

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 6 - Modules 1 to 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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 6 - Module 1

If You Have to Decide, Declare the Why



Name: _____



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Grade 4 • Cluster 6 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

If You Have to Decide, Declare the Why



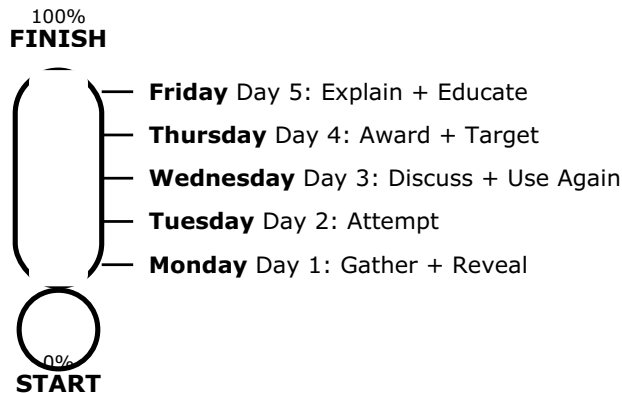
Why This Matters to Me

This week you learn to turn an opinion into a supportable claim. When a prompt asks you to choose a side, it is really asking why you believe one side is stronger. You decide, then you declare the why.

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my thermometer rise from START to FINISH!

My First Thinking

I Can

- I can build a supportable argumentative claim by choosing a side and declaring the why.
- I can recognize a decision prompt (should/should not, whether or not) as a WHY prompt.
- I can write a claim as a complex sentence using a subordinating conjunction.
- I can name both reasonable sides of an argument before I choose one.

I Will

- I will read closely, listen actively, and discuss my reasoning.
- I will use text evidence, write independently, reflect on my growth, and explain my thinking to others.
- I will decide a side and then declare the why.
- I will connect my argument to a bigger idea or theme.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to recognize a decision prompt and build a supportable claim by choosing a side and declaring the why.	"A Day That Changed" and "Understanding the Texas Regions."	A claim written as a complex sentence that chooses a side and declares the why.

Where We Are Going

I will move from sharing a plain opinion to building a supportable claim. I will finish by teaching a partner how to recognize a decision prompt.

I'll Know I've Got It When...

- ☐ I can find the decision words in a prompt and name both sides.
- ☐ I can choose a side and write a claim that answers the why.
- ☐ I can support my claim with a reason and passage evidence.
- ☐ I can revise my claim so it is precise and clear.

Check Myself

- ☐ I can find the decision words in a prompt.
- ☐ I can name both reasonable sides.
- ☐ I can write a claim that declares the why.

How I Will Show What I Know

I will show what I know with the Declare the Why Dash, my Decide It, Then Declare It page, and my Turn-and-Teach explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I hear two statements and choose the stronger one.
Reveal	Day 1	I learn that a decision prompt is a WHY prompt.
Attempt	Day 2	I play Declare the Why Dash and write a claim.
Discuss	Day 3	I explain what makes a claim strong.
Use Again	Day 3	I analyze prompts and write my own claims.
Award	Day 4	I name the claim habit I used best.
Target	Day 4	I set one goal for my next claim.
Explain/Educate	Day 5	I teach a partner how to recognize a decision prompt.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.12C(i):

I can build a supportable argumentative claim by choosing a side and declaring the why.

4.11A(i):

I can write a claim as a complex sentence using a subordinating conjunction such as because or since.

Call and Response

Read this together as a class before we start.

Teacher asks: "If you have to decide..."

Class answers: "...declare the why!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

You already know how to read a passage and find details. You can share your opinion. Now you will turn an opinion into a supportable claim by choosing a side and declaring the why.

A connection I can make

Remember It!

- ☐ A decision prompt asks me to choose a side.
- ☐ A decision prompt is really a WHY prompt.
- ☐ A strong claim answers the why with a subordinating conjunction such as because or since.
- ☐ I name both sides before I choose one.

One idea I remember

Ready Check

- ☐ I can find the decision words in a prompt.
- ☐ I can name two reasonable sides.
- ☐ I can write a claim that gives a reason.

Watch Out! Common Mix-Up

Some students think a should prompt can be answered with a simple yes or no. A decision prompt is a WHY prompt. Choosing a side is only half the work. I must declare the why with a reason the text can support.

Where This Fits in My Writing

Choosing a side and declaring the why is the foundation for every argumentative correspondence you will write. This habit carries through all four Cluster 6 modules.

What I want to remember before I start

Where I Am Starting

Show what you can already do with two passages. This is a starting point, not a grade. Do your own thinking and work alone.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Underline the decision words in green.

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

Part 2: Thesis (Central Idea)

Write a claim that answers the prompt above. Use the topic, use the charge, choose a side, and add your why.

My thesis (central idea)

Part 3: Argumentative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an argumentative response.

Number	Sentence
_____	The weather changed quickly on Jayden's field day.
_____	Jayden assumed the warm, clear morning would last all day.
_____	Before lunch, the wind grew stronger and the temperature dropped.
_____	People should observe the weather carefully so they can plan for changes.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader your side and your why.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Weather can change quickly within a few hours. Copy one exact sentence from each passage that proves this reason, then explain in one sentence how the two details connect.

The exact sentence I copied from Passage 1 as evidence

The exact sentence I copied from Passage 2 as evidence

Part 6: Passage-Based Claim

Write three or four sentences that answer the prompt from Part 1. Use a claim, one reason, and one piece of evidence from a passage.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about one of our two passages.

Word	Say it	What it means	Sentence frame
choose	CHOOSE	to pick one thing over another	I choose the side that ____.
side	SIDE	one position in an argument	My side is ____.
why	WHY	the reason behind a choice	My why is ____.
prove	PROOV	to show something is true	I prove my side by ____.
matter	MAT-ur	to be important	This matters because ____.
learn	LURN	to gain new knowledge	I learned that ____.
share	SHAIR	to give part of what you have	I share my reason when I ____.
strong	STRONG	powerful and clear	A strong claim ____.
support	suh-PORT	to back up an idea	I support my claim with ____.
idea	eye-DEE-uh	a thought about something	One idea I can argue is ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you build a claim. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
argumentative	AR-gyuh-MEN-tuh-tiv	writing that takes a position and supports it	This argumentative claim shows ____.
correspondence	KOR-uh-SPON-duns	writing created for a specific recipient or audience	This correspondence is written for ____.
claim	KLAYM	the writer's clear position or thesis (central idea)	My claim is ____.
decision	dih-SIZH-un	a choice between possible positions	My decision is ____.
reason	REE-zun	a broad idea that explains why the claim makes sense	One reason is ____.
evidence	EV-uh-duns	specific proof from a text	My evidence is ____.
explanation	EK-spluh-NAY-shun	thinking that shows how evidence supports the reason	My explanation shows ____.
audience	AW-dee-uns	the person or group who will read the writing	My audience is ____.
thesis (central idea)	THEE-sis	the main position a piece of writing proves	My thesis (central idea) (claim) is ____.
position	puh-ZISH-un	the side a writer takes	I take the position that ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our two passages, "A Day That Changed" and "Understanding the Texas Regions." Say each word, read its meaning, and use it in the frame sentence.

Word	Say it	What it means	Sentence frame
weather	WETH-ur	the condition of the air at a certain time and place	The weather today is ____.
climate	KLY-mit	the usual weather patterns of a place over a long time	Our climate is usually ____.
atmosphere	AT-muh-sfeer	the layer of air that surrounds the Earth	The atmosphere changes when ____.
conditions	kun-DISH-unz	the state of the weather or surroundings at a certain time	The conditions began to change because ____.
observe	uhb-ZURV	to watch carefully and notice details	I observe the sky to ____.
region	REE-jun	an area of land that has certain features in common	One Texas region is ____.
landform	LAND-form	a natural feature of the Earth's surface, such as a mountain or plain	A landform in this region is ____.
vegetation	vej-uh-TAY-shun	the plants that grow in an area	The vegetation of a region depends on ____.
resources	REE-sor-siz	useful materials such as oil, water, or soil	The resources of a region help people ____.
economic	ek-uh-NOM-ik	having to do with money, jobs, and how people make a living	An economic activity in this region is ____.

Use one Tier 3 word in a sentence

My Strategy Tools

Decide, Then Declare the Why



A decision prompt asks me to choose a side. First I decide. Then I declare the why in a claim. The claim is my position plus the reason.

REASON Green	EVIDENCE Yellow	EXPLANATION Red or Pink
CLAIM: POSITION + WHY Green		
THE DECISION AND THE PASSAGE		

A claim is a position plus a why. The why is the reason the passage can support.

The Argumentative Correspondence Structure

Mark	What it means
S: Statement of Purpose	Open with a big general truth. This is my hook for the audience.
E: Collective Evidence Statement	Preview the evidence from the passage. Signal that proof is coming.
C: Claim / Thesis (Central Idea)	State my position and my why in one complex sentence.

An argumentative correspondence has three parts: the introduction (S, E, C), the body paragraphs (reason, evidence, explanation, and significant inference when natural), and the conclusion (restate the claim, then end with a reflective big-picture statement).

How the Decide, Then Declare structure works for me

WHY and HOW

WHY	HOW
A WHY response uses a complex sentence with a subordinating conjunction (because, since) to give a reason the passage can support.	A HOW response names the way parts work together or the way something happens (by, through, based on).

A decision prompt is a WHY prompt. Choosing a side is only half the work. My claim must declare the why.

How I Say the Standard!

4.12C(i):

I can build a supportable argumentative claim by choosing a side and declaring the why.

4.11A(i):

I can write a claim as a complex sentence using a subordinating conjunction such as because or since.

Check My Writing

- ☐ My claim is a complete complex sentence with a subject and a verb.
- ☐ I use a subordinating conjunction such as because or since.
- ☐ I use a capital letter for Texas, Jayden, and the names of the regions.
- ☐ I use a period or another ending mark.

A claim I can write

Five Thinking Levels

Read from the bottom up. A claim grows stronger when the thinking reaches from a side to a why the passage can support.

Level	Symbol	Thinking Stage	Description
Level 1	○	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	◻	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽	Visible	Student connects ideas directly to textual evidence.
Level 4	△	Independent	Student combines evidence with personal reasoning, applying understanding to a claim.
Level 5	◊	Reflective	Student connects evidence to the world, morals, lessons, or broader understanding.

Challenge: Move a claim up a level by adding a "because" reason or a theme connection, not just more words.

A thinking level I understand

Five Thinking Levels

The same five levels show how a claim can grow from a simple opinion to a big-picture idea that connects to a theme.

Level	Symbol	What the Claim Does
Level 1	○	States a side with no reason (just an opinion).
Level 2	□	States a side with a general reason.
Level 3	▽	States a side as a complex sentence with a clear why.
Level 4	△	Answers the why and previews reasons that the text can support.
Level 5	◇	Connects the claim to a theme or big-picture idea.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether or not students should observe the weather carefully before making plans.
HOW	Analyze how parts work together or how something happens.	Explain whether or not all four Texas regions should be valued as important parts of the state.

A decision prompt is a WHY prompt. A WHY response uses a complex sentence with a subordinating conjunction such as because or since to give a reason. A HOW response names the way parts work together or the way something happens.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Jayden learns that weather can change quickly while climate is the usual pattern over a long time. The four Texas regions have different land, climate, resources, and jobs. Both passages give facts I can use to support a side.

Background I Need

One passage shows Jayden's field day and how the weather changed in a few hours. The other explains the landforms, climate, vegetation, resources, and jobs of the four Texas regions.

Words I dotted while reading

A Day That Changed

Two passages, one fiction and one nonfiction. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

- 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Day That Changed (continued)

Two passages, one fiction and one nonfiction. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Understanding the Texas Regions

Two passages, one fiction and one nonfiction. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Day That Changed

T: over a long period of time. R: the conditions began to change. A: Jayden misjudged the weather. C: Jayden. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: A Day That Changed (continued)

T: over a long period of time. R: the conditions began to change. A: Jayden misjudged the weather. C: Jayden. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Which detail in each passage could support a side I choose? Mark the words that could become evidence.

My thinking

My Prompt Marking Notes

A decision prompt gives me a topic, a charge, and decision words. Mark the parts that tell me what to decide.

Shape	Word	Question I ask myself
Red circle	Topic	What am I writing about?
Yellow box	Charge	What must my claim do?
Green underline	Decision words	What must I decide: should, should not, or whether or not?

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

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

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal



I learn that a decision prompt is a WHY prompt

Our Question for Today

Which statement is stronger, and what makes it supportable?

1. Gather: Listen, Decide, and Defend

Pencils down while you listen. Your teacher will read two statements. Hear both before you respond. Then choose A or B, state your decision, defend it with because, and name one passage detail that could support it.

Round 1: A Field Day and a Claim

Statement A	Statement B
The weather changed on field day.	Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.

I chose ____ because...

Round 2: Four Regions, One Claim

Statement A	Statement B
Texas has four regions.	All four Texas regions should be valued because each one has different landforms, climate, resources, and jobs.

I chose ____ because...

Day 1: Reveal, continued

2. Reveal: A Decision Prompt Is a WHY Prompt

When a prompt asks whether, should, or asks me to choose a side, I decide first and then declare the why. A claim is a position plus a why, and the why is a reason the passage can support.

Prompt part	What I do
Decision words	Find should, should not, or whether or not. This tells me I must choose a side.
Both sides	Name two reasonable sides before I choose one.
Claim	Write my side and my why in one complex sentence using because or since.

 STOP & THINK

Why is a decision prompt really a WHY prompt?

My answer

3. The Introduction Pattern: S, E, C

The topic for today is students observing the weather carefully. 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.

My claim for today, using because or since

4. Fresh Recall

Cover notes. Finish aloud: A strong argumentative claim must choose ____ and declare ____.

A strong argumentative claim must choose ____ and declare ____



Day 1 Closing

Complete: If you have to decide, declare the why means ____.

My closing thought

The Great Divider Line

One side of the line says YES, SHOULD, MATTERS. The other says NO, SHOULD NOT, DOES NOT MATTER. Choose a statement, move to the side you agree with, and be ready to declare your why.

Statement	My side	My why
Students should observe the weather carefully before making plans.		
All four Texas regions should be valued as important parts of the state.		
Keeping a weather journal should be part of learning about weather and climate.		

? STOP & THINK

Board text: Decision = Why. Choose a side = Give reasons. What does this mean for my claim?

My answer

STUDENT WORKBOOK



DECLARE THE WHY DASH

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the 6 task cards (Decide It, Name Both Sides, Write the Claim, Say the Why, Find a Reason, Big Picture Bonus) in the middle and the 10 prompt cards in a stack. Store all cards in your Pocket Practice.

DECIDE IT

NAME BOTH SIDES

WRITE THE CLAIM

SAY THE WHY

FIND A REASON

BIG PICTURE BONUS

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

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

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

NAME BOTH SIDES

Say two reasonable sides before I choose one.

DECIDE IT

Underline what the prompt asks me to decide.

SAY THE WHY

Give the reason behind my choice.

WRITE THE CLAIM

State my side and my why in one sentence.

BIG PICTURE BONUS

Connect my claim to a bigger idea or theme.

FIND A REASON

Name a reason the passage can support.

All four Texas regions should be valued because each one has different landforms, climate, resources, and economic activities.

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

STUDENT WORKBOOK



DECLARE THE WHY DASH

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the 6 task cards (Decide It, Name Both Sides, Write the Claim, Say the Why, Find a Reason, Big Picture Bonus) in the middle and the 10 prompt cards in a stack. Store all cards in your Pocket Practice.

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

Explain whether or not people should understand climate before deciding what is usual for their area.

Explain whether or not a sunny morning is a good reason to expect a sunny afternoon.

Explain whether or not the resources of a region should shape how people live and work.

Explain whether or not observing carefully is more helpful than guessing when the weather might change.

Explain whether or not learning about the Texas regions helps people understand why communities are different across the state.

Explain whether or not people should use careful details instead of the word "nice" when describing the weather.

Explain whether or not the land and climate of a region should be considered when explaining the jobs people do there.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

People should understand climate before deciding what is usual for their area because climate describes weather patterns over a long period of time.

Keeping a weather journal helps people understand the difference because recording the temperature, wind, clouds, and rain each day shows how weather changes over time.

The resources of a region should shape how people live and work because each region supports different jobs, such as farming, ranching, shipping, or mining.

A sunny morning is not a good reason to expect a sunny afternoon because the weather on Jayden's field day changed quickly within a few hours.

Learning about the Texas regions helps people understand why communities are different because each region has its own landforms, climate, vegetation, and economic activities.

Observing carefully is more helpful than guessing because Jayden misjudged the weather and the conditions changed before lunch.

The land and climate of a region should be considered because conditions such as rainfall and flat land suit different kinds of work.

People should use careful details instead of the word "nice" because exact words like warm, windy, or rainy describe the conditions.

STUDENT WORKBOOK



Day 2: Attempt

I decide a side and write a claim



Our Question for Today

Can I analyze a decision prompt and write a claim that declares the why?

Declare the Why Dash: How to Play

- Lay the 6 task cards face up in the middle of the table.
- Stack the 10 prompt cards face down.
- One partner draws a prompt card and reads it aloud.
- Spin and complete the task from the spinner: Decide It, Name Both Sides, Write the Claim, Say the Why, Find a Reason, or Big Picture Bonus.
- If the group answers correctly, move the Pencil Guy forward one space.
- Record the best answer on my recording page.

My Claims from the Dash

Claim 1: my side and my why

Claim 2: my side and my why



Day 2: Attempt, continued

Teacher Model (one prompt through the spinner)

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

Spinner task	Teacher model
Name Both Sides	All four regions should be valued as important parts of the state. The most populated region should be considered the most important.
Write the Claim	All four Texas regions should be valued as important parts of the state because each one has different landforms, climate, resources, and economic activities.
Find a Reason	Each region supports different resources and jobs, such as farming, ranching, shipping, or mining.
Big Picture Bonus	People understand Texas more fully when they see how every region contributes something different.

? STOP & THINK

Which claim could the passage support, and why?

My answer

My Claim Record

Record at least two more claims. Check that each one chooses a side and declares the why.

Claim 3: my side and my why

Claim 4: my side and my why

Answer Key Samples for the Game

Prompt	What I decide	Sample claim
Students should observe the weather carefully before making plans.	should or should not observe carefully	Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours.
All four Texas regions should be valued as important parts of the state.	should or should not be valued equally	All four Texas regions should be valued because each one has different landforms, climate, resources, and economic activities.
Keeping a weather journal helps people understand the difference between weather and climate.	does or does not help	Keeping a weather journal helps people understand the difference because writing down the temperature, wind, clouds, and rain each day shows how weather changes over time.

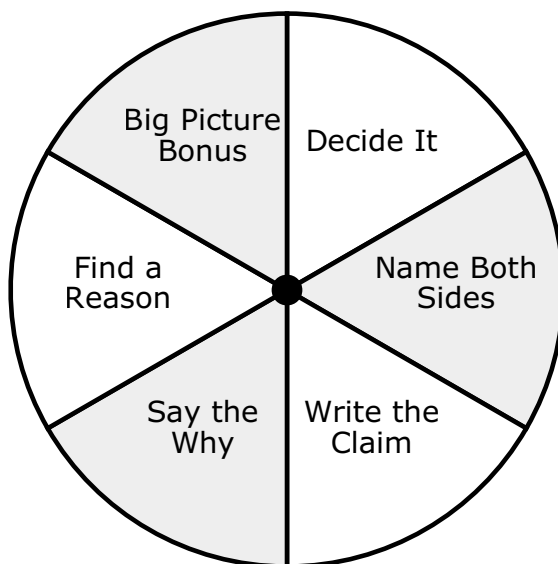
Day 2 Closing

Teacher Reminder: If you have to decide, declare the why. Record my best claim from today.

My best claim from the Dash

Declare the Why Dash Spinner

Use a pencil and a paper clip to spin. Draw a prompt card, read it aloud, spin, and complete the task.



The task I spun and how I completed it

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain and apply my thinking



Our Question for Today

What makes a claim strong, and can I write one on my own?

1. Discuss: What Makes a Claim Strong?

Question	My thinking
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?	
Why should a claim be a complex sentence?	

How does choosing a side and declaring the why build a convincing argument?

2. Use Again: Decide It, Then Declare It (Independent)

Title my notebook page "Cluster 6 Module 1: If You Have to Decide, Declare the Why."
For each prompt: underline what must be decided, write the two sides, choose my side, and write a claim using a subordinating conjunction.

Prompt 1

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

Two sides, then my claim

Prompt 2

Explain whether or not all four Texas regions should be valued equally.

Two sides, then my claim

3. Use Again: Two More Prompts

Prompt 3

Explain whether or not people should understand climate before deciding what is usual for their area.

Two sides, then my claim

Prompt 4

Explain whether or not keeping a weather journal should be part of learning about weather.

Two sides, then my claim

4. Revise the Claim for Precision

Choose one claim I wrote. Revise it to improve sentence structure and word choice so the position and the why are precise and clear.

My revised claim



5. Conventions Sweep

Choose one claim from my response. Underline the subject once. Underline the verb twice. Circle the subordinating conjunction. Box one proper noun, such as Texas or Jayden.

My checked sentence

Ⓢ STOP & THINK

Star the part of my claim that makes my position clear, and circle the word that shows my why.

My strongest claim

Day 3 Closing

Complete: A strong claim clearly chooses a side and declares a why that evidence can support.

My closing thought

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

What have I learned about choosing a side and declaring the why?

1. Award

Give myself credit for making a supported decision today.

- ☐ I found the decision words in the prompt.
- ☐ I named both reasonable sides.
- ☐ I chose a side and declared the why.
- ☐ I wrote my claim as a complex sentence.

Something I did well today

2. Target

Choose one precise next goal: clearer decision, stronger why, better conjunction, more supportable claim, or stronger text connection.

- ☐ Next time I will find the decision words faster.
- ☐ Next time I will sharpen my why with because or since.
- ☐ Next time I will check that the text can support my claim.
- ☐ Next time I will explain why a claim is supportable.

My next goal is to strengthen my argumentative writing by ____

STUDENT WORKBOOK



Day 5: Explain/Educate

I teach someone else



Our Question for Today

How would I teach someone else to recognize a decision prompt?

1. Turn and Teach

Teach my partner how to tell when a prompt is argumentative, then teach what to do next. Name the decision words, name both sides, choose a side, and declare the why with because or since.

Frame	My partner and I
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 ____.	
One way theme helps an argument is ____.	

2. Overarching Question Answer

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

My answer

3. Transfer: Day 5 Exit Ticket

Complete each part on my own.

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

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

What I must decide

Both reasonable sides

My claim with because or since

Claim Check

Write one sentence that explains why my claim is supportable by the passage.

My explanation that connects my claim to the text

☐ My claim clearly chooses a side.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

Explain whether or not students should observe the weather carefully before making plans. Write a claim that chooses a side and declares the why.

My Plan

- Underline what must be decided.
- Write both reasonable sides.
- Choose my side.
- Write a claim as a complex sentence using because or since.
- List three reasons the passage could support.

Two possible reasons from the passage

The stronger reason is...

Writing Color Coding

Claim and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My claim starter

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

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My claim answers the charge of the prompt.
- ☐ My claim clearly chooses a side.
- ☐ My claim declares the why with because or since.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ The subordinating conjunction is used correctly.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are lowercase unless they start a sentence.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your claim to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Decision	I underlined what the prompt asks me to decide.	
Both Sides	I named two reasonable sides.	
Claim	I chose a side and wrote it as a complex sentence.	
Why	I used a subordinating conjunction and a reason the text can support.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Students should watch the weather. It is good.

What Needs Improvement: Turn it into a complex sentence with "because" and a reason the passage supports.

Medium

Students should observe the weather carefully because the weather is important.

What Needs Improvement: Sharpen the why to name what the passage shows about how quickly weather can change.

High

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: a complex claim that clearly chooses a side and declares a specific why the passage can support, with a connection to how careful observation helps people plan. This is the target; there is nothing left to improve.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Find the decision words in a prompt.	☐	☐	☐
Name both reasonable sides.	☐	☐	☐
Choose a side and write a claim.	☐	☐	☐
Write a claim as a complex sentence.	☐	☐	☐
Use a subordinating conjunction such as because or since.	☐	☐	☐
Name a reason the passage can support.	☐	☐	☐
Explain why a claim is supportable.	☐	☐	☐
Check my sentences for conventions.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Name the topic, the charge, and the decision words. Tell how you would choose a side and declare the why.

My new prompt

Take It Further! Decide and Declare Challenge

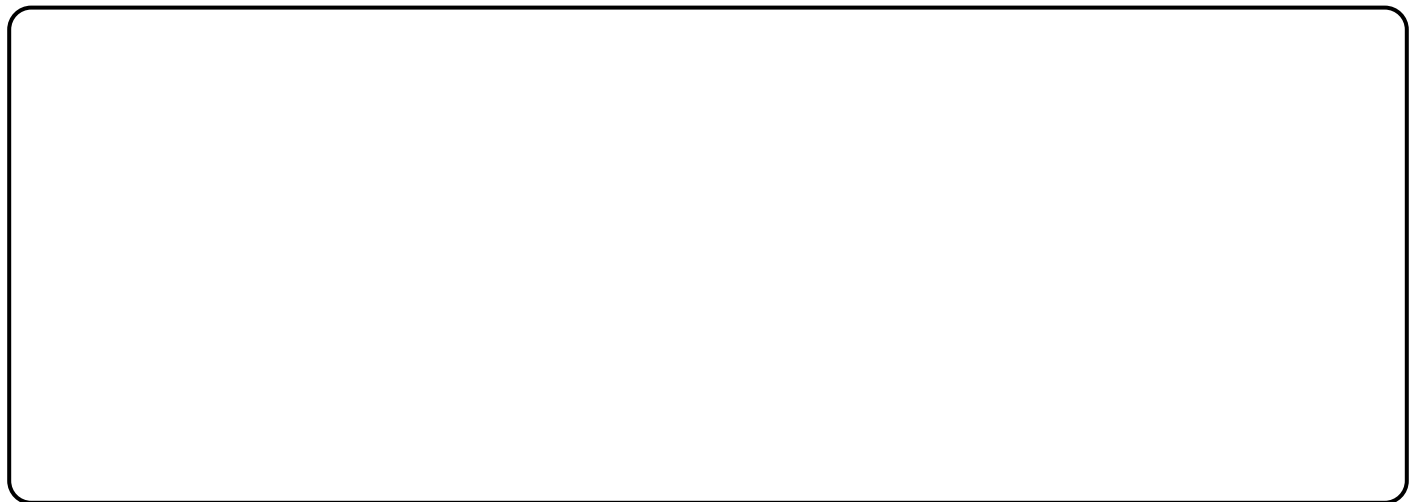
Choose one decision prompt from the bank and build the strongest claim you can: Choose one decision prompt from the bank. Underline what must be decided, name both sides, choose a side, and write a claim as a complex sentence using because or since. Then list three reasons the passage could support.

- Underline what must be decided.
- Name both reasonable sides.
- Choose your side.
- Write a claim as a complex sentence using because or since.
- List three reasons the passage could support.
- Revise one word for precision and clarity.
- Read your claim aloud and check that the side and the why are clear.
- Name one claim a classmate wrote that you would like to try.

My plan: what I decide, both sides, my claim, three reasons, one revised word

My Claim Map

Draw your claim map in the box below. Label the decision, the two sides, and your chosen side. Label the reason and the evidence that supports it.



At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Pick a Side, Declare the Why

Name a friendly family debate, such as the best meal or the best season. Each person picks a side and gives two reasons using "because." Notice that both sides can be reasonable.

Ask: Why is your side stronger?

Family member signature: _____

Turn It Into a Claim

Start with a plain opinion, such as "Reading is fun." Then upgrade it into a claim with a reason, such as "Reading is worth the time because it takes you to new places." Talk about how the reason makes it stronger.

Ask: How does the reason make the claim stronger?

Family member signature: _____

Spot a Decision Prompt

Look for the words should, should not, or whether or not. When you see them, decide a side and give a reason.

Ask: Which words told you that you had to choose a side?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am a writer who chooses a side and declares the why.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 6 - Module 2

Magnify One Claim into Three Strong
Reasons



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 2

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All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Magnify One Claim into Three Strong Reasons



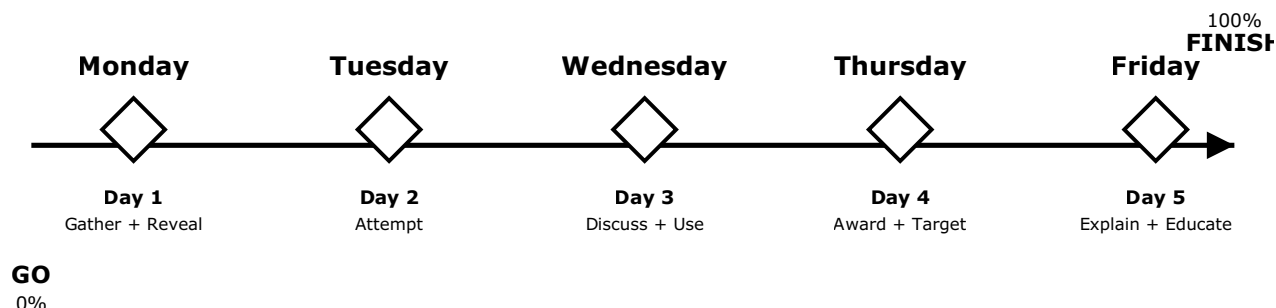
Why This Matters to Me

This week you learn to grow one claim into three strong reasons. A claim by itself is not enough. Strong writers brainstorm many ideas, group the ideas that are alike, narrow each group to its best idea, and choose the final three reasons that are different from one another and provable with the text.

Essential Question

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

My Week Tracker



Color in one stop on the timeline at the **END** of each day, after I finish that day's work.
Watch my week move from **GO** to **FINISH!**

My First Thinking

I Can

- I can magnify one claim into three distinct reasons that can be supported with evidence.
- I can brainstorm widely and 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.

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to magnify one claim into three strong, distinct, supportable reasons.	"A Day That Changed" and "Understanding the Texas Regions."	Three final reasons for a claim, each matched to a passage detail.

Where We Are Going

I will move from writing a claim to supporting it with three strong reasons. I will finish by teaching a partner how the magnifying process works.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I can brainstorm many possible reasons.
- ☐ I can group similar reasons and narrow each group.
- ☐ I can choose three distinct reasons and match evidence to each one.

How I Will Show What I Know

I will show what I know with the Magnify the Why Lab, my Three Reasons and My Evidence page, and my Turn-and-Teach explanation.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I hear three reasons and number them in a clear order.
Reveal	Day 1	I learn the four layers of the magnifying process.
Attempt	Day 2	I rotate through the Magnify the Why Lab stations.
Discuss	Day 3	I talk about which groups and reasons were strongest.
Use Again	Day 3	I match one passage detail to each of my three reasons.
Award	Day 4	I name the reason I am most proud of.
Target	Day 4	I set one goal for strengthening my next argument.
Explain/Educate	Day 5	I teach a partner how the magnifying process works.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.12C(i):

I can compose an argumentative text that develops my claim with strong, distinct reasons.

4.11B(iv):

I can organize my writing by developing an engaging idea with relevant, matched details.

Call and Response

Read this together as a class before we start.

Teacher asks: "Magnify your thinking!"

Class answers: "Brainstorm, group, narrow, choose!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

You already know how to choose a side and write a claim as a complex sentence. Now you will grow that claim by magnifying your thinking into three strong, distinct reasons.

A connection I can make

Remember It!

- ☐ A claim is a position plus a why.
- ☐ A reason is a bigger idea, not a tiny fact.
- ☐ Strong reasons match the claim, differ from one another, and can be proven with evidence.
- ☐ I brainstorm more reasons than I need before choosing my final three.

One idea I remember

Ready Check

- ☐ I can brainstorm many possible reasons for a claim.
- ☐ I can group similar reasons and narrow each group.
- ☐ I can choose three distinct reasons and match evidence to each one.

Watch Out! Common Mix-Up

Some students think a reason and a piece of evidence are the same thing. A reason is a bigger idea that evidence can prove. If two reasons sound the same, I have not magnified far enough; I need to regroup and narrow again.

Where This Fits in My Writing

Magnifying one claim into three strong reasons is how every argumentative correspondence grows from an opinion into a fully supported piece of writing.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on my own. I may reread the passages in Read and Interact as often as I want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Underline the decision words in green.

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

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	The passage explains that each region has different landforms, climate, resources, and jobs.
_____	All four Texas regions should be valued because each one contributes something distinct to the state.
_____	This shows readers that the regions are different but each one matters.
_____	One reason is that the regions support different economic activities.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: One reason different regions support different economic activities is true. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about one of our two passages.

Word	Say it	What it means	Sentence frame
idea	eye-DEE-uh	a thought that can be developed	One idea is ____.
choose	CHOOZ	to select from options	I choose this reason because ____.
group	GROOP	ideas placed together because they are alike	This group is about ____.
match	MACH	to connect things that belong together	This evidence matches because ____.
same	SAYM	alike in an important way	These reasons are the same because ____.
different	DIF-runt	not alike	This reason is different because ____.
strong	STRONG	clear and able to do its job	This reason is strong because ____.
weak	WEEK	not clear or not well supported	This reason is weak because ____.
prove	PROOV	to show with evidence	The detail proves ____.
order	OR-dur	an arrangement that is easy to follow	I chose this order because ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you magnify a claim into three reasons. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
claim	KLAYM	the position the writer will support	My claim is ____.
support	suh-PORT	ideas and proof that strengthen a claim	I support my claim with ____.
reason	REE-zun	a broad explanation for why the claim makes sense	One reason is ____.
brainstorm	BRAYN-storm	to generate many ideas before choosing	I brainstormed ____.
categorize	KAT-uh-guh-ryz	to group ideas that belong together	I categorize these ideas as ____.
narrow	NAIR-oh	to reduce a group to its strongest central idea	I narrow this group to ____.
magnify	MAG-nuh-fy	to examine thinking closely and develop it in layers	I magnify my thinking by ____.
relevant	REL-uh-vunt	directly connected to the claim or reason	This detail is relevant because ____.
evidence	EV-uh-duns	specific text proof for a reason	My evidence is ____.
theme	THEEM	a larger lesson or big-picture idea	This connects to theme because ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our two passages, "A Day That Changed" and "Understanding the Texas Regions." Say each word, read its meaning, and use it in the frame sentence.

Word	Say it	What it means	Sentence frame
weather	WETH-ur	the condition of the air 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 from the passage is ____.
pattern	PAT-urn	something that happens in a regular, repeated way	A weather pattern shows ____.
region	REE-jun	an area of land that has certain features in common	One region has ____ while another has ____.
landform	LAND-form	a natural feature of the Earth's surface	A landform in this region is ____.
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	A settlement grew here because ____.
economic	ek-uh-NOM-ik	having to do with money, jobs, and making a living	An economic activity here is ____.
distinguish	dih-STING-gwish	to tell the difference between two things	I distinguish weather from climate by ____.

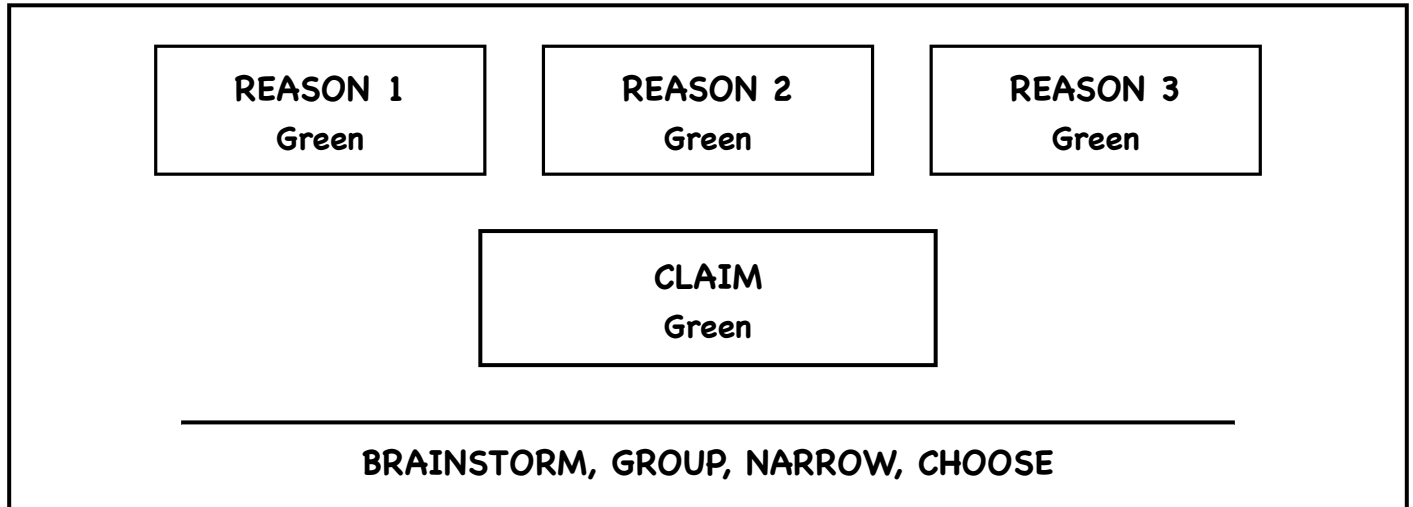
Use one Tier 3 word in a sentence

My Strategy Tools

Magnify: Brainstorm, Group, Narrow, Choose



Magnifying is how I grow one claim into three strong reasons. I brainstorm many ideas, group the ideas that are alike, narrow each group to its best idea, and choose the final three reasons.



Three strong reasons grow from one claim when I brainstorm widely, group similar ideas, narrow each group, and choose the strongest three.

The Magnifying Process

Mark	What it means
Layer 1: Brainstorm	Write many possible reasons, more than I need.
Layer 2: Group	Sort similar reasons together and label each group.
Layer 3: Narrow	Choose the one best, broadest idea from each group.
Layer 4: Choose	Pick the final three reasons that are distinct and provable.

Strong reasons match the claim, are different from one another, can be proven with evidence, and connect to the big picture or theme.

How the magnifying process works for me

WHY and HOW

WHY	HOW
A reason answers why the claim is true.	Magnifying is how I build three reasons in order: brainstorm, group, narrow, choose.

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

How I Say the Standard!

4.12C(i):

I can compose an argumentative text that develops my claim with strong, distinct reasons.

4.11B(iv):

I can organize my writing by developing an engaging idea with relevant, matched details.

Check My Writing

- ☐ D
- ☐ o
- ☐ e
- ☐ s
- ☐
- ☐ e
- ☐ a
- ☐ c
- ☐ h
- ☐
- ☐ r
- ☐ e
- ☐ a
- ☐ s
- ☐ o

Five Thinking Levels

Use these levels to check how deeply I am magnifying my thinking.

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 the final reasons connect to theme or the big picture.

Move up a level by making a reason broader than one fact, different from the other reasons, and clearly connected to the claim.

Which level best describes my three reasons right now?

Five Thinking Levels

HOW prompts ask about the way something works or the way parts fit together.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
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 the final reasons connect to theme or the big picture.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether or not all four Texas regions should be valued as important parts of the state.
HOW	Analyze how parts work together or how something happens.	Explain whether or not students should keep a weather journal to understand changing conditions and the difference between weather and climate.

A reason is a bigger idea that evidence can prove; naming a detail is not the same as explaining why it matters. Magnify your thinking through all four layers before you choose your final three reasons.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

What does Jayden learn about the difference between weather and climate?

Background I Need

Jayden learns that weather can change quickly while climate is the usual pattern over a long time. The four Texas regions have different land, climate, resources, and jobs. Both passages give facts I can group into clusters of support.

Words I dotted while reading

A Day That Changed

Two passages, one fiction and one nonfiction. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Day That Changed (continued)

Two passages, one fiction and one nonfiction. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Day That Changed (continued)

Two passages, one fiction and one nonfiction. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Understanding the Texas Regions

Two passages, one fiction and one nonfiction. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Understanding the Texas Regions (continued)

Two passages, one fiction and one nonfiction. Medium Stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Day That Changed

T: over a long period of time. R: The temperature dropped. A: the conditions began to change. C: Jayden. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: A Day That Changed (continued)

T: over a long period of time. R: The temperature dropped. A: the conditions began to change. C: Jayden. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Which details in each passage could be grouped together to support one larger reason? Mark the words that could become evidence.

My thinking

My Prompt Marking Notes

A decision prompt gives me a topic, a charge, and decision words. Mark the parts that tell me what to decide.

Shape	Word	Question I ask myself
Red circle	Topic	What am I writing about?
Yellow box	Charge	What must my claim do?
Green underline	Decision words	What must I decide: should, should not, or whether or not?

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I learn the four layers of the magnifying process

Our Question for Today

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

1. Gather: Listen and Number

Pencils down while you listen. Your teacher will read three reasons for one claim. Hear all three before you respond. Then number them 1 to 3 in the order that would make the argument easiest to follow, and explain why your order works.

Round 1: Four Regions, One Claim

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.

My order and why it works...

Round 2: A Weather Journal Claim

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.

My order and why it works...

Day 1: Reveal, continued

2. Reveal: The Magnifying Process

A claim by itself is not enough. Strong writers magnify their thinking through four layers until the best three reasons rise to the top.

Layer	What I Do
Layer 1: Brainstorm	Write many possible reasons for my claim, more than I need.
Layer 2: Group	Sort the reasons that are alike and give each group a label.
Layer 3: Narrow	Choose the one best, broadest idea from each group.
Layer 4: Choose	Pick the final three reasons that are distinct and provable.

Strong reasons match the claim, are different from one another, can be proven with evidence, and connect to the big picture or theme.

4.12C(i):

I can compose an argumentative text that develops my claim with strong, distinct reasons.

In my own words, magnifying means...

Teacher Model: Narrow and Choose

Layer 3 Narrow: different regions have distinct natural features and climate conditions; different regions support distinct resources, jobs, and economic activities; different regions help explain settlement patterns and ways of life across Texas.

Layer 4 Final Three Reasons: these three reasons are strong because they are different from one another, they match the claim, and they can be proven with the passage.

Check	Yes or No
Do my three reasons match the claim?	
Are my three reasons different from one another?	
Can each reason be proven with the passage?	

My own claim and my final three reasons

STUDENT WORKBOOK



MAGNIFY THE WHY LAB CARDS

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the 4 layer cards (Brainstorm Burst, Group It Together, Narrow the Group, Final Three Reasons) in the middle and the 10 prompt cards in a stack. Store all cards in your Pocket Practice.

BRAINSTORM BURST

GROUP IT TOGETHER

NARROW THE GROUP

FINAL THREE REASONS

MATCH THE EVIDENCE

THEME CHECK

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

Explain whether or not students should keep a weather journal to understand changing conditions and the difference between weather and climate.

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

GROUP IT TOGETHER

Sort the reasons into groups of similar ideas and label each group.

BRAINSTORM BURST

Write at least 8 possible reasons for the claim.

FINAL THREE REASONS

Choose the three final reasons that are distinct and provable.

NARROW THE GROUP

Choose the strongest, broadest idea from each group.

THEME CHECK

Explain how one reason connects to theme or the big picture.

MATCH THE EVIDENCE

Find one passage detail that proves each final reason.

weather journals create accurate records of current conditions; repeated records make changes and patterns easier to compare; a weather journal helps distinguish recent weather from long-term climate

different regions have distinct natural features and climate conditions; different regions support distinct resources, jobs, and economic activities; different regions help explain settlement patterns and ways of life across Texas

STUDENT WORKBOOK



MAGNIFY THE WHY LAB CARDS

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the 4 layer cards (Brainstorm Burst, Group It Together, Narrow the Group, Final Three Reasons) in the middle and the 10 prompt cards in a stack. Store all cards in your Pocket Practice.

Explain whether or not careful weather observations should matter more than quick assumptions when people make decisions about current conditions.

Explain whether or not the resources of a region should shape how people live and work.

Explain whether or not a sunny morning is a good reason to expect a sunny afternoon.

Explain whether or not the Coastal Plains region should be considered important to the Texas economy.

Explain whether or not the Great Plains region should be considered important to the Texas economy.

Explain whether or not the North Central Plains region should be considered important to the Texas economy.

Explain whether or not Ms. Rios should use a class chart to teach the difference between weather and climate.

Explain whether or not one cloudy afternoon proves that the climate has changed.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

different regions have distinct natural features and climates; different regions support distinct resources and economic activities; different regions help explain settlement patterns and ways of life

current observations describe what is happening now; repeated records make changes easier to compare; time and repeated evidence help distinguish weather from climate

the Coastal Plains supports farming with warm, humid weather; the region supports fishing, shipping, and city jobs; the region connects Texas to other places through trade and transportation

a sunny morning does not guarantee a sunny afternoon; conditions can change quickly within a few hours; careful observation shows the truth better than an assumption

the North Central Plains has a milder climate that supports cattle and crops; the region has small towns and settlements tied to agriculture; the rolling hills and grasslands make the land useful for farming

the Great Plains supports ranching and farming on wide, open land; the region produces wind energy from strong winds; the region shows how people adapt to a drier climate

one cloudy afternoon is weather, not climate; climate describes patterns over many years, not one day; scientists study weather for years before describing a place's climate

a class chart organizes examples of weather and climate side by side; sorting words like sunny and hot summers helps students see the difference; comparing the two headings helps students avoid confusing a single day with a long-term pattern

STUDENT WORKBOOK

 Day 2: Attempt



I rotate through the Magnify the Why Lab stations

Magnify the Why Lab

Today you will move through four stations. 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.

Station	Your Job
1: Brainstorm Burst	Write at least 8 possible reasons for the claim. Do not stop at the first few ideas.
2: Group It Together	Sort your brainstormed reasons into groups of similar ideas. Give each group a label.
3: Narrow the Group	Look at each group and choose the strongest idea. It should be broad enough for a paragraph but clear enough to stay focused.
4: Final Three Reasons	Write your final three reasons in order. Number them 1, 2, and 3. Explain how each one supports the claim.

Station 1 Brainstorm Burst: my claim and my brainstormed reasons

Station 2: Group It Together

Take your brainstormed reasons and sort them apart. Group reasons that seem to belong together. Give each group a label.

My groups and their labels

Station 3: Narrow the Group

Look at each group and choose the strongest idea in that group. Circle it. This idea should be broad enough to support a paragraph but clear enough to stay focused.

The strongest idea I narrowed from each group

Reflection	My Answer
How many groups did I make?	
Did any groups repeat the same idea?	
Which group felt strongest?	

Station 4: Final Three Reasons Match-Up

Write your final three reasons in your workbook. Number them 1, 2, and 3. Then write one sentence explaining how each reason supports the claim.

Reason 1

Reason 2

Reason 3

- ☐ My reasons directly support my claim.
- ☐ My three reasons are distinct rather than repeated.
- ☐ Each reason is broad enough for a paragraph.

STUDENT WORKBOOK

Day 3: Discuss + Use Again



I talk about which groups and reasons were strongest

Discussion Questions

- Why is it helpful to brainstorm more reasons than we actually need?
- What did you notice when you grouped similar ideas together?
- How did you decide which idea in a group was the strongest?
- Why do our final three reasons need to be different from one another?
- How can theme help us choose stronger reasons?
- What makes a reason weak?

My answer to one discussion question

Evidence Hunt for My Three Reasons

Now that you have your three reasons, go back into the text and find the best evidence for each one. Choose details that truly prove your thinking, then underline the words that best connect to the reason.

Claim	
My claim	

Reason 1 and its evidence from the passage

Reason 2 and its evidence from the passage

Reason 3 and its evidence from the passage

A Strong Evidence Choice...

- clearly proves the reason
- comes directly from the text
- is specific, not vague
- supports the claim overall

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

Explain whether or not students should keep a weather journal to understand changing conditions and the difference between weather and climate.

My claim and one reason

Weak Reason or Strong Reason?

Statement	Weak or Strong?
Weather journals are good.	
Repeated records make changes easier to compare.	
I like weather.	

How I know the difference between a weak reason and a strong reason

STUDENT WORKBOOK



Day 4: Award + Target

I name the reason I am most proud of and set a goal



Award Yourself

Target Your Goals

- Did I brainstorm enough ideas before choosing my reasons?
- Did I group similar ideas correctly?
- Are my three final reasons different from one another?
- Can each of my reasons be supported with evidence?
- Do my reasons connect to the big picture or theme?

My next goal is to strengthen my argument by...

STUDENT WORKBOOK

Day 5: Explain to Others

I teach a partner how the magnifying process works



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

- Layer 1 is important because...
- When I grouped my ideas, I noticed...
- I narrowed my group by choosing...
- My final three reasons support my claim because...
- One way theme helped me today was...

What my partner taught me

Module 2 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.

In my own words, why does magnifying make my argument stronger?

[illegible]



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

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

My Plan

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

Two possible reasons from the passage

The stronger reason is...

Writing Color Coding

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My claim answers the charge of the prompt.
- ☐ My three reasons are distinct from one another.
- ☐ Each reason is broad enough for its own paragraph.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ The subordinating conjunction is used correctly.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are lowercase unless they start a sentence.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your reasons to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Brainstorm	I wrote many possible reasons before choosing.	
Group	I grouped similar reasons and labeled each group.	
Narrow	I chose the strongest idea from each group.	
Final Three	I chose three distinct reasons and matched evidence to each one.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Every region is important. All regions matter. The regions are all important parts of Texas.

What Is Working: The student names ideas connected to the claim. What Needs Improvement: The reasons repeat rather than add three distinct kinds of support, and each needs to be broad enough for its own paragraph.

Medium

Each region has different landforms and climate. Each region has different land. The regions all look different.

What is working: the reasons match the claim and can be supported with passage details. What needs improvement: the reasons overlap; regroup and narrow so each final reason adds something new.

High

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.

Why it works: all three reasons match the claim, are distinct enough to develop, and can be supported with passage evidence.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Brainstorm many possible reasons for a claim.	☐	☐	☐
Group similar reasons and label each group.	☐	☐	☐
Narrow each group to one strong central idea.	☐	☐	☐
Choose three reasons that are distinct from one another.	☐	☐	☐
Match a passage detail to each of my three reasons.	☐	☐	☐
Explain how a reason connects to theme or the big picture.	☐	☐	☐
Check my sentences for conventions.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a prompt from your week. Name the claim and magnify it into three final reasons, then tell how you would prove each one.

My new prompt

Take It Further! Reason Architect Challenge

Choose one decision prompt from the bank and build the strongest support system you can: Choose one decision prompt from the bank. Brainstorm eight to ten possible reasons, group them, narrow each group, and choose the strongest three distinct reasons. Match one passage detail to each reason.

- Write the claim.
- Brainstorm 8 to 10 possible reasons.
- Group the reasons into 4 categories.
- Narrow each group to one idea.
- Reject one group and explain why.
- Keep the strongest three final reasons.
- Match one passage detail to each final reason.
- Explain how each reason connects to theme or the big picture.

My plan: my claim, my brainstormed reasons, my groups, my final three reasons, and my evidence

My Reason Map

Draw your reason map in the box below. Label your claim and your three final reasons, then draw a line from each reason to the evidence that proves it.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Magnify a Family Choice

Name a friendly family decision, such as the best weekend activity. Brainstorm more than three reasons together, group the reasons that are alike, and narrow to the strongest three.

Ask: Why are your three reasons different from one another?

Family member signature: _____

Sort Claim, Reason, Evidence

Say a claim out loud. Take turns naming a reason and then a piece of evidence that proves it. Notice that a reason is bigger than one small fact.

Ask: How is a reason different from a piece of evidence?

Family member signature: _____

Spot the Clusters

Look at a magazine article or website together and find three details that could be grouped under one bigger idea.

Ask: What bigger reason could these details prove?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am a writer who magnifies one claim into three strong, distinct reasons.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 6 - Module 3

Finishing the Argumentative Paper with
CREATURES



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Finishing the Argumentative Paper with CREATURES



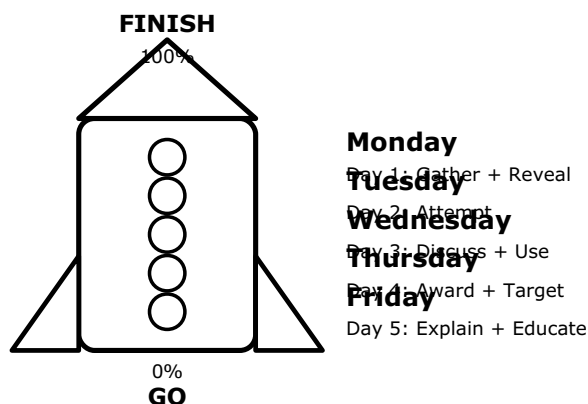
Why This Matters to Me

This week you finish the argumentative paper you began in Modules 1 and 2. A claim and three reasons are not enough by themselves. Strong writers connect every CREATURES part so the whole response is clear, supported, logical, and meaningful.

Essential Question

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

My Week Tracker



Color in one rocket stage at the END of each day, after I finish that day's work. Watch my week launch from GO to FINISH!

My First Thinking

I Can

- I can build a complete argumentative response by connecting the parts of CREATURES.
- I can match reasons, evidence, and Thinking so every piece supports the claim.
- I can acknowledge another reasonable viewpoint and rebut it respectfully with text-based reasoning.
- I can write an Ending and Significance that reinforce the claim and show why the decision matters.

I Will

- I will read closely, listen actively, and discuss my reasoning.
- I will use text evidence, write independently, reflect on my growth, and explain my thinking to others.
- I will organize three reasons in a logical order and explain how the evidence supports them.
- I will check that every CREATURES part belongs and contributes to a clear, supported, logical, and meaningful response.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How the nine CREATURES parts finish a complete argumentative paper.	"A Day That Changed" and "Understanding the Texas Regions."	A complete CREATURES argument, from claim to significance.

Where We Are Going

I will move from a claim with three reasons to a complete argument, finishing by teaching a partner the CREATURES framework.

I'll Know I've Got It When...

- ☐ My claim clearly answers the prompt.
- ☐ My reasons and evidence build support in logical order.
- ☐ My Thinking explains rather than repeats the evidence.
- ☐ My Ending and Significance show why it matters.

Check Myself

- ☐ I can name the CREATURES jobs in order.
- ☐ I can match evidence to my claim and reason.
- ☐ I can write a respectful rebuttal.

How I Will Show What I Know

I will show what I know with the CREATURES Build-a-Paper Challenge and my Finish My Paper Pieces page.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I sort mixed paper pieces and decide which ones belong together.
Reveal	Day 1	I learn the nine CREATURES jobs in order.
Attempt	Day 2	I play CREATURES Build-a-Paper Challenge and fill in my game mat.
Discuss	Day 3	I talk about what made a card combination strong or weak.
Use Again	Day 3	I independently build a complete CREATURES argument.
Award	Day 4	I name the paper piece I am most proud of.
Target	Day 4	I set one goal for strengthening my next argument.
Explain/Educate	Day 5	I teach a partner the CREATURES framework in order.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.12C(i):

I can compose an argumentative text that connects claim, reasons, evidence, and explanation.

4.11B(iv):

I can organize my writing with an introduction, logical order, and a meaningful conclusion.

Call and Response

Read this together as a class before we start.

Teacher asks: "Make every piece belong!"

Class answers: "CREATURES!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

You already know how to write a claim and magnify it into three strong reasons. Now you will finish the whole argumentative paper by connecting every CREATURES part.

A connection I can make

Remember It!

- ☐ A claim takes a side and declares the why.
- ☐ A reason is a bigger idea that evidence can prove.
- ☐ Explanation is not the same as evidence; explanation tells what the evidence means.
- ☐ A strong ending reinforces the claim without repeating it word for word.

One idea I remember

Ready Check

- ☐ I can name the nine CREATURES jobs in order.
- ☐ I can match evidence and explanation to a claim and reason.
- ☐ I can write a respectful rebuttal that returns to my chosen side.

Watch Out! Common Mix-Up

Some students think that once they have a claim, any evidence will do. Every piece must match: the evidence must prove the reason, and the explanation must tell how it proves it, not just repeat it.

Where This Fits in My Writing

CREATURES is how every argumentative correspondence in this cluster becomes a complete, connected paper instead of a list of separate parts.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on my own. I may reread the passages in Read and Interact as often as I want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Underline the decision words in green.

Explain whether or not all four Texas regions should be valued as important parts of the state. Build a claim, one reason, and one piece of evidence.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	The passage explains that the regions have different landforms, climate, resources, and jobs.
_____	All four Texas regions should be valued because each one contributes something distinct to Texas.
_____	This shows that no single region represents the whole state.
_____	One reason is that the regions support different economic activities.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: One reason the regions support different economic activities is true. Copy one sentence from the passage that proves this reason. Then explain in one sentence how the evidence proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about one of our two passages.

Word	Say it	What it means	Sentence frame
fit	FIT	to belong with something	This piece fits because ____.
part	PART	one piece of a whole	This part does the job of ____.
side	SYD	a position in an argument	My chosen side is ____.
proof	PROOF	information that shows an idea is true	This proof supports ____.
order	OR-dur	the arrangement of ideas	I put these ideas in this order because ____.
clear	KLEER	easy to understand	My argument is clear when ____.
strong	STRONG	convincing and well supported	This sentence is strong because ____.
end	END	to bring something to a close	I end by ____.
matter	MAT-ur	to be important	This decision matters because ____.
connect	kuh-NEKT	to show how ideas relate	I connect these ideas by ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words help you build a complete CREATURES argument. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
claim	KLAYM	the position or thesis (central idea) of an argument	My claim is ____.
reason	REE-zun	a broad idea that supports the claim	One reason is ____.
evidence	EV-uh-duns	specific proof from the passage	The evidence states ____.
explanation	EK-spluh-NAY-shun	thinking that connects evidence to the reason	My explanation shows ____.
inference	IN-fer-uns	a conclusion formed from evidence and thinking	I infer that ____.
significance	sig-NIF-ih-kuns	why an idea matters beyond one detail	The significance is ____.
structure	STRUK-chur	the purposeful organization of a response	The structure helps by ____.
justify	JUS-tuh-fy	to support a position with reasons and evidence	I justify my position with ____.
coherence	koh-HEER-uns	the quality of ideas fitting together clearly	My response has coherence because ____.
connection	kuh-NEK-shun	the relationship between ideas in the argument	The connection between these ideas is ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our two passages, "A Day That Changed" and "Understanding the Texas Regions," and from the CREATURES framework. Say each word, read its meaning, and use it in the frame sentence.

Word	Say it	What it means	Sentence frame
CREATURES	KREE-churz	the framework for the nine jobs in a complete argument	CREATURES helps me remember ____.
argument	AR-gyuh-muhnt	ideas arranged to support a position	My argument is logical because ____.
counterargument	kown-ter-AR-gyuh-muhnt	a reasonable opposing viewpoint	One counterargument is ____.
rebuttal	rih-BUHT-uhl	a respectful response that returns to the chosen side	My rebuttal explains ____.
thesis (central idea)	THEE-sis	the central claim of an argument	The thesis (central idea) takes the position that ____.
transition	tran-ZISH-uhn	a word or phrase that connects ideas	This transition connects ____.
introduction	in-truh-DUHK-shuhn	the opening that introduces the argument	The introduction prepares the reader by ____.
conclusion	kuhn-KLOO-zhuhn	the closing section of a response	The conclusion reinforces ____.
logical order	LOJ-ih-kuhl OR-der	an arrangement that makes reasoning easy to follow	The reasons are in logical order because ____.
significant inferencing	sig-NIF-ih-kuhnt IN-fer-uhn-sing	thinking that connects proof to a lesson or big picture	My significant inference shows ____.

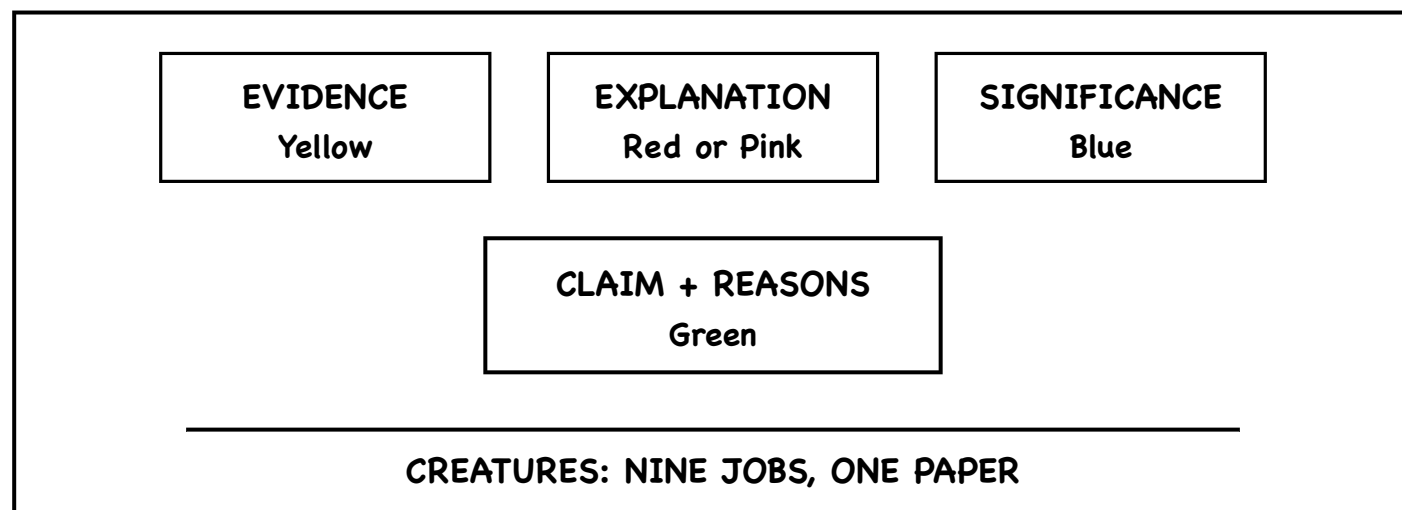
Use one Tier 3 word in a sentence

My Strategy Tools

CREATURES: Nine Jobs, One Connected Paper



CREATURES gives every part of my argument a job. Claim takes the side. Reasons and Evidence build support. Argument puts ideas in logical order. Thinking explains the proof. Understanding Others acknowledges another view. Rebuttal brings the reasoning back to my side. Ending reinforces the claim. Significance shows why the decision matters. If a piece does not belong, I do not force it; strong writers choose carefully and read the full set aloud to check that it sounds clear, supported, and meaningful. Every CREATURES paper should sound connected from beginning to end, not like a list of separate parts. This week I finish the paper I began in Module 1 and Module 2 by connecting every one of these nine jobs, from my very first claim all the way to my closing significance sentence.



Every CREATURES piece must match the claim and connect to the pieces around it, from the first claim all the way to the closing significance sentence. Teachers may reread passages and model the framework, but students must make and justify their own connections.

The CREATURES Argumentative Framework

Mark	What it means
C: Claim	Takes the side and declares the why.
R: Reasons	Three distinct, supportable reasons in logical order.
E: Evidence	Specific proof from the passage that matches each reason.
A: Argument in logical order	Organizes the reasons so the argument is easy to follow.
T: Thinking / explanation	Explains how the evidence proves the reason.
U: Understanding Others	Acknowledges one reasonable opposing viewpoint.
R: Rebuttal	Respectfully returns the argument to the chosen side with text-based reasoning.
E: Ending	Reinforces the claim without copying it word for word.
S: Significance	Explains why the decision matters beyond this one response.

A complete CREATURES response is clear, supported, logical, respectful toward another reasonable viewpoint, and meaningful beyond the immediate topic.

How the CREATURES framework works for my argument

WHY and HOW

WHY	HOW
Evidence and explanation answer why the claim is true.	CREATURES is how I organize a whole paper in order: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.

Evidence, explanation, and significant inferencing must all match the claim and reason. If a piece does not belong, do not force it.

How I Say the Standard!

4.12C(i):

I can compose an argumentative text that connects claim, reasons, evidence, and explanation.

4.11B(iv):

I can organize my writing with an introduction, logical order, and a meaningful conclusion.

Check My Writing

- ☐ D
- ☐ o
- ☐ e
- ☐ s
- ☐
- ☐ e
- ☐ v
- ☐ e
- ☐ r
- ☐ y
- ☐
- ☐ p
- ☐ i
- ☐ e
- ☐ c

The Five Thinking Levels

Use these levels to check how completely I am connecting my CREATURES pieces.

Level	Color	Thinking Stage	CREATURES Application	
Level 1		Red	Foundational	Names or repeats a paper part.
Level 2		Orange	Emergent	Chooses a part but gives an incomplete connection.
Level 3		Yellow	Visible	Matches evidence to a reason and explains the link.
Level 4		Green	Independent	Organizes, acknowledges another viewpoint, and rebuts it with text-based reasoning.
Level 5		Blue	Reflective	Ends with significance that connects the argument to theme or the big picture.

Compare two possible card combinations and explain which creates a stronger paper and why.

Which level best describes my argument right now?

Five Thinking Levels: HOW

HOW prompts ask about the way something works or the way parts fit together.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
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The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether or not careful weather observations should matter more than quick assumptions when people make decisions about current conditions.
HOW	Analyze how parts work together or how something happens.	Explain whether or not students should use repeated weather observations to understand the difference between weather and climate.

Evidence, explanation, and significant inferencing must all match the claim and reason. If a piece does not belong, do not force it; strong writers choose carefully.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

How do the nine CREATURES parts work together to build one complete argument?

Background I Need

CREATURES stands for Claim, Reasons, Evidence, Argument in logical order, Thinking, Understanding Others, Rebuttal, Ending, and Significance. Each letter gives one job. Strong writers make sure every job connects to the others, from the claim all the way to a meaningful ending.

Words I dotted while reading

A Day That Changed

Two passages, one fiction and one nonfiction. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

A Day That Changed (continued)

Two passages, one fiction and one nonfiction. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Understanding the Texas Regions

Two passages, one fiction and one nonfiction. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Day That Changed

T: over a long period of time. R: the conditions began to change. A: Jayden misjudged the weather. C: Jayden. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: A Day That Changed (continued)

T: over a long period of time. R: the conditions began to change. A: Jayden misjudged the weather. C: Jayden. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
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A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Which details could become claim, evidence, explanation, or significance in a complete CREATURES argument?

My thinking

My Prompt Marking Notes

A decision prompt gives me a topic, a charge, and decision words. Mark the parts that tell me what to decide.

Shape	Word	Question I ask myself
Red circle	Topic	What am I writing about?
Yellow box	Charge	What must my claim do?
Green underline	Decision words	What must I decide: should, should not, or whether or not?

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

Explain whether or not careful weather observations should matter more than quick assumptions when people make decisions about current conditions.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I learn the nine CREATURES jobs in order

Our Question for Today

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

1. Gather: The Writing Relay Tray

Your teacher will show mixed paper pieces: a prompt, a claim, evidence, an explanation, and a significant inferencing sentence. Some belong together and some do not. Decide which pieces fit.

Hold up two mismatched pieces and ask: would this evidence belong with this claim? Maybe, maybe not. That is what strong writers must decide before they build a paragraph.

In Module 1, we learned that if you have to decide, declare the why. In Module 2, we learned to magnify our thinking until we had three strong reasons. Today we finish the work by connecting the parts.

One pair of pieces that belong together, and why

One pair of pieces that do NOT belong together, and why

2. Reveal: The CREATURES Framework

Letter	Job
C	Claim: takes the side and declares the why.
R	Reasons: three distinct reasons that support the claim.
E	Evidence: specific proof from the passage.
A	Argument in logical order: puts ideas in an order that is easy to follow.
T	Thinking / explanation: explains how the evidence proves the reason.
U	Understanding Others: acknowledges another reasonable viewpoint.
R	Rebuttal: respectfully brings the reasoning back to the chosen side.
E	Ending: reinforces the claim.
S	Significance: shows why the decision matters.

Write this on an anchor chart in your own words: C, Claim. R, Reasons. E, Evidence. A, Argument in logical order. T, Thinking / explanation. U, Understanding Others / counterargument. R, Rebuttal. E, Ending. S, Significance.

The CREATURES letter I think is hardest to remember, and a trick to help me

Day 1: Reveal, continued

Prompt to Claim to Reasons to Evidence to Argument to Thinking to Understanding Others to Rebuttal to Ending to Significance.

Your evidence must support your reason. Your thinking must explain how the evidence proves the reason. Then strong argumentative writers can acknowledge another reasonable viewpoint, rebut it respectfully, reinforce the claim in the ending, and show why the decision matters beyond the immediate topic.

4.12C(i):

I can compose an argumentative text that connects claim, reasons, evidence, and explanation.

In my own words, why does every CREATURES piece need to belong?

- ☐ I can name the nine CREATURES jobs.
- ☐ I can tell claim apart from evidence.
- ☐ I can tell evidence apart from explanation.

STUDENT WORKBOOK



CREATURES BUILD-A-PAPER CHALLENGE CARDS

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the 9 job cards (Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance) in the middle and the prompt/claim cards in a stack. Store all cards in your Pocket Practice.

C: CLAIM

R: REASONS

E: EVIDENCE

A: ARGUMENT

T: THINKING

U: UNDERSTANDING OTHERS

R: REBUTTAL

E: ENDING

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

R: REASONS

Give three distinct reasons in logical order.

C: CLAIM

Take the side and declare the why.

A: ARGUMENT

Put the reasons in an order that is easy to follow.

E: EVIDENCE

Find the proof that matches each reason.

U: UNDERSTANDING OTHERS

Name one reasonable opposing viewpoint.

T: THINKING

Explain how the evidence proves the reason.

E: ENDING

Reinforce the claim without copying it word for word.

R: REBUTTAL

Respectfully return the argument to my chosen side.

STUDENT WORKBOOK



CREATURES BUILD-A-PAPER CHALLENGE CARDS

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the 9 job cards (Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance) in the middle and the prompt/claim cards in a stack. Store all cards in your Pocket Practice.

S: SIGNIFICANCE

Explain whether or not careful weather observations should matter more than quick assumptions when people make decisions about current conditions.

Explain whether or not communities should use current weather evidence when planning outdoor events.

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.

Explain whether or not students should use repeated weather observations to understand weather and climate.

Explain whether or not comparing Texas regions is a valuable way to learn about Texas.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

careful weather observations should matter because weather can change within hours and current evidence helps people describe what is actually happening	S: SIGNIFICANCE Explain why the decision matters beyond this response.
all four Texas regions should be valued because each contributes distinct landforms, climate conditions, resources, economic activities, and communities	communities should use current weather evidence because weather can change quickly and plans should respond to actual conditions
students should use repeated weather observations because time and evidence help separate short-term conditions from long-term patterns	Texas geography should be considered important because landforms, climate, water, vegetation, and resources shape settlement and economic activity
	comparing Texas regions is valuable because comparison reveals how geography shapes settlement, work, and daily life

STUDENT WORKBOOK



Day 2: Attempt

I play CREATURES Build-a-Paper Challenge



CREATURES Build-a-Paper Challenge

Draw one prompt card. Search for the claim card that best matches the prompt. Place three reason strips in a logical order to build the Argument. Find the evidence card that best proves the claim or reason. Write the Thinking sentence that explains how the evidence supports the reason.

Add Understanding Others: state one reasonable opposing viewpoint in one sentence. Add Rebuttal: respectfully explain why your evidence still supports your chosen side. Add an Ending that reinforces the claim without simply copying it. Choose or write a Significance sentence that explains why the decision matters beyond this one response.

Game Mat Space	My Piece
Prompt	
Claim	
Reasons (in order)	

If a piece does not belong, do not force it. Strong writers choose carefully, then read the finished paragraph aloud and decide whether it sounds clear, supported, and meaningful.

Set-Up

Work in pairs or groups of three. Each group gets one deck of prompt cards, one deck of claim cards, one set of reason strips carried forward from Module 2, one deck of evidence cards, one deck of explanation cards, one deck of significance cards, and Understanding Others and Rebuttal sentence stems.

You must choose the pieces that fit together best. Then you must read the finished paragraph aloud and decide whether it sounds clear, supported, and meaningful. Place the cards on the game mat and read the full set aloud.

- ☐ Every card I chose matches the prompt.
- ☐ I did not force a piece that did not belong.
- ☐ I can explain why each piece fits.

My Game Mat, continued

Game Mat Space	My Piece
Evidence	
Thinking / explanation	
Understanding Others	
Rebuttal	
Ending	
Significance	

Read your full set aloud. Then answer: Why do these pieces belong together?

Why my pieces belong together

Teacher Model: A Complete CREATURES Set

Prompt: Explain whether or not careful observation should matter more than quick assumptions when people make decisions about weather.

Claim: Careful observation should matter more than quick assumptions because weather can change quickly and current evidence is more reliable than a first impression.

Evidence: The passage shows Jayden assuming the sunny morning would continue, but later the wind strengthened, gray clouds moved in, the temperature dropped, and rain began.

Explanation: This evidence shows that one early observation cannot guarantee what conditions will be later in the day.

Significant Inference: Ultimately, people make stronger decisions when they update their thinking as new evidence appears.

- ☐ My claim matches my prompt.
- ☐ My evidence proves my reason.
- ☐ My explanation tells what the evidence means, not just repeats it.

Piece	Job It Does
Claim	Takes the side and declares the why.
Evidence	Proves the reason with a passage detail.
Explanation	Tells what the evidence means.
Significant Inference	Shows why the decision matters.

Notice how every piece works together. That is what you are building today when you play CREATURES Build-a-Paper Challenge with your own prompt card.

One piece from the teacher model I want to copy in my own writing

STUDENT WORKBOOK

Day 3: Discuss + Use Again



I talk about what made a card combination strong or weak

Discussion Questions

- What helped you know that one claim matched a prompt better than another?
- How did you decide which evidence card really supported the claim?
- What is the difference between evidence and explanation?
- Why is the significant inferencing sentence important in argumentative writing?
- How does theme make the whole paper stronger?
- What happened when a card did not belong with the others?

My answer to one discussion question

Finish My Paper Pieces

Choose one prompt. Write a matching claim. List three reasons and put them in a logical order. Select one strong piece of evidence from the passage. Write thinking that explains how the evidence supports the reason.

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

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

My claim, three reasons, and my evidence

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

Finish My Paper Pieces, continued

Write one reasonable counterargument. Write a rebuttal that returns to your side with text-based reasoning. Write an ending that reinforces the claim. Write a significance sentence that connects the decision to a larger lesson or big picture.

My Understanding Others and my Rebuttal

My Ending and my Significance

Check the Learning	Look-For
Card-game formative check	Every piece supports the exact claim and reason.
Independent notebook product	Claim, three reasons, evidence, Thinking, counterargument, rebuttal, Ending, and Significance are present and connected.

STUDENT WORKBOOK



Day 4: Award + Target

I name the paper piece I am most proud of and set a goal



CREATURES Builder Badge

Draw nine connected boxes and label them C, R, E, A, T, U, R, E, S. Under each letter, write the job it represents.

Letter	Job I Write Under It
C	
R	
E	
A	
T	
U	
R	
E	
S	

The piece of my paragraph I am most proud of, and why

Target Your Goals

Now it is time to think about what you want to grow next. Great writing grows because writers notice what needs strengthening.

- Did my evidence clearly support my claim?
- Did my Thinking / explanation explain instead of repeat?
- Did I acknowledge a reasonable opposing viewpoint and rebut it respectfully?
- Did my Ending reinforce my claim, and did my Significance sound meaningful?
- Did all of my pieces fit together?
- Did my writing connect to theme or the big picture?

My next goal as an argumentative writer is to...

STUDENT WORKBOOK

Day 5: Explain to Others



I teach a partner the CREATURES framework in order

Turn and Teach

Turn to a partner and teach them the nine CREATURES jobs in order. Explain what each letter does and why it matters.

- C is important because...
- R and E work together because...
- T explains my evidence by...
- U and R let me answer another view because...
- E and S finish my paper because...

What my partner taught me

Module 3 Overarching Question, Answered

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

CREATURES gives every part a job: Claim takes the side; Reasons and Evidence build support; Argument puts ideas in logical order; Thinking explains the proof; Understanding Others acknowledges another view; Rebuttal brings the reasoning back to the chosen side; Ending reinforces the claim; Significance shows why the decision matters. When every piece belongs and connects, the response is clear, supported, logical, and meaningful.

In my own words, why does every CREATURES piece need to connect to the others?

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



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

Explain whether or not all four Texas regions should be valued as important parts of the state. Build a complete CREATURES argument.

My Plan

- Write the claim.
- List three reasons in logical order.
- Select one strong piece of evidence for a reason.
- Write Thinking that explains how the evidence proves the reason.
- Write one reasonable counterargument and a respectful rebuttal.
- Write an Ending and a Significance sentence.

Two possible reasons from the passage

The stronger reason is...

Writing Color Coding

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My claim answers the charge of the prompt.
- ☐ My three reasons are in a logical order.
- ☐ My Thinking explains rather than repeats my evidence.
- ☐ My rebuttal is respectful and returns to my chosen side.

Edit

- ☐ Every sentence is complete.
- ☐ The subordinating conjunction is used correctly.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are lowercase unless they start a sentence.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your argument to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Claim and Reasons	I wrote a claim with three reasons in logical order.	
Evidence and Thinking	I matched evidence to each reason and explained how it proves the reason.	
Understanding Others and Rebuttal	I named a reasonable opposing view and rebutted it respectfully.	
Ending and Significance	I reinforced my claim and explained why the decision matters.	
Conventions	Every sentence is complete and names begin with a capital letter.	
Coherence	All nine CREATURES pieces connect to one another and to the claim.	
Spelling	High-frequency and content words are spelled correctly.	
Respect	My Understanding Others sentence names a reasonable opposing view, and my rebuttal answers it respectfully.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High as more CREATURES pieces are added and connected. A complete response is clear, supported, logical, respectful toward another reasonable viewpoint, and meaningful beyond the immediate topic.

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

Low

All four Texas regions should be valued because each one contributes something distinct to Texas.

What needs improvement: the claim takes a defensible side, but the response needs reasons, evidence, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

Medium

All four Texas regions should be valued because each one contributes something distinct to Texas.

Evidence: 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. Explanation: this shows that each region offers different landforms, resources, and economic activities. Significant Inference: no single region represents the whole state.

What needs improvement: the response connects evidence, explanation, and significance, but it still needs three reasons in logical order, Understanding Others, a rebuttal, and an ending.

[illegible]

Study the High Sample

This is the target. Notice how every CREATURES piece is present and connected, from claim all the way to significance.

High

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; and they help explain different settlement patterns and ways of life. Evidence: the passage explains that 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. Thinking: this evidence shows that no single region represents the whole state. Understanding Others: some readers may believe the most populated region deserves the most attention. Rebuttal: however, the passage shows that every region provides important resources, work, landscapes, or communities, so importance is not measured only by population. Ending: all four Texas regions deserve to be studied as important parts of the state. Significance: when people understand how different regions contribute, they gain a fuller and more accurate picture of Texas.

Why it works: every CREATURES part is present and connected, from the claim through the significance, and the rebuttal is respectful and text-based.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
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One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name the nine CREATURES jobs in order.	☐	☐	☐
Match evidence and explanation to my claim and reason.	☐	☐	☐
Organize three reasons in a logical order.	☐	☐	☐
Acknowledge a reasonable opposing viewpoint.	☐	☐	☐
Write a respectful, text-based rebuttal.	☐	☐	☐
Write an ending that reinforces the claim without copying it.	☐	☐	☐
Write a significance sentence that shows why the decision matters.	☐	☐	☐
Check my sentences for conventions.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

CREATURES gives every part a job: Claim takes the side; Reasons and Evidence build support; Argument puts ideas in logical order; Thinking explains the proof; Understanding Others acknowledges another view; Rebuttal brings the reasoning back to the chosen side; Ending reinforces the claim; Significance shows why the decision matters. When every piece belongs and connects, the response is clear, supported, logical, and meaningful.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a prompt from your week. Name your claim and build the complete CREATURES path, then explain why every piece belongs.

My new prompt

Take It Further! Build the Whole Paper Challenge

Choose one prompt from the bank and build the strongest complete CREATURES argument you can: Choose one prompt from the bank. Build the complete CREATURES path: claim, three reasons, evidence, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

- Write the claim.
- List three reasons in logical order.
- Match one piece of evidence to a reason.
- Write Thinking that explains the evidence.
- Write one reasonable counterargument.
- Write a respectful, text-based rebuttal.
- Write an Ending that reinforces the claim.
- Write a Significance sentence that shows why the decision matters beyond this response.

My plan: my claim, my three reasons, my evidence, my Thinking, my counterargument, my rebuttal, my ending, my significance

My CREATURES Map

Draw your CREATURES map in the box below. Label all nine jobs and draw a line connecting each one to the piece it supports.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Build the Chain

Name a friendly family 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.

Ask: How does this piece support your reason and help the whole argument fit together?

Family member signature: _____

Find the Missing Job

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

Ask: Which CREATURES job helps the reader see the big picture?

Family member signature: _____

Teach the Nine Jobs

Ask your child to explain the nine CREATURES jobs in order. Ask which part is strongest and which part needs a clearer connection.

Ask: Does every piece belong here?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am a writer who connects every CREATURES part into one clear, supported, logical, and meaningful argument.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 6 - Module 4

Beginning and Ending an Argumentative
Letter



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Beginning and Ending an Argumentative Letter



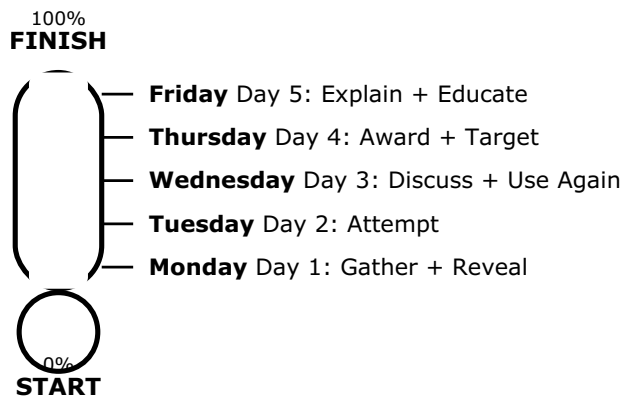
Why This Matters to Me

An argumentative letter carries my claim to a real person. The reader changes how I greet, explain, and close, so every part of my letter has a job to do.

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my thermometer rise from START to FINISH!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to begin and end an argumentative letter that fits a real audience.	"A Day That Changed" and "Understanding the Texas Regions."	An audience-aware greeting, opening and claim, big-picture closing thought, and respectful closing.

Where We Are Going

I will move from an argumentative paper to an argumentative letter. I still choose a side and support it, but now I begin and end my writing for a specific person who will read it.

I'll Know I've Got It When...

- ☐ 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.

Check Myself

- ☐ I can name my recipient before I choose my words.
- ☐ I can write an opening that explains why I am writing and states my claim.
- ☐ I can end with a closing thought that leaves my reader with the big picture.

How I Will Show What I Know

I will write an argumentative letter to a real audience with a clear claim, support, respectful tone, and a closing thought that leaves my reader with the big picture.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I finish audience-aware thoughts and sort the parts of a letter.
Gather	Day 1	I name a real recipient and think about how that person reads.
Attempt	Day 2	I build a greeting, opening and claim, and a support plan.
Attempt	Day 2	I try a respectful closing and a big-picture closing thought.
Discuss	Day 3	I explain how tone changes when my audience changes.
Discuss	Day 3	I use a sample answer key to check my own letter parts.
Award	Day 4	I award myself a thinking level and set a target for tomorrow.
Explain	Day 5	I teach a partner two ways an audience changes a letter.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

4.12C(i):

I can compose an argumentative letter to a real audience using greeting, opening and claim, support, closing thought, and a respectful closing.

4.11B(iii):

I can organize my letter with a purposeful introduction and a conclusion that leaves my reader with a big-picture thought.

Call and Response

Read this together as a class before we start.

Teacher asks: "If you have to decide..."

Class answers: "...declare the why!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

Before I write, I name my recipient. The person who reads my letter decides my greeting, my register, the support I choose, and the way I close.

A connection I can make

Remember It!

- ☐ A letter has parts: greeting, opening and claim, support, closing thought, and closing.
- ☐ The recipient changes my greeting, wording, evidence, and ending.
- ☐ My claim and reasons still hold the letter together.
- ☐ A closing thought leaves my reader with a big picture, theme, or lesson.

One idea I remember

Ready Check

- ☐ I can name my recipient.
- ☐ I can write a claim with support.
- ☐ I can close with a big-picture thought.

Watch Out! Common Mix-Up

One mix-up is thinking a letter is just a paragraph with a greeting at the top. An argumentative letter still needs a clear claim and reasons. Another mix-up is letting the letter simply stop instead of leaving the reader with a final thought.

Where This Fits in My Writing

Strong writers shape their message for the person who will read it. In an argumentative letter, the audience decides my tone and my ending.

What I want to remember before I start

Where I Am Starting

Show what you can already do with two passages. This is a starting point, not a grade. Do your own thinking and work alone.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Underline the decision words in green.

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

Part 2: Thesis (Central Idea)

Write a claim that answers the prompt above. Use the topic, use the charge, choose a side, and add your why.

My thesis (central idea)

Part 3: Argumentative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an argumentative response.

Number	Sentence
_____	The weather changed quickly on Jayden's field day.
_____	Jayden assumed the warm, clear morning would last all day.
_____	Before lunch, the wind grew stronger and the temperature dropped.
_____	People should observe the weather carefully so they can plan for changes.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader your side and your why.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Weather can change quickly within a few hours. Copy one exact sentence from each passage that proves this reason, then explain in one sentence how the two details connect.

The exact sentence I copied from Passage 1 as evidence

The exact sentence I copied from Passage 2 as evidence

Part 6: Passage-Based Claim

Write three or four sentences that answer the prompt from Part 1. Use a claim, one reason, and one piece of evidence from a passage.

My paragraph



Words I Need

Tier 1, everyday words



Everyday words I will use in my letter.

Word	Say it	What it means	Sentence frame
letter	LETTER	a written message sent to someone	My letter is written to ____.
reader	READER	the person who reads a message	My reader needs to know ____.
begin	BEGIN	to start	I will begin with ____.
end	END	to finish	I will end by ____.
polite	POLITE	showing good manners	This sounds polite because ____.
idea	IDEA	a thought or belief	My main idea is ____.
reason	REASON	why something is true or important	One reason is ____.
proof	PROOF	information that shows a claim is sound	My proof is ____.
voice	VOICE	the way a writer sounds	My writing voice sounds ____.
message	MESSAGE	what the writer wants the reader to understand	My message is ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Academic words for argumentative correspondence.

Word	Say it	What it means	Sentence frame
correspondence	CORRESPONDENCE	written communication to a specific person or group	This correspondence is written to ____.
audience	AUDIENCE	the intended reader of a message	My audience is ____.
recipient	RECIPIENT	the person who receives the letter	The recipient is ____.
greeting	GREETING	the respectful opening of a letter	My greeting is ____.
claim	CLAIM	the clear position of the writer	My claim is ____.
support	SUPPORT	reasons and proof that strengthen the claim	My support shows ____.
evidence	EVIDENCE	specific details used as proof	One piece of evidence is ____.
purpose	PURPOSE	the reason the writer is communicating	My purpose is ____.
respectful	RESPECTFUL	showing consideration through appropriate tone and language	This sounds respectful because ____.
closing	CLOSING	the words and final thought used to end a letter	My closing fits because ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

Passage and correspondence words I will read and use.

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence

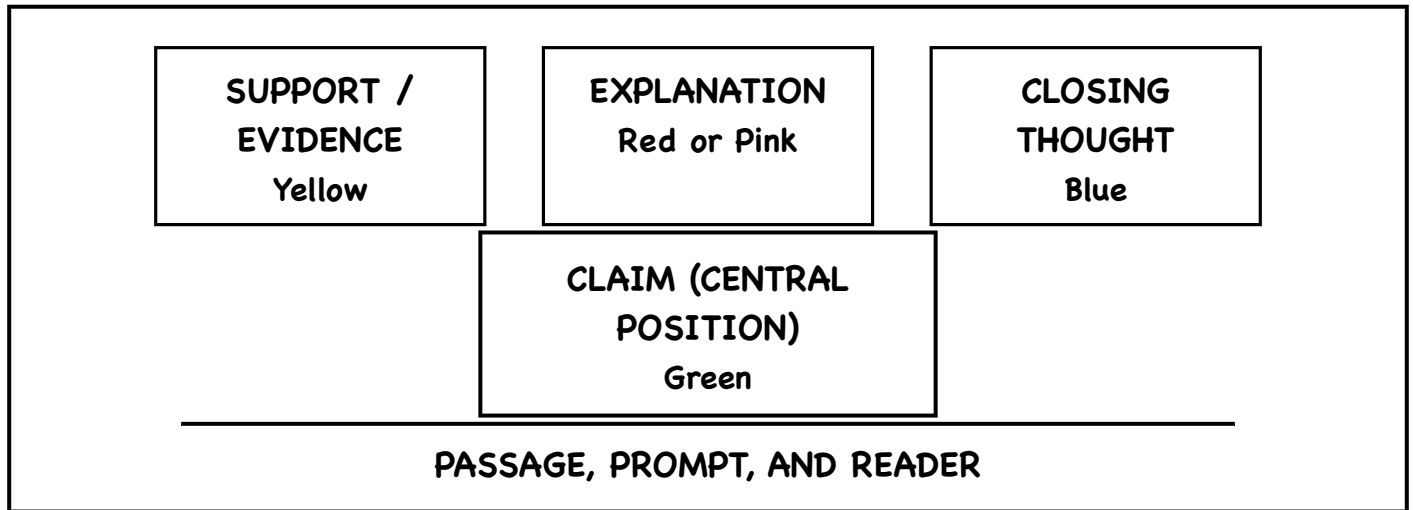


My Strategy Tools

Begin and End for a Real Reader



My letter grows from the passage, the prompt, and my reader. The tree shows how a strong argumentative letter grows for the person who reads it.



Nothing grows until I know who will read my letter.

The Argumentative Letter Structure

Mark	What it means
Greeting	Names my recipient respectfully before my claim begins.
Opening and Claim	Tells why I am writing and states the position I take.
Closing	Leaves a big-picture closing thought, then respectful final words.

An argumentative letter is not a paragraph with a greeting on top. Every part has a job, and the recipient decides how each part sounds.

How this strategy works for my letter

WHY and HOW

WHY	HOW
asks for a reason and uses a subordinator such as because or since.	asks for a way or a method and uses a preposition such as through, by, or with.

The decision words decide the shape of my support.

How I Say the Standard!

4.12C(i):

I can compose an argumentative letter to a real audience using greeting, opening and claim, support, closing thought, and a respectful closing.

4.11B(iii):

I can organize my letter with a purposeful introduction and a conclusion that leaves my reader with a big-picture thought.

Check My Writing

- ☐ My greeting names my recipient respectfully.
- ☐ My opening states why I am writing and my claim.
- ☐ I capitalize names of people and places.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try in my letter

Five Thinking Levels

Read from the bottom up. When I write for a reader, my thinking can grow one level at a time.

Level	Symbol	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.

Each level has a color: Red, Orange, Yellow, Green, Blue.

A level of thinking I can reach today

Five Thinking Levels

HOW prompts ask about the way a letter works or the way its parts fit together for a reader.

Level	Symbol	Audience-Aware Correspondence
Level 1	○	Labels or repeats a letter part.
Level 2	◻	Places letter parts in order with support.
Level 3	▽	Connects claim and passage evidence for a named recipient.
Level 4	△	Adjusts register, wording, support, and closing for the audience.
Level 5	◊	Creates a meaningful theme-based ending and defends why it fits the reader.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether or not students should observe the weather carefully before making plans. Use evidence from "A Day That Changed" in a letter to a classmate.
HOW	Analyze how parts work together or how something happens.	Explain whether or not people should use climate information when they plan where to live or work. Use evidence from "Understanding the Texas Regions" in a letter to a community leader.

A WHY prompt asks me for a reason. A HOW prompt asks me for a way something works. Both can appear in a letter when I explain my support.

A level of thinking I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

People write letters to principals, neighbors, business owners, and community leaders when they want something to change. The writer chooses a respectful greeting, clear reasons, and a closing thought that helps the reader remember why the issue matters.

Background I Need

I need to know that an argument gives reasons for a position. A letter sends that argument to a specific person, so the greeting, tone, and ending all change with the reader.

Words I dotted while reading

"A Day That Changed"

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

- 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

"A Day That Changed" (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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."

"A Day That Changed" (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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. Jayden 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.

"A Day That Changed" (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

“Understanding the Texas Regions”

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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 economy of the region.

A phrase I want to remember

My Words: One new word I learned today: _____

"Understanding the Texas Regions" (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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 population and economy of the state.

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 open land and grass of the region 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 culture of the state. 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.

A phrase I want to remember

My Words: One new word I learned today: _____

"Understanding the Texas Regions" (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

“Understanding the Texas Regions” (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

"Understanding the Texas Regions" (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

“Understanding the Texas Regions” (continued)

Two passages, one fiction and one nonfiction. Very high stamina. Read every paragraph and think about who each detail could convince.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: "A Day That Changed"

T: over a long period of time. R: The temperature dropped. A: the conditions began to change. C: Jayden and Ms. Rios. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear, then gray and rainy.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: "A Day That Changed" (continued)

T: over a long period of time. R: The temperature dropped. A: the conditions began to change. C: Jayden and Ms. Rios. K: the condition of the atmosphere at a certain time and place. S: the sky was bright and clear, then gray and rainy.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
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A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Ⓢ STOP & THINK

Which detail in either passage would convince a specific reader? Mark the words that could become evidence for a named recipient.

My thinking

My Prompt Marking Notes

A decision prompt gives me a topic, a charge, and decision words. Mark the parts so I know what my letter must do.

Shape	Word	Question I ask myself
Red circle	Topic	What am I writing about?
Yellow box	Charge	What must my letter do?
Green underline	Decision words	What must I decide: should, should not, or whether or not?

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

Explain whether or not students should observe the weather carefully before making plans. Use evidence from “A Day That Changed” in a letter to a classmate.

My three marks in words

STUDENT WORKBOOK

Day 1: Gather

Finish the thought for a real reader



Read each stem. Finish the thought in your own words. Think about who would read your letter.

 STOP & THINK

Stem	I finish the thought
My letter is written to ____.	The person who will read my words is ____.
My reader needs to know ____.	The one thing my reader must understand is ____.
I will begin with ____.	The first words my reader sees will be ____.
I will end by ____.	The last idea I leave my reader with is ____.

Round 1: My completed thoughts

Round 2: A thought I want to improve

STUDENT WORKBOOK

Day 1: Gather

Reveal: The Mailbox Mystery



Four envelopes arrive. Read what each envelope asks for, then decide what the letter inside must do.

Envelope	What the reader wants	What my letter must do
Envelope 1	A principal who can change a school rule.	Greet the principal respectfully and state a claim about the rule.
Envelope 2	A classmate who is not sure what to think.	Explain my claim in a friendly tone with clear reasons.
Envelope 3	A family member planning a trip.	Give support that helps my family member decide.
Envelope 4	A neighbor who shares the street.	Ask politely and close with a thought we both care about.

 STOP & THINK

The envelope I would choose and why

One word I would change for that reader

STUDENT WORKBOOK

Day 1: Gather

Reveal: The Parts of a Letter



Every argumentative letter has five parts. Read the job of each part, then say the parts in order.

Part	Job
Greeting	Names my recipient respectfully.
Opening and Claim	Explains why I am writing and states my position.
Support	Gives reasons and evidence that strengthen my claim.
Closing Thought	Leaves my reader with the big picture, theme, or lesson.
Closing	Ends my letter with respectful final words.

? STOP & THINK

- ☐ I can say the five parts of a letter in order.
- ☐ I can tell the job of the closing thought.
- ☐ I can name my recipient before I choose my greeting.

A letter part that is new to me

STUDENT WORKBOOK

Day 1: Gather

Sort the Letter Parts

Read each line. Decide which part of an argumentative letter it is. Then say who the line was written for.

Line from a letter	Which part?	Who would read it?
"Dear Principal Rivera,"		
"I am writing because our playground needs shade."		
"After lunch, the temperature reached ninety degrees."		
"That shows students need a cooler place to play."		
"Please consider adding shade before next spring."		
"Sincerely, a fourth grade student"		

STOP & THINK

One line I would rewrite for a friend instead of a principal

How I would change my greeting and my closing

STUDENT WORKBOOK

Day 1: Gather

Board Examples

Read each example. Decide which part of the letter it shows, then explain what the writer did for the reader.

Example	Which part is it?	What did the writer do for the reader?
"Dear Principal Rivera,"		
"I am writing to ask our school to observe the weather each morning."		
"In the passage, the wind grew stronger and gray clouds moved across the sky."		
"Ultimately, careful observation helps our whole school plan smarter days."		
"Respectfully, a fourth grade student"		

STOP & THINK

The board example I would rewrite for a different reader

How I would change it

STUDENT WORKBOOK



BUILD THE LETTER

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Lay every card face up. Read each card and say the part out loud. Sort the cards into greeting, opening and claim, support, closing thought, and closing.

NAME MY READER	CHOOSE MY GREETING
STATE MY PURPOSE	WRITE MY CLAIM
PICK MY SUPPORT	LEAVE A BIG PICTURE
Write a respectful greeting for a letter to a principal. Then state my purpose and claim.	Write a respectful greeting for a letter to a classmate. Then state my purpose and claim.

Self-Check (back of cards) (sheet 1 of 2)

Check your sort. My greeting names my recipient, my opening states why I am writing and my claim, my support would convince my reader, my closing thought leaves the big picture, and my closing is respectful.

CHOOSE MY GREETING

Greet my recipient respectfully.

NAME MY READER

Say who will read my letter.

WRITE MY CLAIM

Take a clear position in one sentence.

STATE MY PURPOSE

Tell why I am writing.

LEAVE A BIG PICTURE

End with a closing thought that matters.

PICK MY SUPPORT

Choose evidence that will convince my reader.

Recipient: a classmate Greeting: Dear ____,
Opening and Claim: I want you to know
that ____ because ____.

Recipient: the principal Greeting: Dear
Principal ____ Opening and Claim: I am
writing to ask you to ____ because ____.

STUDENT WORKBOOK



BUILD THE LETTER

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Lay every card face up. Read each card and say the part out loud. Sort the cards into greeting, opening and claim, support, closing thought, and closing.

Write a respectful greeting for a letter to a family member. Then state my purpose and claim.	Write a respectful greeting for a letter to a teacher. Then state my purpose and claim.
Write a respectful greeting for a letter to a community leader. Then state my purpose and claim.	Write an opening that states a claim about observing weather for a classmate.
Write an opening that states a claim about using climate information for a community leader.	Write an opening that states a claim about learning the Texas regions for a family member.
Write a closing thought that leaves a reader with the big picture.	Write a respectful closing for a letter to a principal.

Self-Check (back of cards) (sheet 2 of 2)

Check your sort. My greeting names my recipient, my opening states why I am writing and my claim, my support would convince my reader, my closing thought leaves the big picture, and my closing is respectful.

Recipient: my teacher Greeting: Dear ____,
Opening and Claim: I would like to explain
why ____ because ____.

Recipient: a family member Greeting: Dear
____, Opening and Claim: I am writing to
share that ____ because ____.

Recipient: a classmate Greeting: Dear ____,
Opening and Claim: Students should
observe the weather carefully because
_____.

Recipient: a community leader Greeting:
Dear ____, Opening and Claim: I am writing
to ask our community to ____ because ____.

Recipient: a family member Greeting: Dear
____, Opening and Claim: Families should
learn about the Texas regions because ____.

Recipient: a community leader Greeting:
Dear ____, Opening and Claim: People
should use climate information because
_____.

Recipient: the principal Greeting: Dear
Principal ____, Opening and Claim: Thank
you for considering my letter. Respectfully,

Recipient: my reader Greeting: Dear ____,
Opening and Claim: Ultimately, ____ matters
because ____.

STUDENT WORKBOOK



Day 2: Attempt

Build the Letter



Use the six steps. Say each step out loud before you write. Every step makes my letter fit my reader.

Step	What I do
Name My Reader	Say who will read my letter.
Choose My Greeting	Greet my recipient respectfully.
State My Purpose	Tell why I am writing.
Write My Claim	Take a clear position in one sentence.
Pick My Support	Choose evidence that will convince my reader.
Leave a Big Picture	End with a closing thought that matters.

STOP & THINK

How I Match my reader to my letter

The step I want to practice again

STUDENT WORKBOOK



Day 2: Attempt

The Tone Test



The same claim can sound different for different readers. Read each register, then match it to the reader it fits.

Register	How it sounds	Which reader does it fit?
Formal	Careful and respectful, with complete sentences.	
Friendly	Warm and plain, like talking to a friend.	
Respectful	Polite and patient, even when I disagree.	
Serious	Focused on a problem that matters to many people.	

 STOP & THINK

My reader	The register I will use	Why it fits

Matching notes: what I noticed about tone

STUDENT WORKBOOK



Day 2: Attempt

Sample Set 2



Read this letter to a real reader. Mark the greeting, the opening and claim, the support, and the closing thought.

Space for my marking

? STOP & THINK

The part that would convince my reader most

The part I would revise first

- ☐ I can name my reader before I write.
- ☐ I can write a greeting that fits my reader.
- ☐ I can write a closing thought that leaves the big picture.

STUDENT WORKBOOK

Day 3: Discuss

Talk About It

Talk with a partner. Listen for how the audience changes the letter. Be ready to explain your thinking.

Question	My notes	My partner's idea
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?		

Choose one question. Write one sentence your partner said that you want to remember.

A sentence from my partner I want to remember

One way my thinking changed after we talked

- ☐ I can explain how my recipient changes my greeting.
- ☐ I can name what stays the same in my argument.
- ☐ I can explain why a closing thought should matter to my reader.

STUDENT WORKBOOK

Day 3: Discuss



Use Again: My Letter Opening and Ending

Draft an opening and a closing thought for one claim. Make both parts fit your reader.

My claim

My greeting

My opening and claim

STUDENT WORKBOOK

Day 3: Discuss



Use Again: My Letter Opening and Ending, continued

My closing thought

My respectful closing

STUDENT WORKBOOK

Day 3: Discuss

Use Again: Check With a Sample Answer Key



Read the sample answer key. Compare it to your opening and ending, then revise one part.

What the key shows	An example	Did I do this?
A greeting that fits the reader	"Dear Principal Rivera,"	
An opening that gives a purpose and a claim	"I am writing to ask our school to observe the weather each morning."	
Support that fits the reader	"In the passage, the wind grew stronger and gray clouds moved across the sky."	
A closing thought with the big picture	"Ultimately, careful observation helps our whole school plan smarter days."	
A respectful closing	"Respectfully, a fourth grade student"	

 STOP & THINK

The part I revised after checking the key

STUDENT WORKBOOK

Day 4: Award

Award Yourself and Set a Target



Read the five levels. Find the level that matches my letter today. Then set one target for tomorrow.

Level	Color	What my letter does
Level 1	Red	Labels or repeats a letter part.
Level 2	Orange	Places letter parts in order with support.
Level 3	Yellow	Connects my claim and passage evidence for a named recipient.
Level 4	Green	Adjusts register, wording, support, and closing for my audience.
Level 5	Blue	Creates a meaningful theme-based ending and defends why it fits my reader.

 STOP & THINK

The level I award myself today and why

My target for tomorrow

- ☐ I can explain why I chose my level.
- ☐ I can name one part of my letter that grew this week.
- ☐ I can set a target I can reach tomorrow.

STUDENT WORKBOOK

Day 5: Explain

Turn and Teach

Teach a partner two ways an audience changes a letter. Use one passage detail as your example.

Frames I can use to teach

STOP & THINK

Frame	I finish the frame
The audience changes my greeting because ____.	
The audience changes my support because ____.	
The audience changes my ending because ____.	
A detail that would convince my reader is ____.	

What my partner taught me

STUDENT WORKBOOK

Day 5: Explain

Model Openings and the Overarching Question

Read the two model openings. Notice how each one fits its reader. Then answer the Overarching Question.

Model opening	Who it fits and why
"Dear Principal Rivera, I am writing to ask our school to observe the weather each morning before we plan outdoor activities."	It fits a principal because the register is formal and the purpose is clear.
"Dear Sam, I think our class should watch the sky before recess. Here is why."	It fits a classmate because the register is friendly and direct.

STOP & THINK

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

My answer to the Overarching Question

- ☐ I can name two ways an audience changes a letter.
- ☐ I can explain why my closing thought matters to my reader.
- ☐ I can teach someone else how to begin and end for a real audience.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Underline the decision words in green.

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

My Plan

- Name my recipient.
- Choose a greeting that fits my reader.
- Write my claim in one sentence.
- List two pieces of support from the passage.
- Decide on my closing thought and my respectful closing.

Two possible reasons from the passage

The stronger reason for my reader is

Writing Color Coding

Claim and support, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My opening and claim starter

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

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My greeting names my recipient.
- ☐ My opening explains why I am writing and states my claim.
- ☐ My support would convince my intended reader.
- ☐ My closing thought leaves my reader with the big picture.

Edit

- ☐ Every sentence is complete.
- ☐ Names of people and places begin with a capital letter.
- ☐ Common nouns are lowercase unless they start a sentence.
- ☐ Commas are used correctly in compound sentences.
- ☐ High-frequency words are spelled correctly.

My improved opening or closing

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your letter opening to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my letter.

Part	I can show...	Check
Greeting	I greeted my recipient respectfully.	
Opening and Claim	I explained why I am writing and stated my claim.	
Support	I used reasons and evidence that fit my reader.	
Closing	I ended with a respectful closing and a big-picture thought.	

Study the Samples

Read the Low and Medium letters on the next page, then study the High sample below.

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

Low

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

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

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

Medium

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

What Is Working: The greeting fits the audience and the opening includes a claim and reason. What Needs Improvement: Replace the general reason with passage-specific support about landforms, climate, resources, and economic activities; strengthen the final thought so it communicates the big picture.

What improves from Low to Medium?

Study the High Sample

This is the target. Notice how the greeting, the opening and claim, the support, and the closing all fit the reader.

High

Dear Principal, I am writing to explain why all four Texas regions should be valued as important parts of the state because each region has different landforms, climate, resources, and economic activities.

Ultimately, understanding every region helps people gain a fuller and more accurate picture of Texas.

Respectfully, A Concerned Student

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

High Sample Marking Key

Part	Evidence from the High sample	Why it works for the reader
Greeting	Dear Principal Rivera,	Names my recipient respectfully.
Opening and Claim	I am writing to ask our school to observe the weather each morning.	Tells why I am writing and states my claim.
Support	By lunch the wind grew stronger and gray clouds moved across the sky.	Uses a detail from the passage that fits the reader.
Closing Thought	Ultimately, careful observation helps our whole school plan smarter days.	Leaves the reader with the big picture.

One part of my own letter I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I named my recipient before I chose my words.	☐	☐	☐
I chose a greeting that fits my reader.	☐	☐	☐
I wrote an opening that explains why I am writing.	☐	☐	☐
I stated a clear claim.	☐	☐	☐
I chose support that would convince my reader.	☐	☐	☐
I explained how my support proves my claim.	☐	☐	☐
I wrote a respectful closing.	☐	☐	☐
I ended with a big-picture closing thought.	☐	☐	☐
I checked that every part of my letter has a job.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

A real audience changes my greeting and the register I choose, the evidence I select, the way I explain my support, and the closing thought I leave behind. The claim and reasons still hold the letter together, but the reader shapes how I sound from the first word to the last.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Another thing I want to try in my next argumentative letter is to plan my closing thought before I begin drafting.

My new prompt

Challenge: Two Openings, One Claim

Write openings to two different recipients for the same claim. Adjust register and tone for each reader. Write openings to two different recipients for the same claim. Adjust register and tone, then explain what changed and what stayed the same.

- Write my claim in one sentence.
- Choose two different recipients.
- Write an opening for the first recipient.
- Write an opening for the second recipient.
- Read both openings aloud.
- Name what changed.
- Name what stayed the same.
- Explain why each opening fits its reader.

What changed between my two openings, and what stayed the same?

Draw My Two Readers

Draw the two people who would read my letter. Beside each drawing, write one word that describes the register I would use with that reader.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Audience Shift

Choose one claim and say it first to a classmate, then to a principal. Talk about which words changed and which central idea stayed the same.

Ask: Which words changed when the audience changed?

Family member signature: _____

Ending Upgrade

Compare "Thank you for reading my letter" with an ending that leaves a big-picture thought. Talk about which ending leaves a stronger idea and why.

Ask: Which ending leaves a stronger big-picture thought?

Family member signature: _____

One Question to Ask at Home

Talk about who the reader is and how that reader changed the greeting, the wording, and the ending.

Ask: Who is your reader, and how did that audience change your letter?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Letter Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Roots This Week

I started with a claim and a reason. Now I begin and end my argument for a real reader.

A note to my future writer self

My Proud Moment This Week
