuasive letter using Greeting, SET, TREES, RRR, and Closing.
- I can explain why my Significance matters beyond one detail.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- My claim makes a decision and says because with reasons.
- My three reasons are distinct and arranged in a logical order.
- My evidence comes from the passages and my Thinking explains what it proves.
- I understand another reasonable viewpoint and rebut it with text-based reasoning.
- My Ending reinforces the claim and my Significance provides the big picture.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2 guided product: a matched CREATURES card path with a claim, three reasons, evidence, and Thinking from one of the two passages.
- Day 3 independent product: a complete compact CREATURES argument with Understanding Others and a rebuttal.
- Day 4 revision: a stronger Ending, Significance, and next-step target.
- Day 5 transfer: a full paper and a persuasive letter that uses Greeting, SET, TREES, RRR, and Closing.
- Formal assessment: students explain how every paper piece supports the decision.

15. TEKS Correlations

Primary targets are the Grade 4 writing-process, argumentative-writing, and correspondence standards. The Student Expectation column preserves the lesson plan wording; revising and editing support the finished paper.

TEKS	Strand	Student Expectation (verbatim lesson plan wording)	Where Taught	Where Practiced	Where Assessed
4.11B(i)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1	Days 1-5	Full paper
4.11B(ii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Day 2	Days 2-5	Argument path and letter
4.11B(iii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Day 4	Days 4-5	Ending and Significance
4.11B(iv)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Day 1	Days 1-5	Reasons and evidence
4.12C(i)	Writing Genre	compose argumentative texts, including opinion essays, using genre characteristics	Day 1	Days 1-5	Argumentative paper
4.12C(ii)	Writing Genre	compose argumentative texts, including opinion essays, using craft	Day 2	Days 2-5	Paper and letter
4.12D(i)	Correspondence	compose correspondence that requests information	Day 5	Day 5	Argumentative letter
4.11C(i-viii)	Revising	revise drafts to improve sentence structure and word choice; improve coherence and clarity by adding, deleting, combining, and rearranging ideas	Day 4	Days 4-5	Revision check
4.11D(i-xxix)	Editing	edit drafts using standard English conventions, including sentences, verbs, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions, capitalization, commas, and spelling	Day 5	Day 5	Edited paper

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Grade 4 standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11B(i-iv)	develop drafts into a focused, structured, and coherent piece of writing with purposeful structure and relevant details	Days 1-5; full CREATURES paper
PRIMARY	4.12C(i-ii)	compose argumentative texts, including opinion essays, using genre characteristics and craft	Days 1-5; paper and letter
PRIMARY	4.12D(i)	compose correspondence that requests information	Day 5; Argumentative Correspondence
RECURSIVE	4.11C(i-viii)	revise sentence structure, word choice, coherence, and clarity	Day 4; revision check
RECURSIVE	4.11D(i-xxix)	edit drafts using standard English conventions and grade-appropriate spelling	Day 5; editing check
SPIRAL	ELPS 4(C), 4(D), 4(E), 4(F)	use content vocabulary, sentence variety, transitions, grammatical structures, and supporting evidence for purpose and audience	All five days; paper and letter
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	CREATURES / Magnifying / TRACKS / TREES	argument, evidence, and correspondence habits carried across Cluster 6	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for matched argument parts, discuss connections, read for evidence, write a complete CREATURES argument, and deliver it in a persuasive letter.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate important nouns, the important verb, and WHY or HOW in the prompt.	Supported on Day 1.	Important nouns are circled, the important verb is boxed, and the clue word is triangulated.
Inferential	Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Shape one prompt asking WHY AND HOW regions improved communities and write a thesis (central idea) that answers both parts.	Independent challenge after mastery.	A thesis (central idea) with a reason and a way, ready to develop with TREES.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use the conflict and textual evidence to write a matching thesis (central idea), then apply the same shaping habit independently to a new WHY or HOW prompt.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding WHY or HOW completes prompt analysis.	The teacher may skip the important nouns and verb or the text's conflict.	Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.
A HOW answer only needs to say the solution was helpful.	The teacher may accept a general judgment without the way the problem was solved.	Ask, "How did it solve the problem?" Model a by phrase that names the way.
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched central idea.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same answer.	The student tells why a discovery matters without explaining how it solved a problem.	Contrast WHY = reasons, using because, with HOW = a way something happened, using by.
A true detail is enough for a thesis (central idea).	The student writes "People gathered" without answering why they gathered.	Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **4.11B(i)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; **4.11B(ii)** including transitions; **4.11B(iii)** including a conclusion; **4.11B(iv)** developing an engaging idea with relevant details; **4.12C(i)** compose argumentative texts using genre characteristics; **4.12C(ii)** use craft; and **4.12D(i)** compose correspondence that requests information.

26. How I Say the Standard!

TEKS says	How I say it
4.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	I will introduce my decision and set up my argument so the reader knows what I am proving.
4.11B(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	I will use transitions so my reasons and evidence connect in a logical order.
4.11B(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	I will finish with an Ending and Significance that reinforce my claim and show why it matters.
4.11B(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I will grow one claim into three reasons and choose details that really support each reason.
4.12C(i) compose argumentative texts, including opinion essays, using genre characteristics	I will take a clear side, write a claim with because, and build my paper with CREATURES.
4.12C(ii) compose argumentative texts, including opinion essays, using craft	I will make my reasoning sound clear, respectful, and meaningful with precise words and connected thinking.
4.12D(i) compose correspondence that requests information	I will use a Greeting, SET introduction, TREES body, RRR conclusion, and Closing to deliver my argument as a letter.

27. This Week I Can...

This week I can build a complete argumentative response by connecting the parts of CREATURES.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read an informational passage and identify its claim-worthy ideas and key details.
- Know that a claim is a decision plus because plus reasons.
- Know that evidence is specific proof from a passage and Thinking explains what it proves.
- Recognize a reasonable counterargument and a respectful rebuttal.

- Use the DOT and TRACKS habits to collect and organize evidence.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, name the nine CREATURES jobs in order. Then tell your partner which job makes the argument meaningful beyond one detail."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
claim	a decision or position the writer will prove	My claim is ____ because ____.
reason	a broad idea that supports the claim	One reason is ____.
evidence	specific proof from a passage	The evidence states ____.
Thinking	the explanation that connects evidence to a reason	My Thinking shows ____.
Significance	why the argument matters beyond one detail	The significance is ____.

31. Conventions Connection

Recursive conventions review for the week: every claim, reason, evidence explanation, rebuttal, Ending, and Significance sentence must be complete and readable. When students draft and revise, have them check capitalization, end punctuation, subject-verb agreement, verb tense, commas in compound sentences, and grade-appropriate spelling under the Grade 4 editing breakouts.

32. Writing Connection

Connecting parts correctly is what makes a written response accurate. When students declare the WHY, the claim answers the decision, the three reasons develop it, and evidence, Thinking, counterargument, rebuttal, Ending, and Significance develop the argument. This is the habit that turns separate notes into a planned ECR and a persuasive letter.

33. Watch Out!

Common misconception: students write a claim and attach any evidence, or repeat evidence as Thinking. **Teacher move:** ask, "Does this piece really belong in this paragraph?" Require a reason match, evidence match, explanation of what the evidence proves, and a text-based rebuttal.

34. Ready Check

Read one decision prompt aloud: "Explain whether or not all four Texas regions should be valued as important parts of the state." Ask students to name a side, add because, and offer one reason from the passage. Use responses to decide who needs the CREATURES labels and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students state a clear claim with because.
- Students grow one claim into three distinct reasons through the Magnifying process.

- Students match evidence and Thinking instead of merely naming the same topic.
- Students acknowledge another viewpoint, rebut it respectfully, and end with Significance.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
fit	to belong with something	This piece fits because ____.
part	one piece of a whole	This part does the job of ____.
side	a position in an argument	My chosen side is ____.
proof	information that shows an idea is true	This proof supports ____.
order	the arrangement of ideas	I put these ideas in this order because ____.
clear	easy to understand	My argument is clear when ____.
strong	convincing and well supported	This sentence is strong because ____.
end	to bring something to a close	I end by ____.
matter	to be important	This decision matters because ____.
connect	to show how ideas relate	I connect these ideas by ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	the position or thesis (central idea) of an argument	My claim is ____.
reason	a broad idea that supports the claim	One reason is ____.
evidence	specific proof from the passage	The evidence states ____.
explanation	thinking that connects evidence to a reason	My explanation shows ____.
inference	a conclusion formed from evidence and Thinking	I infer that ____.
significance	why an idea matters beyond one detail	The significance is ____.
structure	the purposeful organization of a response	The structure helps by ____.
justify	to support a position with reasons and evidence	I justify my position with ____.
coherence	the quality of ideas fitting together clearly	My response has coherence because ____.
connection	the relationship between ideas in the argument	The connection between these ideas is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
CREATURES	KREE-churz	the framework for the nine jobs in a complete argument
argument	AR-gyuh-muhnt	ideas arranged to support a position
counterargument	kown-ter-AR-gyuh-muhnt	a reasonable opposing viewpoint
rebuttal	rih-BUHT-uhl	a respectful response that returns to the chosen side
thesis (central idea)	THEE-sis	the central claim of an argument
transition	tran-ZISH-uhn	a word or phrase that connects ideas
introduction	in-truh-DUHK-shuhn	the opening that introduces the argument
conclusion	kuhn-KLOO-zhuhn	the closing section of a response
logical order	LOJ-ih-kuhl OR-der	an arrangement that makes reasoning easy to follow
significant inferencing	sig-NIF-ih-kuhnt IN-fer-uhn-sing	thinking that connects proof to a lesson or big picture
region	REE-juhn	an area with features in common
geography	jee-OG-ruh-fee	the study of places and relationships among land, resources, environment, and people

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This high-stamina module uses the two informational passages "A Day That Changed" and "Understanding the Texas Regions." Students finish the argumentative paper by connecting Claim, Reasons, Evidence, Argument path, Thinking, Understanding others, Rebuttal, Ending, and Significance.

Important conceptual background. A claim is a decision plus because plus reasons. The Magnifying process grows one claim into three strong reasons. "A Day That Changed" provides evidence about changing weather, observation, time, and the difference between weather and climate. "Understanding the Texas Regions" provides evidence about landforms, climate, vegetation, resources, economic activities, communities, and settlement across four regions.

Content context and connection to writing instruction. Students collect exact details with TRACKS, sort them under the reason they truly support, explain what each detail proves, acknowledge another reasonable viewpoint, and rebut it with text-based reasoning. Argumentative Correspondence delivers the completed argument as a letter with a Greeting, a SET introduction, a TREES body, an RRR conclusion, and a Closing.

The CREATURES Habit

Before writing, students read for matched argument parts. They build Claim, Reasons, Evidence, Argument in logical order, Thinking, Understanding Others, Rebuttal, Ending, and Significance. Every selected detail must fit the exact reason. **4.12C(i)** **4.12C(ii)**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	CREATURES cards; claim, reason, evidence, Thinking, counterargument, rebuttal, Ending, and Significance cards; Magnifying process mat
Writing materials	Pencils; interactive notebooks; chart paper or whiteboard; sticky notes
Assessment materials	Complete-paper checklist; persuasive-letter frame; My Progress Tracker; teacher answer key
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Color-coded CREATURES labels; oral rehearsal; sentence frames; reduced card choices without reducing the thinking demand

41. Preparation Before Day 1

- ☐ Prepare the CREATURES anchor chart: C Claim, R Reasons, E Evidence, A Argument path, T Thinking, U Understanding others, R Rebuttal, E Ending, S Significance.
- ☐ Prepare the Magnifying process chart that grows one claim into three strong reasons.
- ☐ Prepare copies of "A Day That Changed" and "Understanding the Texas Regions," plus TRACKS annotation colors.
- ☐ Prepare card sets with matched prompts, claims, reasons, evidence, explanations, counterarguments, rebuttals, Endings, and Significance statements from the two passages.
- ☐ Prepare the Argumentative Correspondence frame: Greeting, SET introduction, TREES body, RRR conclusion, and Closing.
- ☐ Set out notebooks, pencils, glue, scissors, sticky notes, and the teacher answer key for the five 15-minute days.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Read for matched argument parts; model one complete CREATURES path with a claim, three reasons, evidence, and Thinking.
Day 2	15	A Attempt	Build-a-Paper Challenge: match cards, magnify one claim into three reasons, and defend the logical order.
Day 3	15	D Discuss + U Use	Discuss why evidence fits; independently build the CREATURES path with Understanding Others and Rebuttal.
Day 4	15	A Award + T Target	Recognize the strongest paper piece; revise the Ending and Significance and set one next-step target.
Day 5	15	E Educate and Explain to Others	Teach the framework to a partner and deliver the argument as a persuasive letter with Greeting, SET, TREES, RRR, and Closing.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the argument-connection habit.

- Signal the class and say, "Tiny Time! Name the missing CREATURES job!"
- Read one short argument sentence from either passage.
- Students point to the job the sentence performs: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, or Significance.
- Students say, "This piece fits because ____," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects argumentative writing to responsible decisions about weather evidence and to understanding how geography shapes Texas communities.

Element	This Module
Suitability	A natural fit. Both informational passages explain how evidence helps people understand changing conditions and places.
Focus	Responsible decisions, evidence-based reasoning, and understanding how geography affects communities and work.
Content Connection	Weather and climate shape careful observation in "A Day That Changed"; landforms, climate, vegetation, resources, and economic activities shape life in Texas regions.
Perspective Connection	A responsible writer updates a decision when evidence changes and recognizes the value of different regions and viewpoints.
Literacy-to-Citizenship Connection	Reading closely, acknowledging another viewpoint, and rebutting respectfully help people make fair, informed decisions.
Citizenship Question	"How can evidence and understanding help people make responsible decisions?"
Teacher Script	<i>"When you use evidence, understand another viewpoint, and explain why your decision matters, you help your audience make a clearer and more responsible choice."</i>
Accuracy / Source Note	Keep all examples faithful to the two informational passages. Do not add outside passage facts.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 4.11B(iv)
E	Explanation	How the evidence proves the thesis (central idea). 4.11B(iv)
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (TREES) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

Passage use: use the two source texts below at high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "A Day That Changed" (Stamina: High)

- [1] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school.
- [2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.
- [3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.
- [4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.
- [5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."
- [6] Jayden thought about how different the morning had been.
- [7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."
- [8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.
- [9] The next morning, Ms. Rios asked the class to think back to field day. She drew a chart on the board with two headings: Weather and Climate. Under weather, students listed words such as sunny, windy, rainy, warm, and cool. Under climate, they wrote long-term patterns, such as hot summers and mild winters.
- [10] Jayden raised his hand. "So weather is what happens today, but climate is what usually happens over many years?" he asked.
- [11] "That's right," Ms. Rios said. "A single rainy day does not mean the climate has changed. Scientists study weather information for many years before describing a place's climate."
- [12] The class talked about other examples. One student said that a snowy day in a usually warm place would be weather. Another student said that a desert having little rain year after year would describe climate. Jayden began to understand that both ideas were connected, but they were not the same.
- [13] Ms. Rios gave each group a weather journal. She told the students they would observe the sky each afternoon for one week. They would write down the temperature, wind, clouds, and any rain. Then they would compare their notes.
- [14] At recess, Jayden looked up at the sky again. This time, he noticed more than whether it was sunny or cloudy. He watched the direction the clouds moved. He felt the air on his face. He saw that the leaves on the trees moved a little, which meant the wind was light.
- [15] "Today is warm and calm," Jayden wrote in his journal.
- [16] The next day was different. The morning started cool, and the sky looked cloudy. By lunch, the sun peeked through the clouds, and the playground felt warmer. Jayden smiled when he noticed the change.
- [17] "The weather changed again," he said to his friend Maya.
- [18] Maya nodded. "But that still does not change the climate," she said. "Ms. Rios said climate takes a long time to describe."
- [19] On Wednesday, the class looked at a map of the United States. Ms. Rios pointed to different places. Some places were usually cold in winter. Some places were usually hot and dry. Some places had rain during the year.

[20] “People use climate information to make choices,” Ms. Rios explained. “Farmers think about climate when they decide which crops to grow. Families think about climate when they pack for trips.”

[21] On Thursday, the students studied a picture of a desert. The land looked dry, and only a few plants grew there. Then they studied a picture of a forest with tall green trees.

[22] “Both places can have weather that changes from day to day,” Ms. Rios said. “A desert can have a cloudy day. A forest can have a sunny day. But the climate of each place is based on what usually happens over a long time.”

[23] Jayden wrote that idea carefully in his notebook.

[24] By Friday, the class had collected several days of weather notes. Some days were sunny. One day was cloudy. One day had light rain. The temperature changed a little each day too. Ms. Rios asked the students what their notes showed.

[25] “They show the weather for this week,” Jayden said.

[26] “Exactly,” Ms. Rios answered. “One week of notes helps us describe recent weather. To describe climate, we would need information from many years.”

[27] Jayden looked back at his field day notes. At first, he had felt disappointed when the rain came. Now he understood why the change had happened. The atmosphere was always moving, and weather could shift quickly.

[28] That afternoon, the class went outside for science. The grass was still damp, but the sky was blue again. Ms. Rios asked everyone to stand quietly and observe.

[29] Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky. He knew he was describing weather because these were the conditions at that time and place.

[30] When he got home, Jayden told his family what he had learned. “Weather can change in a few hours,” he said, “but climate is the usual pattern over a long time.”

[31] His dad smiled. “That explains why we can have a cool rainy day even though we live in a place with hot summers.”

[32] Jayden nodded. He no longer guessed that a sunny morning meant the whole day would stay sunny. Instead, he knew to observe, compare, and think about time. Field day had changed, but it had helped him understand an important science idea.

Passage 2: "Understanding the Texas Regions" (Stamina: High)

[1] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.

[2] A region is an area that has certain features in common. In Texas, the four main physical regions are the Coastal Plains, the North Central Plains, the Great Plains, and the Mountains and Basins. Each region has land that looks different. Each region also has different weather patterns, plants, and ways people use the land. Some areas are better for farming because they get more rain. Other areas are better for ranching because they have wide grasslands. Some places have rivers and ports that help with trade, while other places have oil, gas, or minerals underground.

[3] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy.

[4] Many people live in the Coastal Plains because the land and water support many different kinds of work. The rivers provide water for people, animals, farms, and businesses. The Gulf of Mexico is important because it supports fishing and shipping. Ships can carry goods to and from Texas through ports along the coast. A port is a place where ships load and unload goods. This helps Texas trade with other states and countries.

- [5] Large cities are also found in the Coastal Plains. Houston, Corpus Christi, and Galveston are examples of cities in this region. Houston is an important city for business, energy, medicine, and transportation. Corpus Christi and Galveston are close to the Gulf, so they are connected to fishing, tourism, and shipping. Because the Coastal Plains has more rainfall than other regions, forests and farms are common. People grow crops, raise animals, and work in many different industries.
- [6] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region.
- [7] The land in the North Central Plains is not as flat as the Coastal Plains. It has hills, prairies, and open grasslands. A prairie is a large area of grassland. These grasslands are useful for cattle because the animals can graze. To graze means to eat grass in a field. Ranching became important in this region because there was enough open land for cattle. Farming is also important because the region receives some rainfall, but not as much as the Coastal Plains.
- [8] Many communities in the North Central Plains are smaller than the large cities in the Coastal Plains. Some towns grew near farms, ranches, rivers, and railroads. People settled in places where they could find water, grow food, or move goods. The region's land and climate helped shape where people lived. Families often worked on farms or ranches, and towns provided stores, schools, churches, and other services.
- [9] The North Central Plains also helped Texas grow because of its cattle industry. Cattle ranching became a major part of Texas history and culture. Cowboys, cattle drives, and ranches are often connected to this part of Texas. Even today, ranching and farming remain important to many communities in the region.
- [10] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy.
- [11] The Great Plains has flat land, high plains, and some canyons. The region does not receive as much rainfall as the eastern parts of Texas. Because the climate is drier, plants must be able to survive with less water. Grasses are common because they can grow in dry areas. Trees are less common because they need more water to survive.
- [12] Farming in the Great Plains can be challenging because of the dry climate. Farmers must use water carefully. Some farmers use irrigation, which is a way to bring water to crops. Crops such as wheat, cotton, and corn may be grown in this region. Ranching is also important because cattle can graze on the open grasslands. The wide land gives ranchers space to raise animals.
- [13] Strong winds are common in the Great Plains. These winds can make life difficult at times, but they can also be useful. Wind turbines are built in some areas to create electricity. A wind turbine is a tall machine with blades that turn when the wind blows. The movement of the blades helps produce energy. Wind energy is important because it uses a natural resource that does not run out quickly.
- [14] The Great Plains also includes important landforms such as the Caprock Escarpment and Palo Duro Canyon. Palo Duro Canyon is one of the largest canyons in the United States. These landforms show how the surface of Texas changes from one region to another. Even though the Great Plains may look open and simple at first, it has many important natural features.
- [15] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining.
- [16] This region has the driest climate in Texas. Because it receives very little rain, there are fewer plants and fewer large cities. Many plants in this region are desert plants. Cacti, shrubs, and short grasses can survive with little water. Animals that live in this region must also be able to survive hot days, cool nights, and dry conditions.
- [17] The land in the Mountains and Basins region is very different from the other regions of Texas. It has mountains, valleys, deserts, and basins. A basin is a low area of land that is often surrounded by higher land. The mountains make the region beautiful, but they also make travel and farming more difficult. Since the land is

rocky and dry, fewer people live there compared to other regions.

[18] Even though fewer people live in the Mountains and Basins, the region is still important. Oil, gas, and minerals can be found underground. Mining is an economic activity in this region because people remove useful materials from the earth. Tourism is also important. Many people visit far West Texas to see mountains, desert land, and national parks. Big Bend National Park is located in this region. Visitors go there to hike, camp, and observe the natural beauty of Texas.

[19] Each region has unique features, but all of them play an important role in Texas. The landforms, climate, vegetation, and economic activities of each region affect how people live. By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.

[20] The Coastal Plains has more rain, more rivers, and more large cities. The North Central Plains has rolling hills, grasslands, farms, and ranches. The Great Plains has wide open spaces, dry land, strong winds, farming, ranching, and wind energy. The Mountains and Basins region has mountains, deserts, oil, gas, mining, and tourism.

[21] All four regions help make Texas a diverse state. Diverse means having many different parts or features. Texas is not the same from east to west or north to south. The land changes, the climate changes, and the ways people work change. These differences help explain why people settle in certain places and why different jobs are important in different areas.

[22] Understanding Texas regions helps students see how geography affects daily life. Geography is not only about maps. It is also about how land, water, climate, plants, animals, and people are connected. When people learn about the regions of Texas, they learn how the state's natural features shape its history, economy, and communities.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.11B(iv)**

A Day That Changed

TRACKS	Evidence
T Time	over a long period of time; the next morning; by Friday
R Reactions	Jayden realized that weather had changed; students were disappointed
A Actions	conditions began to change; students observed and compared notes
C Character/Concept/Creature	Jayden; Ms. Rios; weather and climate
K Key Knowledge	weather describes atmosphere conditions at a certain time and place; climate describes usual patterns over a long period
S Scenery/Setting	the sky was bright and clear; gray clouds; damp grass

Understanding the Texas Regions

TRACKS	Evidence
T Time	Texas history and culture; even today
R Reactions	how people live and work; communities grow near useful places
A Actions	farming, ranching, fishing, shipping, mining, tourism
C Character/Concept/Creature	the Coastal Plains; the North Central Plains; the Great Plains; the Mountains and Basins
K Key Knowledge	landforms, climate, vegetation, and economic activities affect communities
S Scenery/Setting	forests and rivers; dry deserts; wide, open plains; mountains

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; CREATURES labels are used after reading to build the argument. **4.11B(iv)**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather claim-worthy ideas from both informational passages and reveal how the nine CREATURES jobs connect into one argumentative paper.

Standard	Focus
TEKS	4.11B(i) , 4.11B(iv) , 4.12C(i)
ELPS	4(D)(iii) transition words; 4(F)(i)-(ii), (v)-(vi) supporting details and evidence

GATHER AND REVEAL

CLASS SLIDE

Read for matched argument parts. Collect claim-worthy ideas, possible reasons, exact supporting details, explanations, possible counterarguments, rebuttals, and big-picture significance from "A Day That Changed" and "Understanding the Texas Regions."

TEACHER SCRIPT

"Today we are building strong argumentative writing with CREATURES. Each letter gives us a job. We still need a clear claim, reasons, evidence, and Thinking, but strong arguments also organize ideas logically, recognize another viewpoint, rebut that viewpoint, end with purpose, and show why the issue matters."

Jayden learns that weather can change quickly while climate describes usual patterns over a long period. The Texas passage explains how landforms, climate, vegetation, resources, economic activities, and communities differ by region. Ask students which details could become evidence for a decision.

Modeled CREATURES path: Claim: all four Texas regions should be valued because each contributes distinct landforms, resources, economic activities, and communities. Reasons: natural features, work, and settlement patterns. Evidence: the Coastal Plains has rivers and shipping, the Great Plains has wind energy, and the Mountains and Basins has oil, gas, mining, and tourism. Thinking: no single region represents the whole state. Understanding Others: some readers may value only the most populated region. Rebuttal: every region contributes. Ending and Significance: studying all four gives a fuller picture of Texas.

EMBEDDED CHECK

Students name the nine jobs in order and point to the model sentence that performs each job.

Access without lowering rigor: read the passages aloud, offer color-coded labels, and reduce card choices. Students still choose and justify the connections. **Student product:** an annotated passage and a labeled CREATURES model.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: grow one claim into three strong reasons and match evidence and Thinking to each reason.

Standard	Focus
TEKS	4.11B(ii) , 4.11B(iv) , 4.12C(ii)
ELPS	4(C)(i); 4(D)(i)-(iii) content vocabulary, sentence types, and transitions

ATTEMPT

CLASS SLIDE

Magnify one claim into three strong reasons. Match one evidence card and one Thinking card to each reason.

TEACHER SCRIPT

"Start with one decision. Ask why it makes sense three different ways. Those three answers become your reasons. Then test every evidence card: does it prove this reason, or does it only mention the same topic?"

Use the claim, "Careful weather observations should matter more than quick assumptions because weather can change within hours and current evidence describes what is actually happening." Magnify it into three reasons: conditions can change during one day; current observations describe the present; repeated observations help separate weather from climate.

Argument part	Matched example from "A Day That Changed"
Reason 1 and evidence	Weather can change during one day. Before lunch, wind strengthened, gray clouds arrived, the temperature dropped, and light rain began.
Thinking	This shows that an earlier sunny morning did not describe the conditions later that day.
Reason 2 and evidence	Current observations help decisions. Teachers moved everyone inside when light rain began.
Thinking	This shows that current weather information can guide a safe decision.
Reason 3 and evidence	Repeated observations help people understand time. The class recorded temperature, wind, clouds, and rain for one week and learned that climate requires information from many years.
Thinking	This connects the length of observation to the kind of conclusion a person can make.

Partners place the three reasons in logical order, read the argument path aloud, and explain one transition between reasons.

EMBEDDED CHECK

Ask, "What does this evidence prove about this reason?" Students must answer with Thinking, not repeat the evidence.

Access without lowering rigor: provide two or three evidence choices and the frame "This evidence fits because ____." The student still decides and justifies the match. **Student product:** a three-reason Magnifying mat and an ordered card path.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss why evidence and Thinking must fit, then independently build a compact CREATURES argument with a reasonable counterargument and respectful rebuttal.

Standard	Focus
TEKS	4.11B(i) , 4.11B(ii) , 4.12C(i)

ELPS	4(F)(i)-(ii), (v)-(vi) respond and justify with supporting details
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DISCUSS AND USE

CLASS SLIDE

What made one evidence card stronger? How is Thinking different from evidence? What reasonable viewpoint could a reader hold?

TEACHER SCRIPT

"Evidence is from the text, but Thinking tells what the evidence means for the reason and claim. Understanding Others shows that we can hear a reasonable viewpoint before we respond."

Students discuss why a detail about rainfall may support a regional-work reason but not a weather-observation reason. Offer these prompts: Explain whether or not students should use repeated observations to understand the difference between weather and climate. Explain whether or not all four Texas regions should be valued as important parts of the state. Explain whether or not Texas geography should be considered important for understanding how people and communities live and work.

Independent checklist: state a decision with because; magnify it into three reasons; choose proof and explain it; name a reasonable opposing viewpoint; return to the chosen side respectfully; reinforce the claim; and explain why the decision matters beyond one detail.

EMBEDDED CHECK

Check that the counterargument is reasonable, the rebuttal uses text-based reasoning, and the Significance reaches beyond one detail.

Access without lowering rigor: offer the frame "Some readers may believe ____; however, the passage shows ____." Students supply the reasoning. **Student product:** an independent compact CREATURES argument.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize accurate connections, revise for coherence, and strengthen Ending and Significance.

Standard	Focus
TEKS	4.11B(iii) , 4.11C(i-viii) , 4.12C(ii)
ELPS	4(C)(i); 4(D)(i)-(iii); 4(E)(i)-(ii) content vocabulary and conventions

AWARD AND TARGET

CLASS SLIDE

Circle the strongest paper piece you wrote. Label it: This works because ____.

TEACHER SCRIPT

"Today you did more than match cards. You practiced building real writing that sounds connected, supported, and meaningful. That is powerful work."

Revision targets: Claim clarity: does the claim declare the WHY? Evidence match: what does the detail prove? Thinking: what does the evidence mean? Rebuttal: how does the response return to the chosen side? Significance: why does the argument matter beyond one detail?

EMBEDDED CHECK

Students revise one sentence and read the original and revised versions aloud. Listen for a clearer connection, not just a longer sentence.

Access without lowering rigor: allow oral rehearsal and a transition bank. **Student product:** an Award reflection, one targeted revision, and a next-step statement.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach the complete framework to a partner, finish the argumentative paper, and deliver the argument as Argumentative Correspondence.

EXPLAIN AND EDUCATE

CLASS SLIDE

Teach a partner the nine CREATURES jobs. Then show how the same argument becomes a letter with Greeting, SET, TREES, RRR, and Closing.

TEACHER SCRIPT

"Explain why one evidence card belongs with one reason, and explain how a rebuttal returns to the chosen side. Teaching the connection out loud shows that you own the framework."

Letter part	Job	Student move
Greeting	Address the audience.	Dear Texas community leaders,
SET introduction	State the situation, establish the decision, and declare the WHY.	Introduce the chosen claim with because.
TREES body	Develop Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.	Use the three magnified reasons and matched proof.
RRR conclusion	Restate the claim, respond to the reasonable viewpoint, and reinforce the reason.	Return to the chosen side respectfully.
Closing	End the correspondence for the audience.	Sincerely,

CLOSING SCRIPT

"You have built an argument that fits together. Keep your claim clear, make every piece support a reason, listen for another viewpoint, and finish by showing why your decision matters."

Students finish the full paper, then write a concise persuasive letter based on the same argument. They edit for capitalization, punctuation, complete sentences, transitions, and spelling. The teacher collects the paper, letter, and My Progress Tracker.

EMBEDDED CHECK

Ask each student to explain how one piece of evidence supports one reason and how the letter's RRR conclusion returns to the claim.

Access without lowering rigor: provide the correspondence frame and allow oral rehearsal; students still select the claim, reasons, evidence, rebuttal, Ending, and Significance. **Student product:** complete argumentative paper, persuasive letter, oral teaching explanation, and progress reflection.

Student Exemplars

These exemplars use the prompt: Explain whether or not all four Texas regions should be valued as important parts of the state. Each response is evaluated with CREATURES, not by length alone.

51. Low / Developing Exemplar

Field	Detail
Student response	Texas has four regions.
What the student did successfully	Named a true topic from the passage.
What is missing	There is no decision, because phrase, reason, evidence, Thinking, Understanding Others, Rebuttal, Ending, or Significance.
Why it falls at this level	The response mentions Texas but does not answer whether all four regions should be valued.
Exact next instructional step	Write a claim with because: "All four Texas regions should be valued because ____."

52. Medium / Approaching Exemplar

Field	Detail
Student response	All four Texas regions should be valued because they are different.
What the student did successfully	The claim takes a side and adds a reason.
What is missing	The reason is too general and there is no evidence, Thinking, or significant Ending.
Why it falls at this level	The decision is defensible, but the paper does not show what the differences contribute.
Exact next instructional step	Magnify the claim into three reasons and match evidence about land, work, and communities.

53. High / Secure Exemplar

Part	Example
Claim	All four Texas regions should be valued because each one contributes something distinct to Texas.
Reasons	The regions have different natural features; they support different resources and economic activities; they help explain different settlement patterns and ways of life.
Evidence and Thinking	The Coastal Plains has rivers and shipping, the Great Plains has strong winds and wind energy, and the Mountains and Basins has mountains, deserts, oil, gas, mining, and tourism. This shows that no single region represents the whole state.
Understanding Others and Rebuttal	Some readers may believe the most populated region deserves the most attention. However, every region provides important resources, work, landscapes, or communities, so importance is not measured only by population.
Ending and Significance	All four Texas regions deserve to be studied as important parts of the state. When people understand how different regions contribute, they gain a fuller and more accurate picture of Texas.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Weather transfer	WHY	Careful weather observations should matter more than quick assumptions because weather can change within hours and current evidence describes what is actually happening.	Uses a decision, because, and a reason from the source.
Regional geography transfer 4.12C(i)	WHY	Texas geography should be considered important because landforms, climate, water, vegetation, and resources shape settlement and economic activity.	Connects physical geography to daily life.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The passage explains that the Coastal Plains supports farming and shipping, the North Central Plains supports farming and ranching, the Great Plains supports agriculture and wind energy, and the Mountains and Basins supports oil, gas, mining, and tourism.	Gives several relevant details.
Explanation	This shows that the regions differ, but each contributes something important to Texas.	Connects the proof to the claim.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can build the full CREATURES path: a claim that makes a decision and declares the WHY, three magnified reasons, matched evidence, logical argument order, Thinking that explains the proof, Understanding Others through a reasonable counterargument, a respectful rebuttal, an Ending, and Significance. Accept varied wording when every piece fits the claim and passages.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students collect claim-worthy ideas and matched evidence from both passages.
T2	Day 1 Reveal	■ TEACH	The nine CREATURES jobs and one complete argument are modeled.
L3	Day 2 Attempt	○ LEARN	The Magnifying process grows one claim into three reasons with matched proof.
L4	Day 3 Discuss	○ LEARN	Students explain evidence, Thinking, counterargument, and rebuttal.
A5	Day 3 Use	✓ ASSESS	Independent compact CREATURES argument.
A6	Day 4 Award	✓ ASSESS	Student identifies the strongest paper piece with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises for coherence, Ending, or Significance.
A8	Day 5 Explain	✓ ASSESS	Student teaches the framework accurately.
A9	Day 5 Transfer	✓ ASSESS	Student delivers the argument as a persuasive letter.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can complete a coherent CREATURES argument and deliver it as Argumentative Correspondence.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, CREATURES cards, Magnifying process mat, pencils, and both provided passages.
Related TEKS Breakout	4.11B(i) planning; 4.12C(i) clear central idea, genre characteristics, and craft; 4.11C(i-viii) revising.
Task	Students write a claim with because, magnify it into three reasons, match evidence and Thinking, acknowledge another viewpoint, rebut it, and write Ending and Significance.
Expected Response	

The response is clear, supported, logical, and meaningful because every CREATURES part contributes to the decision.

Informal Assessment. During Days 1-2, watch students sort evidence under the reason it truly supports and explain the match.

Formative Assessment. The Day 3 independent CREATURES path is the formative check. Students write a claim, three reasons, evidence, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

Final Assessment. The Day 5 paper and persuasive letter show whether students can organize a complete argument for a real audience.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain whether or not careful weather observations should matter more than quick assumptions.	Decision	Careful weather observations should matter more because weather can change within hours and current evidence describes what is actually happening.
Explain whether or not all four Texas regions should be valued as important parts of the state.	Decision	All four Texas regions should be valued because each one contributes something distinct to Texas.
Explain whether or not Texas geography should be considered important for understanding how people live and work.	Decision	Texas geography should be considered important because landforms, climate, water, vegetation, and resources shape settlement and economic activity.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.12C(i) / 4.12C(i) (clear central idea) | **Student-Friendly Target:** I can shape a WHY prompt and write a clear thesis (central idea).

Directions: Read this excerpt from "A Day That Changed": "Many small problems quickly grew to one. Across the town, there were troubles over land and things. So people gathered, searching for a way..." Then circle important nouns, box the important verb, and triangle the clue word in the prompt.

Prompt: Explain WHY communities need regions in "A Day That Changed."

1. Selected response. This prompt asks for: [] REASONS (WHY) [] A WAY (HOW) (2 points)

2. Constructed response. In one sentence, state the informational passage's message about why communities need regions: (4 points)

3. Underline the reason in your thesis (central idea). (2 points)

4. Transfer / application. Name the detail in the excerpt that BEST shows why people needed a solution: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	REASONS (WHY). Shaping check: circle communities and regions, box need, and triangle WHY.	WHY asks for reasons.	2	<u>4.11B(i)</u> ; <u>4.12C(i)</u>
2	Secure example: Communities need regions because when small problems grow, regions give everyone a fair way to solve them and live together. Award 4 for a clear message broad enough to develop; 3 for a clear but general idea; 2 for related details without the message; 1 for a topic only; 0 for no response.	States the central idea, not a single detail.	4	<u>4.12C(i)</u> / <u>4.12C(i)</u>
3	Underline the words explaining the reason, such as "because when small problems grow, regions give	Locates the WHY answer in the thesis (central idea).	2	<u>4.12C(i)</u>

	everyone a fair way to solve them and live together." Award 2 for the complete reason; 1 for a partial reason; 0 if absent.			
4	"Many small problems quickly grew to one." Accept a paraphrase naming the growing problems. Award 2 for that relevant detail; 1 for a related but unclear detail; 0 for an unrelated detail or no response.	Connects growing problems to the need for regions, as in companion Module 3 question 2.	2	4.11B(iv) ; 4.12C(i)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C6 M3 Finishing the Argumentative Paper with CREATURES."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11B(i) (planning); 4.12C(i) / 4.12C(ii) (clear central idea)
Spiral TEKS	4.11C(i-viii) (revising); 4.11B(iv) (text evidence); 4.12C(ii) (newly acquired vocabulary); 4.11B(iv) (discuss ideas important to meaning)
Purpose	Students complete a full argumentative paper with CREATURES and transform it into Argumentative Correspondence.
Exact Student Prompt	Explain whether or not all four Texas regions should be valued as important parts of the state.
Exact Student Directions	Read both informational passages. Write a claim with because, magnify it into three reasons, select matched evidence, explain the proof, acknowledge another reasonable viewpoint, rebut it respectfully, and finish with Ending and Significance. Then deliver the argument as a persuasive letter with Greeting, SET, TREES, RRR, and Closing.
Non-Negotiable Expectations	A complete, focused, structured, coherent, and meaningful CREATURES argument with relevant text evidence, logical transitions, a reasonable counterargument, a text-based rebuttal, and a persuasive letter for an audience.

WRITING REQUIREMENT **4.12C(II)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.11B(iv)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.11B(iv)**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's central-idea progression; report that target separately from the supported TREES development.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Claim and reasons	Clear decision with because and three distinct reasons.	Decision and reasons present but one is general.	Decision or reasons incomplete.	Topic only.
Evidence and Thinking 4.11B(iv)	Relevant proof is matched and explained deeply.	Proof is mostly relevant and explained.	Proof is weakly connected or repeated.	No proof or Thinking.
Argument path and coherence 4.11B(ii)	Reasons, transitions, and body paragraphs create a logical path.	Order is generally clear.	Some connections are hard to follow.	Ideas are disconnected.
Understanding Others and Rebuttal 4.12C(iii)	Reasonable viewpoint is acknowledged and rebutted respectfully with text-based reasoning.	Viewpoint and response are present.	Viewpoint is vague or rebuttal is unsupported.	No counterargument or rebuttal.
Ending, Significance, and correspondence 4.11B(iii) 4.12D(i)	Ending and Significance matter, and letter uses Greeting, SET, TREES, RRR, and Closing.	Most conclusion and letter parts are present.	Ending or letter structure is incomplete.	No meaningful close or letter structure.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: shape the WHY AND HOW prompt about regions and write a thesis (central idea) with a reason and a way.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You used the conflict to explain a reason or way when you wrote _____."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	4.11B(i) planning; 4.12C(i) clear central idea; 4.11C(i-viii) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain WHY regions were needed in the informational passage.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, regions were needed because: _____." Help students name arguments and lost fairness, then complete a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "All four regions matter." Ask how the conflict helps answer WHY. Revise to "regions were needed because people argued and fairness was lost." For HOW practice, use "Explain HOW weather observations solved a problem" and revise "Ms. Rios helped" to name the way heating liquids made weather safer.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the regions WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "regions are good"	Name the conflict and rehearse "regions were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about regions, then transfer the same shaping and thesis (central idea)-writing habit to the informational passage.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12C(i) clear central idea, genre characteristics, and craft; 4.11C(i-viii) revising; 4.12C(i) compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the informational passage and shape one prompt. **4.12C(i)**

CLASS SLIDE

Explain WHY AND HOW regions improved communities.

Use the deck's dual lens: WHY, regions improved communities because they created fairness and reduced conflict; HOW, regions improved communities by setting clear rules that guided behavior and prevented disagreements. Students circle regions and communities, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "regions improved communities because they created fairness and reduced conflict by setting clear rules that guided behavior." Partners check the thesis (central idea) against both parts of the shaped prompt.

Part 3: Develop and Transfer. Use TREES to plan text evidence, explanation, and significance for the regions thesis (central idea). Then apply the same habit to one informational passage prompt: "Explain HOW weather observations solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people gathered to create regions in the informational passage "A Day That Changed."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with TREES: thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.11B(iv)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.11B(iv)**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **4.12C(II)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, explanation, and significance.

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11C(i-viii)**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 3 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin and Shape Showdown card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREES can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

What can I already do? One prompt I shaped or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you circled important nouns, boxed the important verb, and triangulated WHY or HOW. You used the conflict to write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened. Now you can use TREES to develop your idea with a reason or way, evidence, explanation, and significance."

80. Essential / Overarching Question, Answered

How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

A writer circles important nouns, boxes the important verb, and draws a triangle around WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. The conflict helps the writer develop a complete thesis (central idea) that answers the exact prompt. TREES connects that thesis (central idea) to a Reason/Way, Evidence, Explanation, and Significance.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student shaped prompts and Spin and Shape Showdown theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Ms. Rios with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 3 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 3 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	Finishing the Argumentative Paper with CREATURES	Module 3; Grade 4 Cluster 6; Week 3; High stamina; ECR Argumentative Correspondence	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	A Problem & A Discovery	Classroom without rules; changing weather; both passages; DOT unknown words	Day 1 Gather
4	Shaping the Prompt	Circle nouns; box the verb; triangle WHY or HOW; model WHY regions help communities stay safe and fair	Day 1 Reveal
5	Watch Me!	Circle regions and communities; box help; WHY means reasons; modeled thesis (central idea)	Day 1 Reveal
6	The ECR (TREES) Chart	thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	Spin and Shape Showdown!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Ms. Rios sample	Day 2 Attempt
8	Talk It Over!	WHY regions were needed; conflict: arguments, lost fairness, growing problems	Day 3 Discuss
9	Try It On Your Own!	WHY people gathered to create regions; shape, write, underline reason; evidence and explanation if ready	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): All four regions matter. Possible revision gives reasons from the conflict	Day 4 Target
12	Turn and Teach!	Teach shaping and thesis (central idea) writing; explain the remaining TREES parts	Day 5 Educate / Explain
13	Exit Ticket		Day 5 Transfer

		HOW weather observations solved a problem; shape, write, underline the way	
14	Build It, Fix It, Say It	Problem → effect → regions needed; revise regions are good; rehearse because	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	WHY AND HOW regions improved communities; fairness and reduced conflict; clear rules guiding behavior	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: All four regions matter. Topic named; WHY, reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: regions were needed because people had problems. Reason vague; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: conflict-based WHY thesis (central idea), food-sharing evidence, and explanation connecting fairness and safety	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**4.11B(iii)**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin and Shape Showdown. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Overarching Question

How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

CREATURES gives every part a job. The Claim declares a decision and the WHY. Reasons grow that decision, Evidence proves each reason, and the Argument path places the reasons in logical order. Thinking explains what the proof means. Understanding Others acknowledges a reasonable viewpoint, and Rebuttal returns respectfully to the chosen side. Ending reinforces the decision, while Significance shows why it matters beyond one response. Together, the parts make the paper clear, supported, logical, and meaningful, and the same argument can be delivered through Greeting, SET, TREES, RRR, and Closing in a persuasive letter.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Beginning and Ending an Argumentative Letter

Grade 4 | Cluster 6 | Module 4

Grade: 4

Cluster: 6, Extended Constructed Response (ECR) Argumentative Correspondence with CREATURES

Module: 4 of the cluster, Very High stamina

Primary Instructional Category: Argumentative Writing / Argumentative Correspondence

Module Title: Beginning and Ending an Argumentative Letter

Content Connection / Passage Titles: “A Day That Changed” and “Understanding the Texas Regions,” both informational passages

Primary TEKS: [4.11\(A\)\(i\)](#), [4.11\(B\)\(i\)](#), [4.11\(B\)\(iii\)](#), [4.11\(B\)\(iv\)](#), [4.12\(C\)\(i\)](#), [4.12\(C\)\(ii\)](#)

Approximate Daily Instructional Time: 15 minutes per day across five days

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Response Strand (7-Strand) TEKS Woven Into This Module

Students read two informational passages, select evidence, compare ideas, and communicate an argument to a real reader. The breakouts below describe the response work that supports the letter product.

- **[4.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into Day 3 discussion of weather journals and Texas geography.]*
- **[4.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[Woven when students compare the two passages.]*
- **[4.7C]** use text evidence to support an appropriate response. *[Woven wherever students select evidence for a named recipient.]*
- **[4.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into oral rehearsal and letter support.]*
- **[4.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Woven into DOT and TRACKS.]*
- **[4.7F]** respond using newly acquired vocabulary as appropriate. *[Woven into each written letter.]*
- **[4.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven into evidence conversations and closing significance.]*

1. A Little Inspiration Goes a Long Way!

This module moves an argument into correspondence. Students learn that writing has an audience, a purpose, and a heart. The argument does not change when the format changes. The writer still makes a claim, grows it through reasons and evidence, and makes the significance clear.

TEACHER SCRIPT

“When students learn that writing has an audience, a purpose, and a heart, their words begin to matter in powerful ways.”

Signature habit: If you have to decide, you must declare the WHY. A claim is a decision plus because plus reasons.

2. Why This Module Matters

Students move from an argumentative paper to an argumentative letter. They keep the same argument and change the greeting, register, wording, support, closing thought, and closing for a real recipient. The letter must begin with a clear purpose and claim, support that claim with evidence from “A Day That Changed” or “Understanding the Texas Regions,” and end by leaving the reader with a larger idea.

Where it fits into writing: a strong beginning gives the reader the purpose and the writer’s side; a strong ending gives the reader the significance. Argumentative Correspondence uses Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

Why it matters beyond this assignment: students use the habit whenever they need to make a respectful decision, explain WHY, and communicate to a particular person.

3. Module Essential / Overarching Question

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

Students record first thinking, revisit the question after the five-day lesson, and answer it in the final correspondence reflection.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication**4. Parent Communication Purpose**

Families are partners in this work. This page gives families a clear picture of the argument and correspondence students will practice. Invite the student to explain who the recipient is, why the greeting fits, how the claim stays the same, and how the ending gives the reader a meaningful final thought.

How to Send It: share the family letter in the language each family prefers, in print, through a class stream, or during a conference. The activities require no special materials.

5. Family Letter (English)

Dear Families,

This week your student is learning to shape an argumentative letter for a real audience. The argument still needs a clear claim, reasons, and proof, but the recipient changes the greeting, register, explanation, evidence, and closing. Students will use “A Day That Changed” and “Understanding the Texas Regions” as evidence sources while they practice clear openings and meaningful endings.

At home, ask your student to explain why a letter to a principal may sound different from a letter to a classmate. Invite your student to say a respectful opening and a final thought that helps the reader remember why the issue matters.

With appreciation, Your student’s teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a adaptar una carta argumentativa para una audiencia real. El argumento todavía necesita una afirmación clara, razones y pruebas, pero el destinatario cambia el saludo, el registro, la explicación, la evidencia y el cierre. Los estudiantes usarán “A Day That Changed” y “Understanding the Texas Regions” como fuentes de evidencia.

En casa, pídale a su estudiante que explique por qué una carta dirigida al director puede sonar diferente de una carta dirigida a un compañero de clase. Luego invítelo a decir un comienzo respetuoso y un pensamiento final que ayude al lector a recordar por qué el tema importa.

Con aprecio, El maestro o la maestra de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- How does knowing the recipient change a writer’s greeting and tone?
- What must stay the same in an argument even when the audience changes?
- Why should a closing thought sound meaningful instead of rushed?
- Which detail from either passage would convince a teacher, principal, classmate, or community leader?
- How can a claim use because to declare the WHY?

8. Simple Family Activities

Both activities need little or no materials and end in conversation.

Family Activity: Audience Shift

Choose one claim about weather journals or the Texas regions. Say it first to a classmate, then to a principal. Discuss which words changed and which claim stayed the same.

Family Activity: Ending Upgrade

Compare “Thank you for reading my letter” with “Ultimately, understanding all four Texas regions helps people see how geography shapes the way Texans live and work.” Discuss which ending gives the reader a stronger big-picture thought and why.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use this key to read each day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to evidence in the argumentative letter.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates audience, purpose, and letter structure.
Reveal	■ TEACH	Makes the teacher's audience-aware model visible.
Attempt	○ LEARN	Students match recipient, greeting, claim, support, ending, and closing.
Discuss	○ LEARN	Students explain why tone and parts fit.
Use	✓ ASSESS	Students independently create an opening and ending.
Award	✓ ASSESS	Students identify a successful audience-aware choice.
Target	✓ ASSESS	Students choose a revision goal.
Explain / Educate	✓ ASSESS	Students teach how correspondence changes for a reader.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 6, Module 4
Module Category	Argumentative Writing / Extended Constructed Response Argumentative Correspondence
Primary TEKS	4.11(A)(i) , 4.11(B)(i) , 4.11(B)(iii) , 4.11(B)(iv) , 4.12(C)(i) , 4.12(C)(ii)
Primary Breakout	Plan for topic, purpose, and audience; organize an introduction and conclusion; develop an engaging idea with relevant details; compose an argumentative text using genre characteristics and craft.
Spiral TEKS	4.7A , 4.7B , 4.7C , 4.7D , 4.7E , 4.7F , 4.7G
Recursive TEKS	4.11(C)(i) , 4.11(C)(ii) , 4.11(E)(i) , and conventions retrieval; DOT, TRACKS, CREATURES, Magnifying, SET, TREES, and RRR.
Content Connection	“A Day That Changed” and “Understanding the Texas Regions”
Daily Lesson Time	15 minutes per day, five days
Weekly Map	

	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain and Educate.
Student Product	An audience-aware greeting, SET introduction and claim, TREES body, RRR conclusion, and respectful closing.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will shape an argumentative letter for a real audience with a clear claim, relevant support, respectful tone, and meaningful ending. The argument will stay constant while the format and audience change.

I Will Statements

- 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 Statements

- 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.

CLASS SLIDE

Write: “Read with audience and purpose in mind. The argument does not change; the format and audience change.”

13. Success Criteria

State the criteria before students write so the work has a visible target.

- My greeting and register fit the audience.
- My opening explains why I am writing and states a clear claim.
- My support is relevant to the recipient and the passage.
- My closing thought communicates a big picture, theme, or lesson learned.
- My closing politely fits the intended audience.

14. Evidence That Will Demonstrate Mastery

- Day 1 model: students identify the parts of an audience-aware letter.
- Day 2 guided product: students match prompt, recipient, greeting, opening and claim, closing thought, and closing.
- Day 3 independent product: students write a recipient, greeting, opening and claim, big-picture closing thought, and respectful closing.
- Day 4 revision: students underline the strongest audience-aware choice and state a target.
- Day 5 transfer: students teach a partner how audience changes a letter while the argument stays supported by claim, reasons, evidence, rebuttal, ending, and significance.

15. TEKS Correlations

The primary writing standards are listed with their official Grade 4 expectations from this module’s lesson plan.

TEKS	Strand	Student Expectation			Where Assessed
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			Where Taught	Where Practiced	
4.11(A)(i)	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1	Days 1-3	Day 3 and writing assignment
4.11(B)(i)	Writing Process, Introduction	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1	Days 2-3	Letter opening
4.11(B)(iii)	Writing Process, Conclusion	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Day 1	Days 2-3	Letter ending
4.11(B)(iv)	Writing Process, Details	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Day 1	Days 2-5	Evidence and support
4.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 4	Day 4	Revised opening or ending
4.11(C)(ii)	Revising	revise drafts to improve word choice	Day 4	Day 4	Audience-aware register
4.11(E)(i)	Publishing	publish written work for appropriate audiences	Day 5	Day 5	Final letter
4.12(C)(i)	Argumentative Genre	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-2	Days 3-5	Argumentative letter
4.12(C)(iii)	Argumentative Craft	compose argumentative texts, including opinion essays, using craft	Day 1	Days 2-5	Audience, tone, and significance

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	4.11(A)(i)	plan for topic, purpose, and audience	Day 1 and Day 3 planning
PRIMARY	4.11(B)(i) , 4.11(B)(iii)	organize with an introduction and conclusion	SET introduction and RRR conclusion
PRIMARY	4.12(C)(i) , 4.12(C)(ii)	compose argumentative text using genre characteristics and craft	All five days
RECURSIVE	4.11(C)(i) , 4.11(C)(ii)	revise sentence structure and word choice	Day 4 and additional writing
SPIRAL	4.7A - 4.7G	connect, compare, cite, summarize, annotate, use vocabulary, and discuss important ideas	Passages, TRACKS, and letter support
RECURSIVE	CREATURES and Magnifying	grow one decision into three strong reasons and carry the argument into correspondence	Anchor charts and all five days

17. ELPS Correlations

ELPS codes remain plain text. The language demands are listening for audience, speaking about tone, reading two high-stamina passages, and writing audience-aware correspondence.

ELPS	Domain	Language Pattern	Complete Student Expectation	Day Addressed
4(D)(iii)	Writing	Transitions	Write content-area texts using a variety of transition words.	Days 3 and 5
4(F)(i)-(ii), (v)-(vi)	Writing	Purpose and audience	Write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience.	Days 1-5
4(C)(i)	Writing	Vocabulary	Write using a combination of high-frequency words and content-area vocabulary.	Days 2-5
4(D)(i)-(iii)	Writing	Sentence types	Write content-area texts using a variety of sentence lengths, sentence types, and transition words.	Days 3-5
4(E)(i)-(ii)	Writing	Conventions	Write content-area-specific text using conventions and grammatical structures.	Day 4

ELPS Woven Into Intervention

ELPS	Domain	Student Expectation	Day Addressed
4(F)(i)-(ii)	Writing	Write to explain or respond with supporting details for purpose and audience.	Intervention

ELPS Woven Into Enrichment

ELPS	Domain	Student Expectation	Day Addressed
4(D)(iii)	Writing	Write content-area texts using a variety of transition words.	Enrichment

18. ELPS Linguistic Accommodations

Proficiency Level	Language Objective
Pre-Production	Point to the recipient, greeting, claim, support, closing thought, and closing in a visual letter frame.
Beginning	Complete orally: “My audience is _____. My greeting is _____ because _____.”
Intermediate	Use: “I am writing to _____ because _____.” and “Ultimately, _____.”
High Intermediate	Explain how audience changes register, wording, evidence, and closing.
Advanced	Independently write and defend two openings for different recipients with the same claim.

Language Supports

- Keep the parts of an argumentative letter visible.
- Offer oral rehearsal before writing.
- Provide greeting and closing banks without choosing the student’s claim or evidence.
- Use sentence frames while keeping the Grade 4 thinking demand intact.
- Invite students to rehearse the idea in a familiar language before writing in English.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for how audience changes a greeting, register, support, and ending.
Speaking	Students explain tone and teach a partner two ways audience changes a letter.
Reading	Students read two very-high-stamina informational passages and identify convincing details.
Writing	Students build, draft, revise, and publish a greeting, SET introduction, TREES body, RRR conclusion, and closing.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Reread passages, model one audience-aware opening, provide letter-part cards, and permit oral rehearsal.	Select the student’s position, evidence, recipient, final thought, or finished letter.

The student must make the audience-aware choices.

21. Rigor & Cognitive Demand

Level	Student Thinking	Evidence
Literal	Identify the recipient and letter parts.	Correctly ordered greeting, introduction, claim, support, closing thought, closing, and signature.
Inferential	Explain how audience changes register, wording, and evidence.	Audience-aware choices with a reason.

Evaluative	Compare two openings or endings and defend the more convincing version.	A revision tied to purpose, audience, and theme.
Synthesis	Use one claim for two audiences while changing the correspondence.	Two openings and endings with the same argument and different register.

22. The Five Thinking Levels

Level	Thinking Stage	Audience-Aware Correspondence
Level 1	Foundational	Labels or repeats a letter part.
Level 2	Emergent	Places letter parts in order with support.
Level 3	Visible	Connects claim and passage evidence for a named recipient.
Level 4	Independent	Adjusts register, wording, support, and closing for the audience.
Level 5	Reflective	Creates a meaningful theme-based ending and defends why it fits the reader.

The Progression of Thinking

Move	Teacher Prompt	Student Evidence
Notice	Who will receive the letter?	Names a recipient.
Organize	What job does each part do?	Orders letter parts.
Connect	Which passage detail supports the claim?	Selects evidence.
Defend	Why does this opening or ending fit?	Explains audience and significance.

23. Possible Teacher Misconceptions

Misconception	Correction
A letter is just a paragraph with Dear at the top.	Argumentative correspondence must still be structured and purposeful.
The audience changes the argument itself.	The argument stays the same; audience changes greeting, register, wording, support, and closing.
A closing means only goodbye.	A closing thought should leave the reader with a big picture, lesson, or theme before the polite closing.

24. Possible Student Misconceptions

Student Misconception	Teacher Response
The greeting is the whole introduction.	Separate Greeting from SET introduction and claim.
A general detail is enough for every audience.	Ask which passage evidence will matter most to this recipient.
The letter can stop after the evidence.	Ask what larger idea the reader should remember.
Casual language fits every reader.	Compare the register for a classmate and a principal.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The central target is to plan and compose a focused, structured, coherent argumentative letter for a particular purpose and audience. Students organize an introduction and conclusion, develop an engaging idea with relevant details, revise sentence structure and word choice, and publish for an appropriate audience using [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\(C\)\(i\)](#), and [4.12\(C\)\(ii\)](#).

26. How I Say the Standard!

TEKS says	How I say it
4.11(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	I can choose a letter because I know my topic, purpose, and reader, and I can plan before I draft.
4.11(B)(i) organize with purposeful structure, including an introduction	I can begin my letter by telling my reader why I am writing and what I claim.
4.11(B)(iii) organize with purposeful structure, including a conclusion	I can end my letter with a big-picture thought and a respectful closing.
4.11(B)(iv) develop an engaging idea with relevant details	I can choose passage details that make my claim make sense to my reader.
4.11(C)(i) revise drafts to improve sentence structure	I can revise a sentence so my meaning is clear.
4.11(C)(ii) revise drafts to improve word choice	I can choose words that sound respectful and fit my audience.
4.11(E)(i) publish written work for appropriate audiences	I can share a finished letter with the person who should read it.
4.12(C)(i) compose argumentative texts using genre characteristics	I can write an argument as a letter with a greeting, claim, support, ending, and closing.
	I can use tone, wording, evidence, and significance to make my argument strong.

27. This Week I Can...

- I can name my audience and purpose.
- I can choose a greeting and register that fit my recipient.
- I can begin with a clear purpose and claim.
- I can support the claim with evidence from either passage.
- I can end with a meaningful big-picture thought and respectful closing.

28. Before I Can... Prerequisites

- I can identify a claim as a decision plus because plus reasons.
- I can use the Magnifying process to grow one claim into three strong reasons.
- I can name the CREATURES parts: Claim, Reasons, Evidence, Argument path, Thinking, Understanding others, Rebuttal, Ending, Significance.
- I can distinguish passage detail from my own explanation.
- I can recognize that a letter is a format for delivering an argument to a reader.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"If you have to decide, declare the WHY. A claim is a decision plus because plus reasons. The argument stays the same when the audience changes, but the greeting, register, wording, support, and closing must fit the reader."

Students name the five letter moves: Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

30. Vocabulary Infusion

Use this immediate-use set on Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Definition	Oral Rehearsal Frame
audience	the intended reader	My audience is ____.
recipient	the person who receives the letter	The recipient is ____.
greeting	the respectful opening	My greeting is ____.
claim	the writer's clear position	My claim is ____ because ____.
evidence	a specific detail used as proof	One piece of evidence is ____.
closing	the words that end a letter	My closing fits because ____.

31. Conventions Connection

Teach capitalization in greetings and proper nouns such as Texas, Jayden, Ms. Rios, Coastal Plains, Great Plains, Mountains and Basins, Houston, El Paso, and Big Bend National Park. Edit punctuation in the greeting, complete sentences, quotation marks, commas, and the closing. Use 4.11(C)(i) and 4.11(C)(ii) for revision.

32. Writing Connection

Argumentative Correspondence carries the paper argument into a letter. The Greeting names the reader. SET means State the purpose, Explain the issue, and Tell the claim. TREES means Thesis (central idea), Reason, Evidence, Explanation, and Significance. RRR means Restate the claim, Review the strongest reason, and Remember the big picture. The argument can include Understanding others and Rebuttal from CREATURES when a writer anticipates another view.

33. Watch Out!

- Do not let Dear become the whole beginning.
- Do not let the claim hide until the last line.
- Do not choose evidence only because it is interesting; choose it because it helps this reader understand the claim.
- Do not rush the ending. A meaningful thought gives the letter significance.
- Do not change the argument just because the recipient changes.

34. Ready Check

Ask: Who is my recipient? What is my purpose? What decision will I declare with because? Which evidence will persuade this reader? What should my reader remember at the end?

35. Teacher Look-Fors

- The student names the audience before choosing register.
- The opening explains purpose and states a clear claim.
- The body connects reason, evidence, explanation, and significance.
- The student keeps the same argument while changing the correspondence format.
- The ending communicates theme or a big-picture lesson, followed by a respectful closing.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

“These are everyday words that help you talk about a letter. Say each word, connect it to a part of your own message, and then use it in a complete thought.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
letter	a written message sent to someone	My letter is written to ____.
reader	the person who reads a message	My reader needs to know ____.
begin	to start	I will begin with ____.
end	to finish	I will end by ____.
polite	showing good manners	This sounds polite because ____.
idea	a thought or belief	My main idea is ____.
reason	why something is true or important	One reason is ____.
proof	information that shows a claim is sound	My proof is ____.
voice	the way a writer sounds	My writing voice sounds ____.
message	what the writer wants the reader to understand	My message is ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

“Academic words make the work precise. Use the definition, say the frame, and connect the word to the reader and purpose of your letter.”

Word	Student-Friendly Definition	Oral Rehearsal Frame
correspondence	written communication to a specific person or group	This correspondence is written to ____.
audience	the intended reader of a message	My audience is ____.
recipient	the person who receives the letter	The recipient is ____.
greeting	the respectful opening of a letter	My greeting is ____.
claim	the writer’s clear argumentative position	My claim is ____.
support	reasons and proof that strengthen the claim	My support shows ____.
evidence	specific details used as proof	One piece of evidence is ____.
purpose	the reason the writer is communicating	My purpose is ____.
respectful	showing consideration through appropriate tone and language	This sounds respectful because ____.
closing	the words and final thought used to end a letter	My closing fits because ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

“These passage and correspondence words help you explain the evidence. Choose them when they make your argument more exact for your reader.”

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
weather	WETH-ur	the condition of the air at a certain time and place	The weather changed when ____.
climate	KLY-mit	the usual weather patterns of a place over a long time	Our climate is usually ____.
region	REE-jun	an area of land that shares common features	Each Texas region has ____.
geography	jee-OG-ruh-fee	the study of land, water, climate, and how people use them	Geography shapes ____.
resources	REE-sor-siz	useful materials such as oil, water, or soil	The resources of a region help people ____.
settlement	SET-ul-munt	a place where people come to live and work	People built a settlement here because ____.
register	REJ-uh-ster	language chosen to fit an audience and situation	My register fits my reader because ____.
argumentative	ar-gyuh-MEN-tuh-tiv	presenting a position with reasons and evidence	My argumentative letter claims ____.
persuade	per-SWAYD	to make someone believe something by giving reasons	To persuade my reader, I ____.
significance	sig-NIF-ih-kuns	why something matters beyond the immediate topic	The significance of my claim is ____.

39. Background Knowledge & Teacher Context

Students use “A Day That Changed” to support claims about careful observation, changing weather, weather journals, and long-term climate patterns. They use “Understanding the Texas Regions” to support claims about geography, regional differences, resources, economic activity, settlement, and the importance of all four Texas regions.

The Argument Habit

Keep the signature habit visible: If you have to decide, you must declare the WHY. A claim is a decision plus because plus reasons. The Magnifying process grows one claim into three strong reasons. CREATURES provides the full argument path, and Argumentative Correspondence delivers that argument as a letter.

40. Materials Needed

Material	Use
Copies of both passages	Close reading, annotation, and evidence selection.
Interactive notebooks	Build the letter and record independent openings and endings.
Scissors, glue, crayons or colored pencils	Cut, match, order, and mark letter parts.
Prompt, recipient, greeting, claim, closing-thought, and closing cards	Day 2 Build the Letter matching challenge.
Envelopes or baggies	Store reusable cards.
Chart paper or whiteboard	Display SET, TREES, RRR, CREATURES, and the audience chart.
Pencils and highlighters	Draft, revise, and mark evidence.

41. Preparation Before Day 1

- ☐ Copy “A Day That Changed” and “Understanding the Texas Regions.”
- ☐ Prepare the Mailbox Mystery with envelopes for a teacher, principal, classmates, and community leader.
- ☐ Post Anchor Chart 1 with Date, Greeting, Introduction, Claim, Body, Closing Thoughts, Closing, and Signature.
- ☐ Post Anchor Chart 2 with the SET opening frame.
- ☐ Post Anchor Chart 3 with big-picture closing thoughts and respectful closings.
- ☐ Post Anchor Chart 4: If you have to decide, declare the WHY.
- ☐ Post Anchor Chart 5: Strong letters do more than state an opinion.
- ☐ Cut the six sets of Day 2 letter cards and label practice pockets.
- ☐ Prepare the five day headers and set a timer for 15 minutes each day.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
1	15 MINUTES	Gather + Reveal	Mailbox Mystery, audience, letter parts, and two modeled openings.
2	15 MINUTES	Attempt	Build the Letter matching challenge.
3	15 MINUTES	Discuss + Use	Discuss tone, then draft an opening and ending independently.

4	15 MINUTES	Award + Target	Recognize a strong choice and set one correspondence goal.
5	15 MINUTES	Explain + Educate	Turn and Teach, transfer, and answer the overarching question.

43. Tiny Times Transition

Use a short routine between reading and writing: identify the recipient, say the purpose, declare the WHY, name one passage detail, and rehearse the ending. The routine keeps the argument moving without adding a second task.

TRANSITION SCRIPT

“Point to your reader, whisper your claim with because, touch the evidence you will use, and finish this thought: Ultimately, ____.”

Citizenship & Content Connection

44. The Citizenship Connection

Argumentative correspondence is a civic practice. A student learns to address a real person, make a clear decision, support it with evidence, recognize another view, rebut respectfully, and end with significance. The two passages provide content for that practice: careful weather evidence supports sound decisions, and knowledge of Texas regions helps people understand how geography shapes settlement, work, resources, and daily life.

Citizenship Move	Module Example	Letter Application
Observe before deciding	Jayden notices changing conditions and keeps a weather journal.	Use current evidence instead of a quick assumption.
Understand others	People in each Texas region live with different land, climate, and resources.	Choose words and support that respect the reader's context.
Declare the WHY	Weather and climate are connected but not the same.	Write a claim as a decision plus because plus reasons.
Think about significance	Geography shapes how people travel, work, build homes, and form communities.	End with the larger lesson the reader should remember.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Parts of an Argumentative Letter

Part	Job	Example
Greeting	Name the reader respectfully.	Dear Teacher,
SET introduction	State purpose, explain the issue, and tell the claim.	I am writing to explain why students should study all four Texas regions because geography shapes life and work.
TREES body	Develop claim with reason, evidence, explanation, and significance.	The Coastal Plains has rivers and shipping, while the Great Plains has wind energy. These differences show why every region matters.
RRR conclusion	Restate claim, review a reason, and remember the big picture.	Ultimately, understanding every region gives a fuller picture of Texas.
Closing	End politely for the audience.	Sincerely, Your Student

Letter Beginnings

Recipient	Greeting and opening
Teacher	Dear Teacher, I am writing to explain why ...
Principal	Dear Principal, I am writing to share why I believe ...
Community Leader	Dear Community Leader, I am writing to explain why ...

Letter Endings

Ending Move	Example
Big-picture thought	Ultimately, studying all four regions helps people understand how many different places contribute to Texas as a whole.
Respectful closing	Thank you for considering my ideas. Respectfully, A Thoughtful Learner

46. Core Habit / Strategy Explanation

Magnifying: begin with one claim, then grow it into three strong reasons. **CREATURES:** Claim, Reasons, Evidence, Argument path, Thinking, Understanding others, Rebuttal, Ending, Significance. **Argumentative Correspondence:** carry that structure into a letter with Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

Teach students that the argument does not change. If the claim is that students should study all four Texas regions, the support still comes from landforms, climate, resources, economic activity, settlement, and communities whether the recipient is a teacher, principal, classmate, or community leader. What changes is the way the writer opens, explains, and ends.

47. Student Source Passage(s)

Passage use: use the two source texts below at very high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "A Day That Changed" (Stamina: Very High)

- [1] Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school.
- [2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.
- [3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.
- [4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.
- [5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."
- [6] Jayden thought about how different the morning had been.
- [7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."
- [8] After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.
- [9] The next morning, Ms. Rios asked the class to think back to field day. She drew a chart on the board with two headings: Weather and Climate. Under weather, students listed words such as sunny, windy, rainy, warm, and cool. Under climate, they wrote long-term patterns, such as hot summers and mild winters.
- [10] Jayden raised his hand. "So weather is what happens today, but climate is what usually happens over many years?" he asked.
- [11] "That's right," Ms. Rios said. "A single rainy day does not mean the climate has changed. Scientists study weather information for many years before describing a place's climate."
- [12] The class talked about other examples. One student said that a snowy day in a usually warm place would be weather. Another student said that a desert having little rain year after year would describe climate. Jayden began to understand that both ideas were connected, but they were not the same.
- [13] Ms. Rios gave each group a weather journal. She told the students they would observe the sky each afternoon for one week. They would write down the temperature, wind, clouds, and any rain. Then they would compare their notes.
- [14] At recess, Jayden looked up at the sky again. This time, he noticed more than whether it was sunny or cloudy. He watched the direction the clouds moved. He felt the air on his face. He saw that the leaves on the trees moved a little, which meant the wind was light.
- [15] "Today is warm and calm," Jayden wrote in his journal.
- [16] The next day was different. The morning started cool, and the sky looked cloudy. By lunch, the sun peeked through the clouds, and the playground felt warmer. Jayden smiled when he noticed the change.
- [17] "The weather changed again," he said to his friend Maya.
- [18] Maya nodded. "But that still does not change the climate," she said. "Ms. Rios said climate takes a long time to describe."
- [19] On Wednesday, the class looked at a map of the United States. Ms. Rios pointed to different places. Some places were usually cold in winter. Some places were usually hot and dry. Some places had rain during the year.

[20] “People use climate information to make choices,” Ms. Rios explained. “Farmers think about climate when they decide which crops to grow. Families think about climate when they pack for trips. Builders may think about climate when they choose materials for homes.”

[21] Jayden imagined a farmer planning a field. If a place usually received very little rain, the farmer would need crops that could grow with less water. If a place usually had plenty of rain, different crops might grow better there.

[22] On Thursday, the students studied a picture of a desert. The land looked dry, and only a few plants grew there. Then they studied a picture of a forest with tall green trees.

[23] “Both places can have weather that changes from day to day,” Ms. Rios said. “A desert can have a cloudy day. A forest can have a sunny day. But the climate of each place is based on what usually happens over a long time.”

[24] Jayden wrote that idea carefully in his notebook. He drew a small sun beside the word weather and a long line beside the word climate. The line helped him remember that climate is measured over many years.

[25] By Friday, the class had collected several days of weather notes. Some days were sunny. One day was cloudy. One day had light rain. The temperature changed each day too. Ms. Rios asked the students what their notes showed.

[26] “They show the weather for this week,” Jayden said.

[27] “Exactly,” Ms. Rios answered. “One week of notes helps us describe recent weather. To describe climate, we would need information from many years.”

[28] Jayden reviewed his field day notes. At first, he had felt disappointed when the rain came. Now he understood why the change had happened. The atmosphere was always moving, and weather could shift quickly.

[29] That afternoon, the class went outside for science. The grass was still damp, but the sky was blue again. Ms. Rios asked everyone to stand quietly and observe.

[30] Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky. He knew he was describing weather because these were the conditions at that time and place.

[31] Ms. Rios asked the students to describe the weather without using the word nice. He wrote, “The temperature is warm. The wind is light. The sky is mostly clear. The ground is a little wet from earlier rain.”

[32] “That is a strong observation,” Ms. Rios said. “You used details instead of just giving an opinion.”

[33] Jayden felt proud. Before field day, he would have simply said the weather was good or bad. Now he knew that careful details helped people understand what was happening.

[34] On Monday, Ms. Rios asked students to connect the lesson to real life. Jayden thought about gardens, farms, and trips. People use weather to make daily choices, such as carrying an umbrella or wearing a jacket. They use climate to understand what is common in a place over time.

[35] “That is a great connection,” Ms. Rios said. “Weather affects daily choices, and climate helps explain long-term patterns.”

[36] The class then looked at a simple graph. It showed the average temperature in their area for each month of the year. The line rose in the summer and dropped in the winter. Jayden noticed that the graph did not show one single day. It showed a pattern.

[37] “This graph helps us understand climate,” Ms. Rios said. “It shows what is usual for our area.”

[38] Jayden compared the graph to his weather journal. His journal had details from a few days. The graph showed information from many years. That difference helped him remember the main idea.

[39] Later that day, the principal announced that field day would be finished the following week. The students cheered. Jayden was excited, but this time he did not assume the weather would stay perfect all day. He checked the sky before recess and noticed the clouds carefully.

[40] When field day returned, the morning was warm and bright again. Students lined up for races, tug-of-war, and ball toss games. Jayden felt hopeful, but he also paid attention to the air. The wind stayed gentle, and the sky remained mostly clear.

[41] At lunch, Ms. Rios asked Jayden what he noticed.

[42] “The weather today is sunny and warm,” Jayden said. “But that only tells us about today. Our climate is the usual pattern over a long time.”

[43] “Exactly,” Ms. Rios said.

[44] By the end of the day, Jayden was tired but happy. He had finished the relay race, laughed with his friends, and learned to look at the sky in a new way. Field day had started as a day for games, but it became a lesson about observing the world.

[45] When he got home, Jayden told his family what he had learned. “Weather can change in a few hours,” he said, “but climate is the usual pattern over a long time.”

[46] His dad smiled. “That explains why we can have a cool rainy day even though we live in a place with hot summers.”

[47] Jayden nodded. He no longer guessed that a sunny morning meant the whole day would stay sunny. Instead, he knew to observe, compare, and think about time. Field day had changed, but it had helped him understand an important science idea.

Passage 2: "Understanding the Texas Regions" (Stamina: Very High)

[1] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.

[2] A region is an area that has certain features in common. Texas has four main physical regions. They are the Coastal Plains, the North Central Plains, the Great Plains, and the Mountains and Basins. Each region has land that looks different. Each region also has different weather patterns, plants, and jobs. These differences are important because people often choose where to live based on the land, climate, and resources around them.

[3] Geography affects daily life in many ways. In some parts of Texas, people live near rivers, forests, and the coast. In other parts, people live near grasslands, dry plains, mountains, or deserts. Some communities grew because the land was good for farming. Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals. By studying the regions of Texas, people can understand why life is not the same in every part of the state.

[4] The Coastal Plains is the largest region and stretches along the Gulf of Mexico. It includes flat land, many rivers, and thick forests. The climate has warmth and humidity, with frequent rainfall. This makes the region well suited for farming crops like cotton and corn. Fishing, shipping, and jobs in large cities are also important to the economy.

[5] The Coastal Plains has more rainfall than the other regions of Texas. Because of this, many plants and trees can grow there. Forests are common in the eastern part of the region. Rivers also flow through the Coastal Plains, and they help provide water for people, animals, farms, and businesses. Water is one reason many people have settled in this region over time.

[6] The Gulf of Mexico is very important to the Coastal Plains. It gives people a place to fish, travel, and ship goods. A port is a place where ships load and unload goods. Ports along the Gulf help Texas trade with other states and countries. Goods such as food, oil, machines, and other products can move in and out of Texas by ship. This makes shipping an important part of the region's economy.

[7] Many large cities are located in the Coastal Plains. Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business. Corpus Christi and Galveston are also connected to the Gulf of Mexico. These cities support jobs in fishing, tourism, shipping, and trade. Since many people live in the Coastal Plains, there are also many jobs in schools, stores, hospitals, offices, and factories.

[8] Farming is another important activity in the Coastal Plains. The warm climate, rainfall, and flat land help farmers grow crops. Cotton, corn, rice, and other crops can be grown in different parts of the region. Some people also raise animals. The climate allows for a long growing season, which means farmers have more time

during the year to plant and harvest crops.

[9] The land in the Coastal Plains affects how people live. Since the region has rivers, flat land, and a warm climate, many towns and cities developed there. People can farm, fish, ship goods, and work in businesses. The Coastal Plains shows how water and climate can help a region grow. It is the largest Texas region, and it plays a major role in the state's population and economy.

[10] The North Central Plains has rolling hills, grasslands, and more trees than western Texas. The climate is milder, with moderate rainfall. Because of these conditions, many people raise cattle and grow crops. Small towns, farms, and settlements are common throughout this region.

[11] The North Central Plains is located west of the Coastal Plains. The land is not as flat as the Coastal Plains, but it is not as dry as far West Texas. This region has prairies, grasslands, and rolling hills. A prairie is a large area of grassland. These grasslands are useful because they provide food for cattle. When cattle eat grass in a field, they are grazing. Grazing is an important part of ranching.

[12] Ranching has been important in the North Central Plains for a long time. The region's open land and grass made it a good place to raise cattle. Ranchers used the land to care for herds of cattle. In Texas history, cattle ranching became a major part of the state's culture. Cowboys, cattle drives, and ranches are often connected to this region. Even today, many people in the North Central Plains still work in ranching or jobs related to agriculture.

[13] Farming is also important in the North Central Plains. The region gets moderate rainfall, which means it gets some rain but not as much as the Coastal Plains. Farmers can grow crops, but they must still pay attention to the weather. If there is too little rain, crops may not grow well. If there is enough rain, the soil can support farming. People may grow wheat, corn, hay, and other crops in this region.

[14] Many towns in the North Central Plains are smaller than the large cities in the Coastal Plains. These towns often grew near farms, ranches, rivers, or railroads. In the past, railroads helped people move goods from one place to another. Farmers and ranchers could use railroads to send crops and cattle to markets. A market is a place where people buy and sell goods. Because of transportation, small towns became important centers for trade.

[15] The climate of the North Central Plains affects how people live. The weather is usually milder than the weather in the Great Plains or Mountains and Basins. Since the region has more trees than western Texas, people may see wooded areas along rivers and streams. Still, grasslands are a major feature. These grasslands help support cattle ranching, farming, and small communities.

[16] The North Central Plains is important because it connects eastern and western Texas. It has features of both areas. It is not as wet and forested as the Coastal Plains, but it is not as dry as the Great Plains or Mountains and Basins. Its rolling hills, grasslands, farms, ranches, and towns help make it an important part of Texas.

[17] The Great Plains is located farther west and is known for its wide, open spaces. The land is drier, and strong winds are common. Fewer trees grow here, but ranching and farming are still major activities. Some areas also produce wind energy.

[18] The Great Plains has a much drier climate than the regions to the east. Since it gets less rainfall, fewer trees grow there. Grasses are more common because they can survive with less water. The land is open, and a person can often see far across the plains. The wide spaces make this region different from the forested areas of East Texas.

[19] Farming in the Great Plains can be difficult because the land is dry. Farmers have to use water carefully. Some farmers use irrigation to help crops grow. Irrigation is a way of bringing water to crops when there is not enough rain. This can help farmers grow wheat, cotton, corn, and other crops. However, using water wisely is important because water is a limited resource in dry areas.

[20] Ranching is also important in the Great Plains. The wide grasslands provide space for cattle to graze. Ranchers can raise animals on large areas of land. Since there are fewer trees and more open spaces, ranching works well in many parts of the region. The land may seem empty, but it supports important work.

[21] The Great Plains is also known for strong winds. Wind can be a challenge because it can blow dust and dry out the land. However, wind can also be used as a resource. In some parts of the Great Plains, wind turbines are used to make electricity. A wind turbine is a tall machine with blades that turn when the wind blows. The movement helps create energy. Wind energy is important because it comes from a resource that can be used again and again.

[22] The Great Plains has important landforms. Palo Duro Canyon is located in this region and is one of the largest canyons in the United States. A canyon is a deep valley with steep sides. The Caprock Escarpment is another landform in this region. An escarpment is a steep slope or cliff that separates higher land from lower land. These landforms show that the Great Plains is not only flat land. It also has natural features that make it unique.

[23] People who live in the Great Plains have learned to adapt to the climate. To adapt means to change or adjust to fit the conditions around you. Since the region is dry and windy, people plan carefully for farming, ranching, and water use. They build communities that can handle the open land and changing weather. The Great Plains helps Texas by providing crops, cattle, and wind energy.

[24] The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall. Although fewer people live there, it is important for oil, gas, and mining.

[25] The Mountains and Basins region is the driest region in Texas. It receives very little rainfall compared to the other regions. Because of this, there are fewer plants and fewer people. The plants that do grow there must be able to survive with little water. Cacti, desert shrubs, and short grasses are common. These plants are adapted to hot, dry conditions.

[26] This region has landforms that are very different from the other regions. It has mountains, deserts, valleys, and basins. A basin is a low area of land that is often surrounded by higher land. The mountains make the region beautiful, but they can also make travel more difficult. Roads may have to go around mountains or through passes. The dry land also makes farming harder than in the wetter regions of Texas.

[27] Since the Mountains and Basins region is so dry, fewer large cities are found there. People often live in smaller communities. One major city in far West Texas is El Paso. El Paso is located near the border of Texas, New Mexico, and Mexico. Its location makes it important for trade, transportation, and culture. Even though the region has fewer people overall, it still plays an important role in Texas.

[28] Oil, gas, and mining are important economic activities in the Mountains and Basins region. Some useful resources are found underground. People drill for oil and gas or mine minerals from the earth. Mining means removing useful materials from the ground. These resources are used for energy, building, and many products people use every day.

[29] Tourism is also important in the Mountains and Basins region. Many people visit far West Texas to see mountains, deserts, and parks. Big Bend National Park is located in this region. Visitors go there to hike, camp, watch wildlife, and see the Rio Grande. The Rio Grande forms part of the border between Texas and Mexico. The natural beauty of this region brings people from many places.

[30] The climate in the Mountains and Basins region affects how people live. Because there is little rainfall, people must use water carefully. Homes, farms, and businesses depend on limited water supplies. The dry climate also affects the kinds of jobs people do. Farming is not as common as it is in wetter regions, but ranching, mining, oil, gas, and tourism are important.

[31] Each region has unique features, but all of them play an important role in Texas. The landforms, climate, vegetation, and economic activities of each region affect how people live. By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.

[32] The Coastal Plains has flat land, many rivers, forests, rainfall, farming, fishing, shipping, and large cities. The North Central Plains has rolling hills, grasslands, farms, ranches, and small towns. The Great Plains has dry land, open spaces, strong winds, farming, ranching, and wind energy. The Mountains and Basins region has deserts, mountains, basins, little rainfall, oil, gas, mining, and tourism.

[33] These regions also help explain settlement patterns in Texas. A settlement pattern is the way people live in

different places. More people often live in areas with water, good soil, transportation, and jobs. That is one reason the Coastal Plains has many large cities. Fewer people live in dry or mountainous areas because water and farming are more limited. Still, every region has resources that people can use.

[34] The regions of Texas show that geography matters. Geography is not just about naming places on a map. It is about understanding how land, water, climate, plants, animals, and people are connected. The physical features of a place can shape how people travel, work, build homes, and form communities.

[35] Texas is a diverse state because its regions are so different. Diverse means having many different parts or features. In one part of Texas, people may see forests, rivers, and the Gulf of Mexico. In another part, they may see prairies, cattle ranches, and farms. Farther west, they may see dry plains, strong winds, mountains, deserts, and basins.

[36] Learning about the four regions helps students understand Texas better. It shows why people in different areas may have different jobs and ways of life. It also shows how Texans depend on the land and its resources. From the coast to the mountains, each region helps shape the history, economy, and culture of Texas.

48. Student Annotation Guide

Use DOT: Details, Organization, Theme. Use the first passage to mark details about careful observation, weather journals, and the difference between weather and climate. Use the second passage to mark details about landforms, climate, resources, economic activities, settlement patterns, and the four regions.

A Day That Changed

DOT Lens	Annotation Example
Details	“The wind grew stronger,” “The temperature dropped,” and “The ground is a little wet.”
Organization	The passage moves from one changed day to repeated observations and long-term patterns.
Theme	Careful details help people understand weather without confusing one day with climate.

Understanding the Texas Regions

DOT Lens	Annotation Example
Details	Each region has different landforms, climate, vegetation, and economic activities.
Organization	The passage introduces all four regions, then explains each region and connects them to settlement and daily life.
Theme	Geography shapes how people live and work, and every region contributes to Texas.

49. TRACKS Evidence Highlighting

Use TRACKS tags to collect evidence that could support an argumentative letter.

Tag	Reading Lens	Question	Module Evidence
T	Time	When do events or changes happen?	A few hours, a week of weather notes, or a long period of climate patterns.
R	Result	What changed or resulted?	Rain moved students inside; geography shaped communities and jobs.
A	Action	What did a person or group do?	Jayden observed and compared; people farmed, shipped, raised cattle, mined, and adapted.
C	Character or Concept	Who or what matters?	Jayden, Ms. Rios, weather, climate, Texas regions, and geography.
K	Key Idea	Which phrase names an important idea?	One rainy day does not define climate; every region has a role.
S	Setting	Where does the passage place the reader?	Field day, a weather journal, the Gulf, plains, deserts, mountains, and basins.

50. Five-Day GRADUATE Lesson**DAY 1 | GATHER AND REVEAL | 15 MINUTES**

Move	Teacher Action	Student Evidence
Gather	Use Mailbox Mystery with envelopes for a teacher, principal, classmate, and community leader. Say: "Writers, today we are writing to someone."	Students name a possible recipient and notice that a reader changes the message.
Reveal	Display "Argument + Audience = Argumentative Letter." Review Greeting, SET introduction, TREES body, RRR conclusion, and Closing.	Students identify each part's job.

GATHER and REVEAL**TEACHER SCRIPT**

"In argumentative writing, we choose a side and support it. If you have to decide, declare the why. In a letter, the greeting tells who you are writing to, the introduction explains why, the claim tells your side, the support explains why your side makes sense, the closing thought gives the reader a big idea, and the closing politely ends the letter."

Model from "Understanding the Texas Regions": Dear Teacher, 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. Ultimately, studying all four regions helps students see Texas as one state made of very different but connected places. Sincerely, Your Student.

Model from "A Day That Changed": Dear Principal, I am writing to explain why students should keep weather journals because repeated observations help students notice changes, compare conditions, and understand why a few days do not define climate. Ultimately, careful records help students make conclusions from evidence instead of assumptions. Respectfully, A Concerned Student.

DAY 2 | ATTEMPT | 15 MINUTES

Step	Partner Task	Check
1	Read the prompt and identify the decision and recipient.	What must be decided? Who will read?
2	Match recipient and greeting.	Does the greeting fit?
3	Match the SET introduction and claim.	Does it declare the WHY?
4	Match TREES support and RRR closing thought.	Does it use a passage detail and big picture?
5	Match respectful closing and signature.	Does the register fit?

ATTEMPT**TEACHER SCRIPT**

"Today you will complete Build the Letter. Read the prompt, identify the recipient, and match each part. Explain one match before you glue it into your interactive notebook."

Use prompts about studying all four Texas regions, keeping weather journals, valuing all four regions, current weather evidence, learning Texas geography, and considering land, climate, water, and resources in community growth. Students should explain that the claim stays the same while the audience-aware choices change.

Game Routine and Sample Card

Prompt	Recipient	Greeting	Opening and Claim	Closing Thought
Should students study all four Texas regions?	Your teacher	Dear Teacher,	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.	Ultimately, studying all four regions helps people understand how many different places contribute to Texas as a whole.
Should students keep weather journals?	Your principal	Dear Principal,	I am writing to share why students should keep weather journals because repeated observations help students notice changes and distinguish recent weather from long-term climate.	As you can see, careful records help students make conclusions from evidence instead of assumptions.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Phase	Teacher Action	Student Product
Discuss	Ask why a letter needs a greeting, why the claim belongs near the beginning, and why the closing thought should be meaningful.	Students explain the job of each part.
Use	Offer four prompts and require a recipient, greeting, opening and claim, closing thought, and closing.	Students independently draft an audience-aware opening and ending.

DISCUSS

TEACHER SCRIPT

“Every part of a letter has a job. The greeting shows who the letter is written to. The beginning explains why the writer is writing. A meaningful ending helps the reader remember the point. Different audiences need different tones.”

USE: My Letter Opening and My Letter Ending

Students choose one prompt: explain to a teacher whether all four Texas regions should be valued; explain to a principal whether students should keep weather journals; explain to another student whether Texas geography is important; or explain to a community leader whether current weather evidence should matter more than quick assumptions. Students write the recipient, greeting, opening and claim, closing thought, and respectful closing.

WRITING REQUIREMENT

Use at least two module vocabulary words and at least one specific detail from the passage.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Move	Student Action	Teacher Listen-For
Award		

	Underline the strongest audience-aware choice and finish “This fits my reader because ____.”	Greeting, register, claim, evidence, or ending is linked to audience.
Target	Choose stronger greeting, clearer purpose, more respectful register, better evidence, or more meaningful ending.	Target names a specific revision.

AWARD and TARGET

TEACHER SCRIPT

“Strong writers do not only finish work. They reflect on it, improve it, and set goals for where their writing can grow. Choose one part that already fits your reader and one part you will strengthen.”

Students use the questions: Did my greeting match the audience? Did my opening clearly state why I was writing? Did my claim sound strong and clear? Did my closing thought sound like a big picture or lesson learned? Did my closing fit the tone of my audience?

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Move	Teacher Action	Student Evidence
Explain	Ask students to teach how to begin and end an argumentative letter.	Student uses audience, greeting, claim, support, closing thought, and respectful closing.
Educate	Ask students to explain two ways audience changes a letter and one way the argument stays the same.	Student connects the lesson to CREATURES, Magnifying, SET, TREES, and RRR.
Transfer	Students answer the overarching question and identify the significance of audience-aware writing.	Student explains why respectful tone and meaningful ending make the message convincing.

EXPLAIN and EDUCATE

CLOSING SCRIPT

“Today, you learned that writing is not just about putting words on paper. It is about sharing your ideas with a real audience in a clear, thoughtful, and meaningful way. You practiced how to begin and end a letter with purpose, and that helps your message sound stronger and more complete. Keep writing with heart, structure, and respect for your reader.”

Turn-and-Teach Frames: “A greeting matters because ...” “The opening of a letter should ...” “A claim in a letter needs to ...” “A strong closing thought sounds like ...” “A respectful closing helps because ...” “One way theme helps a letter is ...”

Return to the Overarching Question

Ask students to answer: How does writing for a real audience change the way we begin, support, and end an argumentative letter?

Student Exemplars

51. Low / Developing Exemplar

Student Response	What Is Working	What Needs Improvement
“Dear Principal, The Texas regions are all important. Sincerely, A Student”	The student identifies the recipient and takes a side.	Add purpose, passage-based support, a meaningful closing thought, and a respectful closing.

The teacher names one next step: explain why the regions matter by using landforms, climate, resources, economic activities, or communities from the passage.

52. Medium / Approaching Exemplar

Student Response	What Is Working	What Needs Improvement
“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”	The greeting fits and the opening includes a claim and reason.	Replace the general reason with passage-specific support and strengthen the final thought so it communicates the big picture.

Ask the student to magnify “they are important” into three reasons: different landforms and climate, different resources and economic activities, and different communities and ways of life.

53. High / Secure Exemplar

Student Response	Why It Is Secure
“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. The Coastal Plains has rivers and shipping, the Great Plains has strong	The greeting, register, claim, passage-based support, explanation, theme-based ending, and respectful closing work together for a real audience.

winds and wind energy, and the Mountains and Basins has mountains, deserts, oil, gas, and mining. This shows that no single region represents the whole state. Ultimately, understanding every region helps people gain a fuller and more accurate picture of Texas. Respectfully, A Concerned Student”

Additional Secure Exemplars

Audience	Opening and Claim	Ending
Principal	Students should keep weather journals because repeated observations help them notice changes, compare conditions, and distinguish recent weather from long-term climate.	Ultimately, careful records help students make conclusions from evidence instead of assumptions.
Community Leader	Land, climate, water, and resources should be considered when planning community growth because physical conditions affect settlement, work, transportation, and resource use.	Ultimately, communities are better prepared when planning responds to local geography and long-term patterns.

Secure Response: Evidence and Explanation

Claim	Evidence	Explanation	Significance
All four regions should be valued because each contributes something different.	The Coastal Plains has rivers and shipping; the Great Plains has wind energy; the Mountains and Basins has oil, gas, and mining.	The differences show that Texas depends on many kinds of land and resources.	Understanding every region gives readers a fuller picture of Texas.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept different positions when the student states a clear claim, selects relevant evidence from one or both passages, explains the evidence, and shapes the letter for the intended reader. A claim about weather journals may use the change from sunny to rainy weather, the one-week journal, the distinction between weather and climate, or careful observation. A claim about Texas regions may use contrasting landforms, climate, resources, economic activity, settlement, or the way all four regions contribute to the state.

55. Standards Evidence Trail

Evidence	Standards	Look-For
Recipient and plan	4.11(A)(i)	Student selects letter genre for topic, purpose, and audience.
Opening and claim	4.11(B)(i) , 4.12(C)(i)	Introduction is focused and includes a clear decision plus because.
Support and details	4.11(B)(iv) , 4.12(C)(ii)	Relevant evidence, explanation, and significance.
Ending	4.11(B)(iii)	Conclusion includes RRR and a meaningful closing thought.
Revision	4.11(C)(i) , 4.11(C)(ii)	Sentence structure and word choice fit the reader.
Publication	4.11(E)(i)	Finished letter is shared with an appropriate audience.

56. Assessment Opportunities

Opportunity	Collect	Success Criteria
Listen	Finish the Thought in Your Own Words	Student explains how audience changes the letter.
Look	Build the Letter	Prompt, recipient, greeting, claim, support, ending, and closing match.
Collect	My Letter Opening and My Letter Ending	Opening is audience-aware; ending gives the reader significance.
Transfer	Argumentative letter	Claim, reasons, evidence, explanation, rebuttal or understanding others, ending, and significance work together.

Assessment Prompt Bank

Prompt	Possible Reader	Evidence Source
Should students keep weather journals?	Principal	"A Day That Changed"
Should all four Texas regions be valued?	Teacher	"Understanding the Texas Regions"
Should geography guide community growth?	Community leader	"Understanding the Texas Regions"

Should current weather evidence matter more than a first impression?	Classmate or community leader	"A Day That Changed"
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57. Student Exit Ticket (Printable Page)

Prompt: Explain in a letter to your principal whether students should keep weather journals during a weather-and-climate unit.

Recipient: _____

Greeting: _____

Opening and claim:

One passage detail:

Closing thought:

Respectful closing: _____

One way audience changed my words:

58. Exit Ticket Answer Key

Part	Possible Response
Greeting	Dear Principal,
Opening and claim	I am writing to share why students should keep weather journals because repeated observations help students notice changes and distinguish recent weather from long-term climate.
Evidence	The class wrote down temperature, wind, clouds, and rain for one week and compared notes.
Closing thought	Ultimately, careful records help students make conclusions from evidence instead of assumptions.
Closing	Respectfully, A Concerned Student

59. Scoring Principle

Score the thinking and the correspondence together. A complete response makes a decision, declares the WHY, uses passage evidence, explains why the evidence supports the claim, considers the reader, and gives the reader a meaningful final thought.

60. Gradebook Conversion

Level	Description	Conversion
4	Secure	Clear audience-aware letter with relevant evidence and significant ending.
3	Approaching secure	Clear claim and letter parts; support or ending needs strengthening.
2	Developing	Some parts present; audience or argument is not yet connected.

1	Beginning	Names a topic or recipient but does not yet form a supported letter.
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61. Recommended Gradebook Label

G4 C6 M4 - Beginning and Ending an Argumentative Letter

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Assignment
Prompt	Explain in a letter to your social studies teacher whether or not learning about the Texas regions helps people understand how geography shapes the way Texans live and work.
Genre	Argumentative Correspondence
Audience	Social studies teacher
Evidence	Use “Understanding the Texas Regions.”
Required structure	Greeting, SET introduction, claim, TREES body, RRR conclusion, closing, and signature.
Standards	4.11(A)(i) , 4.11(B)(i) , 4.11(B)(iii) , 4.11(B)(iv) , 4.12(C)(i) , 4.12(C)(ii)

WRITING REQUIREMENT

Use at least two vocabulary words from this module and cite relevant evidence from the passage.

63. Student Planning Frame

Recipient: _____

Purpose: I am writing to _____.

Claim: I believe _____ because _____.

Reason 1: _____

Evidence: The passage says _____.

Explanation: This shows _____.

Understanding others or rebuttal: Some readers may think _____, but _____.

Big-picture significance: Ultimately, _____.

Greeting: _____

Closing: _____

64. Writing Assignment Rubric

Criteria	4 Secure	3 Approaching	2 Developing	1 Beginning
Audience and greeting	Recipient, greeting, and register fit precisely.	Mostly fit.	Recipient or register is unclear.	No audience-aware choice.
Opening and claim	Purpose and decision plus because are clear.	Claim is clear but purpose needs work.	Topic is present but claim is weak.	No clear claim.
Support	Relevant evidence is explained and connected.	Evidence is present with partial explanation.	Evidence is general or not explained.	No passage support.
Ending	RRR conclusion and meaningful significance lead to a respectful closing.	Ending is present but general.	Closing is rushed or missing significance.	No conclusion.
Revision and word choice	Sentence structure and register are polished for the reader.	Some purposeful revision.	Few revisions.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Score	Gradebook Meaning
4	Independent audience-aware argumentative letter.
3	Argumentative letter with one clear revision need.
2	Letter parts or evidence need direct support.
1	Beginning work that names a topic or reader.

66. Teacher Feedback Shortcuts

- Audience: “Name your recipient and adjust your register for that reader.”
- Opening: “Explain why you are writing before you state your claim.”
- Claim: “Declare the WHY with because and reasons.”
- Evidence: “Add a specific detail from the passage.”
- Explanation: “Tell how this detail proves your claim.”
- Ending: “Leave your reader with the bigger picture.”
- Revision: “Improve one sentence for structure and one word for audience.”

Response to Student Need

67. Intervention: Name the Thinking

Need	Support	Expected Response
Cannot name the audience	Show teacher, principal, classmate, and community leader cards.	Student names recipient and chooses a fitting greeting.
Confuses greeting and introduction	Separate the cards and read their jobs aloud.	Student explains that greeting names the reader and SET explains purpose and claim.
Uses no support	Return to a marked sentence from either passage.	Student selects a detail and explains how it supports the claim.
Stops without significance	Ask what the reader should remember.	Student writes an RRR closing thought.

TEACHER SCRIPT

“We are going to rescue this letter by building it one piece at a time. A strong argumentative letter is organized thinking written to a real person.”

Use one simple prompt: explain to a teacher whether students should study all four Texas regions. Students place Greeting, SET, Claim, Evidence and Support, RRR, Closing, and Signature cards in order. Then they repeat with fewer supports.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask who will read the letter.	Student names a specific recipient.	Audience does not affect writing choices.	Ask which greeting and register fit that person.
Ask what the opening must do.	Student explains purpose and states a claim.	A greeting is the complete introduction.	Separate Greeting, SET, and Claim.
Ask what the ending must do.	Student gives the reader a big idea, lesson, or theme.	The letter should simply stop.	Ask what the reader should remember most.
Ask what remains argumentative.	Student names claim, reasons, evidence, explanation, and significance.	Letter format replaces support.	Return to Argument + Audience = Argumentative Letter.

69. Student Support Quick Reference

Student May Need	Provide	Keep Intact
Visual organization	Letter-part cards and a five-part correspondence frame.	Student chooses the match.
Oral rehearsal	“My audience is ...” and “I believe ... because ...”	Student chooses claim and reasons.
Passage access	Reread a short section and mark a detail.	Student explains the evidence.
Revision language	“My reader needs ...” and “Ultimately ...”	Student creates the final thought.

70. Enrichment: Connect Across Texts

Challenge	Student Work	Evidence
Audience Shift	Write the same claim to a teacher and a community leader.	Greeting and register change; argument remains supported.
Evidence Shift	Select one detail from each passage for the same reader.	Student explains why each detail matters.
Ending Upgrade	Write a basic ending and a theme-based ending.	Student defends the stronger significance.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain in a letter to your social studies teacher whether or not learning about the Texas regions helps people understand how geography shapes the way Texans live and work.

1. Identify the recipient and purpose.
2. Choose a side and write the claim with because.
3. Use Magnifying to plan three reasons.
4. Select support from “Understanding the Texas Regions.”
5. Write the Greeting and SET introduction.
6. Develop TREES and include Understanding others or Rebuttal when useful.
7. Use RRR to write the conclusion and significance.
8. End with a respectful Closing.

WRITING REQUIREMENT

Use at least two module vocabulary words and specific passage evidence.

Success Criteria

- My greeting, register, and closing fit the teacher audience.
- My claim is a decision plus because plus reasons.
- My evidence is relevant and explained.
- My ending gives the reader a big-picture thought.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: read aloud and improve one sentence for clarity and one word for register using [4.11\(C\)\(i\)](#) and [4.11\(C\)\(ii\)](#).

Edit: check capitalization of proper nouns, punctuation in the greeting and closing, complete sentences, spelling, and appropriate conventions.

Share: read the opening and ending to a partner as if the partner were the recipient. The partner names the audience, claim, evidence, closing thought, and significance.

Engagement & Home Connection**73. Auditory Engagement Moments**

Give every learner a chance to hear and say the thinking. Read a prompt aloud and have students finish: “Because my audience is ____, I should ____.” Read a closing thought and ask what big picture it gives the reader. Let students rehearse the claim, evidence, and closing before writing.

- Listen for how audience changes the greeting.
- Listen for respectful register.
- Listen for a claim with because.
- Listen for evidence and explanation.
- Listen for significance in the ending.

74. Pause Points**PAUSE POINT: NAME THE READER**

Who will receive this letter, and what register fits that person?

PAUSE POINT: STATE THE PURPOSE

Does the opening explain why I am writing and clearly state my claim?

PAUSE POINT: SELECT CONVINCING SUPPORT

Which passage detail will matter most to this reader?

PAUSE POINT: LEAVE THE BIG PICTURE

What lesson or final thought do I want my reader to remember?

75. At-Home Connection

These tasks help students notice audience and significance in everyday correspondence.

TASK CARD 1

Choose a claim about weather journals. Say it to a classmate and then to a principal. Name one word that changed and one idea that stayed the same.

TASK CARD 2

Choose a claim about the Texas regions. Write a greeting and closing for a teacher, then revise them for a community leader.

TASK CARD 3

Finish: “Ultimately, understanding all four Texas regions matters because ____.” Read it aloud and explain the significance.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

“This tracker helps you notice how your writing changes when you write to a real audience. Mark each skill honestly and use your target to guide your next letter.”

Directions: Check one response for each skill after you practice it.

I Can...	Not yet	Getting set	I can do it
Identify the audience and purpose.			
Choose a greeting and register that fit the recipient.			
Begin with a clear purpose and claim.			
Select relevant support from a passage.			
Use CREATURES and Magnifying to strengthen the argument.			
End with a meaningful big-picture thought and respectful closing.			

My next goal in argumentative correspondence is:

77. Student Award

What can I already do? Underline one strong audience-aware choice in my work and explain why it fits.

78. Student Target

What do I want to practice next? Choose a stronger greeting, clearer purpose, more respectful register, better evidence, or more meaningful ending.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

“Today, you learned that writing is not just about putting words on paper. It is about sharing your ideas with a real audience in a clear, thoughtful, and meaningful way. You practiced how to begin and end a letter with purpose, and that helps your message sound stronger and more complete. Every time you write with heart, structure, and respect for your reader, you grow as a writer.”

80. Essential / Overarching Question, Answered

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

Writing for a real audience requires the writer to shape the greeting, register, explanation, evidence, and closing for the person who will read the letter. The argument still needs a clear claim and proof, but respectful tone and a meaningful final thought help the message sound purposeful and convincing. The claim stays the same while the format and audience change.

81. Teacher Reflection

- Which students shape greeting, register, support, and ending for a specific audience?
- Which students still need support separating the greeting, SET introduction, and claim?
- Which students create a meaningful final thought rather than simply stopping?
- Which students select evidence that matters to a particular reader?
- Which students can use CREATURES and Magnifying independently?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Mailbox Mystery observations and audience chart
- Build the Letter notebook pages
- Independent openings and endings
- Day 4 award and target notes
- Day 5 partner explanations
- Final argumentative correspondence and rubric

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Beginning and Ending an Argumentative Letter	Grade 4, Cluster 6, Module 4, Very High stamina, Argumentative Correspondence.	Cover
2	Meet Our Week	I Can and I Will statements; audience and purpose.	Learning Destination
3	Mailbox Mystery	Different recipients and Argument + Audience = Argumentative Letter.	Day 1 Gather
4	Letter Frame	Greeting, SET, TREES, RRR, Closing.	Day 1 Reveal
5	Model the Opening	Weather journal claim for a principal.	Day 1 Reveal
6	Build the Letter	Prompt, recipient, greeting, claim, ending, closing.	Day 2 Attempt
7	Discuss Audience and Tone	Why each part has a job.	Day 3 Discuss
8	My Opening and Ending	Independent audience-aware writing.	Day 3 Use
9	Award Yourself	Underline strongest choice.	Day 4 Award
10	Target Your Correspondence	Choose one revision goal.	Day 4 Target
11	Turn and Teach	Teach two audience changes and one constant argument.	Day 5 Explain
12	Letter Builder Rescue	Intervention cards and part jobs.	Intervention
13	Correspondence Coach	Two recipients, two endings, defense of choice.	Enrichment
14	Answer the Overarching Question	Audience changes greeting, register, support, and closing.	Day 5
15	Virtual Classroom Application	Digital envelopes, shared cards, breakout rehearsal, and publication.	Online adaptation

The deck keeps the five-day flow and gives students repeated practice with the same argument in a new correspondence format.

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display the two passages, recipient cards, and the SET, TREES, RRR, and CREATURES charts.
Annotation	Students mark evidence in a shared document.
Breakout discussion	Pairs match prompt, recipient, greeting, claim, closing thought, and closing, then explain one match.
Oral response	Students say the claim and ending aloud before typing.
Independent use	Students submit the opening, support, closing thought, and closing for one recipient.
Feedback	Check audience, claim, support, and significance, then give one revision target.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Record evidence about audience, claim, support, tone, ending, and significance.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Overarching Question, Answered

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

Writing for a real audience changes the greeting, register, explanation, evidence, and closing so the message fits the person who will read it. The argument still needs a clear claim, reasons, evidence, explanation, rebuttal when useful, ending, and significance. A respectful tone and a meaningful final thought help the same argument sound purposeful and convincing to its intended reader.