



THE WRITING ACADEMY®, LLC



Module 1

**Building the Argumentative Foundation with
Claim, Reasons, and Evidence**

Grade 5 · Cluster 4

Low Reading Load · ECR Opinion / Argumentative

Tackling TEKS · Reading & Writing

5.12(C)(i) · 5.12(C)(ii)



★ Meet CREATURES

Week 1 · Low Stamina · Cluster 4 (ECR)

★ Daily Deck

CREATURES names the full opinion / argumentative response. This week highlights C for Claim, R for Reasons, and E for Evidence.

C = Claim · R = Reasons · E = Evidence · A = Argument · T = Thinking · U = Understanding others · R = Rebuttal · E = Ending · S = Significance

I Will...

- Read both passages closely and mark details that can become evidence.
- Take a position I can defend instead of stating only a fact.
- Make my reasons different from one another rather than repeating one idea.
- Match each piece of evidence to the reason it is supposed to prove.
- Explain which evidence is strongest and why.

I Can...

- Identify a claim, a reason, and a piece of evidence and explain each job.
- Build one complete C-R-E foundation from a passage.
- Write two logical reasons that support one claim from different angles.
- Name which evidence is strongest and why.

★ Two Passages, One Foundation

Day 1 · Gather

★ Daily Deck

The Garden That Wouldn't Grow

Fiction

Kendrix assumes weak plants need more water. The soil becomes overly wet and muddy, so her grandmother explains that roots need air. Kendrix changes her plan and the plants recover.

Words That Changed a Nation

Nonfiction

The Declaration of Independence names equality and unalienable rights, while Abigail Adams asks leaders to “Remember the Ladies,” showing that people questioned who was included in equality.

DOT unknown words; TAP the TRACKS

★ Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

D

Dot

Place a small dot above any word that seems unfamiliar as you are reading.

O

Discover

Discover the meaning of the word as we learn together through our lessons.

T

Drop

Go back and erase the dot above the word once you know its meaning.

DOT = I am not sure about this word yet.

TRACKS = I am locating details that may become evidence.

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



Test the Claim

Day 1 · Reveal

★ Daily Deck

A claim is clear, defensible, and directly answers the sentence-statement prompt.

Model prompt: Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

Fact: “Kendrix has a garden.”

Claim: “Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.”

Can someone reasonably disagree with the claim?



Build the Reasons

Day 1 · Reveal

★ Daily Deck

R1

Reason 1

Her first assumption made the growing conditions worse.

R2

Reason 2

The new plan responds to what the plants actually need.

?

Different?

The two reasons are not the same idea in new words.

REASONS and EVIDENCE: reasons explain why the claim makes sense; evidence proves each reason.



Evidence Must Prove

Day 1 · Reveal (cont.)

★ Daily Deck

Evidence Must Prove

- **Accurate:** the detail comes from the passage and keeps its meaning.
- **Relevant:** the detail connects directly to the reason it sits under.
- **Strongest:** the detail proves the reason most directly.

Watch Me!

Reason 1: Her first assumption made the growing conditions worse. **Evidence:** The soil became overly wet and muddy.

Reason 2: The new plan responds to what the plants actually need. **Evidence:** Kendrix and her grandmother water less frequently, allow the soil to dry, and ensure enough sunlight.

The muddy soil is strongest because it directly proves the first plan made the problem worse.

★ CREATURE CASE BUILDER

Day 2 · Attempt · Partner Game

★ Daily Deck

Assemble one claim card, one reason card, and one evidence card. Explain why the evidence proves the reason.

How to Play

- 1** Read the claim card aloud.
Check: Does it state a position a reader could disagree with?
- 2** Read the reason card aloud.
Check: Does it explain why the claim makes sense?
- 3** Read the evidence card aloud.
Check: Is it an accurate detail from one of the passages?
- 4** Place the evidence under the reason.
Check: Does the detail directly prove that reason?
- 5** Test the reason.
Check: Is it a different angle from the second reason?
- 6** Use the garden sample.
Check: The soil became overly wet and muddy.

Sample Case

Sample case: Claim, Kendrix makes her strongest decision when she changes her plan. Reason, her first plan made the garden worse. Evidence, the soil became overly wet and muddy.

Partners take turns as Reader, Evidence Checker, CREATURES Checker, and Reporter.



CREATURE CASE BUILDER (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

Game Routine (Steps 7 to 12)

How to Play

- 7** Use the second garden sample.
Check: Kendrix waters less often and lets the soil dry.
- 8** Use the Declaration sample.
Check: The document names life, liberty, and the pursuit of happiness.
- 9** Report the complete C-R-E set.
Check: Claim, reason, evidence, and the match.
- 10** Name the strongest evidence.
Check: Explain why it proves the reason most directly.
- 11** Switch roles.
Check: Both partners build and explain a set.
- 12** Record the set in the notebook.
Check: Use a complete sentence for each part.

Rotate Roles

Rotate roles after each case.

Students may use the two passages and the reference card, but they must explain the match instead of simply placing cards together.

Which garden detail proves that Kendrix's first plan made the problem worse?

What does the muddy soil prove?

Say the reason first, then point to the detail that proves it.

How is the later watering plan a different reason, not the same reason repeated?

Two Reasons: Reason 1: the first assumption worsened the growing conditions. Reason 2: the changed plan responds to what the plants actually need.



What Makes Evidence Strong?

Day 3 · Discuss (cont.)

★ Daily Deck

A true detail is not automatically strong evidence.

Accurate

Relevant

Strongest

Ask whether the detail directly proves the reason.

★ My C-R-E Foundation

Day 3 · Use

PROMPT

Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

CLAIM

Step 1: Write one defensible claim.

REASONS

Step 2: Write two different reasons that support the claim.

EVIDENCE

Step 3: Add one accurate piece of evidence under each reason. Step 4: Name the strongest evidence and explain why it proves the reason most directly.

Use claim, reason, evidence, relevant, and at least one passage-specific word accurately in the written response.



The Moment They Figured It Out

Day 4 · Award

★ Daily Deck

Take a Step Forward If...

- Your claim is defensible.
- Your reasons are different.
- Your evidence directly proves the reasons.

Find one place where your claim, reason, and evidence fit especially well. Put a star beside it and write, “My foundation is strong because...”

Student Award

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



What Do I Still Need to Grow?

Day 4 · Target

★ Daily Deck

Weak Claim

“Kendrix has a garden.” It is a fact, not a defensible position.

Students explain why the sentence does not make a case. Have each student revise it before revealing a stronger claim. Underline the position and name one reason and one piece of evidence that could support it.

Possible revision

“Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.”

Student Target

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

★ Build It, Fix It, Say It

Small-Group Support · Intervention: Three-Column Creature

★ Daily Deck

Small-Group Support

Build It Claim, _____. Reason, _____. Evidence, the passage says _____.

Fix It Change a fact into a position a reader could question.

Say It “My claim is... One reason is... The passage shows...” Explain the match together.

Three-Column Creature

Step 1 Sort the Job. Give students a three-column mat labeled C, R, and E. Read one card at a time. Students place it, explain the job, then build one complete set. C: “I defend the position that _____.” R: “One reason is _____.” E: “The passage shows _____.”

Step 2 Build the Set. Use the garden claim, the reason that the first plan made the garden worse, and the evidence that the soil became overly wet and muddy.

Step 3 Fix It. Give students the fact “Kendrix has a garden.” Ask whether someone could reasonably disagree. Revise it into a position. Give a true but mismatched detail and ask whether it proves the reason.

Step 4 Say It. Students rehearse: “My claim is... One reason is... The passage shows... This proves the reason because...” Each student then writes a complete C-R-E set.

★ Turn and Teach!

Day 5 · Explain

★ Daily Deck

C

Claim

tells the position

R

Reason

explains why it makes
sense

E

Evidence

proves the reason

+

Later Parts

Argument, Thinking,
Understanding others,
Rebuttal, Ending, and
Significance

Use the CREATURES Whole Map. Explain that Argument, Thinking, Understanding others, Rebuttal, Ending, and Significance will grow from a clear C-R-E foundation.



Transfer (Declaration Opinion)

Day 5 · Transfer

★ Daily Deck

Defend the position that the Declaration of Independence introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776.

Write a claim, two reasons, and matching evidence from “Words That Changed a Nation.”

Explain why each selected detail proves the reason beneath it.

★ Exit Ticket

Day 5 · Transfer

★ Daily Deck

Directions: Reread the garden passage. Use the Claim Test, Reasons Organize the Case, and Evidence Must Prove charts. Keep the C-R-E jobs separate.

Prompt: Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

- 1 Selected response. Which sentence is a defensible claim? [] Kendrix has a garden. [] Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden. (2 points)
- 2 Constructed response. Write two different reasons that support the claim. (4 points)
- 3 Add one accurate piece of evidence under each reason. (2 points)
- 4 Transfer / application. Which evidence is strongest, and why does it prove the reason most directly? (2 points)

Total Score: _____ / 10

★ Think Like an Author, Write Like a Scholar

Enrichment: Evidence Swap Challenge

Explain why a strong argument needs a position, different reasons, and proof that fits.

- Part 1** Build two reasons and two evidence choices. Use the garden claim. Pair the muddy soil with the reason about the first plan. Pair the less frequent watering, drying soil, and sunlight with the reason about the changed plan. Swap the evidence on purpose. Explain why the match weakens. Restore or revise the strongest pairing.
- Part 2** Revise a reason. Students revise one reason so a previously weak evidence choice becomes relevant without changing the overall claim.
- Part 3** Transfer. Repeat the challenge with the Declaration passage. Pair the document's rights with a reason about powerful ideas and Abigail Adams's words with a reason about who was included in equality.
- Expert Reflection** Have students explain why relevance is a relationship between a reason and a detail, not merely a fact about the same passage.

★ My Progress Tracker

Directions: This tracker is for YOU. As you read and write this week, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel.

I Can...	Not Yet	Getting It	I've Got It!
Write a clear, defensible claim.	Not Yet	Getting It	I've Got It!
Give two logical reasons from different angles.	Not Yet	Getting It	I've Got It!
Prove each reason with accurate, relevant evidence.	Not Yet	Getting It	I've Got It!
Name which evidence is strongest and why.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Responsible decision-making, self-government, rights, and the meaning of equality.

- ★ **A fair argument uses evidence before reaching a conclusion and recognizes that a promise of equality raises questions about who receives its protections.**

Leaders from thirteen colonies approved the Declaration of Independence on July 4, 1776. Abigail Adams questioned who was included in the promise of equality. Reading both passages closely helps students test a position, choose relevant evidence, and listen for perspectives that may not be fully included.

Reflect & Discuss

How can careful evidence and attention to others make an argument fairer?

Let's Look at an Answer!

Prompt: Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

LOW Level 1

“Kendrix has a garden.”

What the student did successfully: Named a person and a detail from the passage.

What is missing: The response is a fact, not a defensible claim, and it has no reasons or evidence.

Why it falls at this level: A reader would not reasonably disagree that Kendrix has a garden.

Exact next instructional step: Use the Claim Test. Complete “Kendrix makes her strongest decision when ___ because ___.”

Let's Look at Another Answer!

Prompt: Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

MEDIUM Level 2-3

“Kendrix makes her strongest decision when she changes her plan. Her first plan made the garden worse.”

What the student did successfully: The student took a defensible position and gave one logical reason.

What is missing: There is no evidence and no second, different reason.

Why it falls at this level: The response stops before proving the reason with a passage detail.

Exact next instructional step: Add “the soil became overly wet and muddy” and a second reason about the changed plan.

Our Strongest Answer!

Prompt: Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

HIGH Level 4

Claim: Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

Reason 1: Her first assumption made the growing conditions worse.

Evidence 1: The soil became overly wet and muddy.

Reason 2: The new plan responds to what the plants actually need.

Evidence 2: They watered less frequently, allowed the soil to dry out between watering, and ensured enough sunlight.

Why it works: The claim is defensible, the reasons are different, and each piece of evidence is accurate and matched to its reason.

★ **This is our target!**