



THE WRITING ACADEMY®, LLC



Module 2

Turning Parts into a Coherent Line of Argument with Thinking

Grade 5 • Cluster 4

Medium Stamina • ECR Opinion / Argumentative

Tackling TEKS • Reading & Writing

5.11(B)(v) • 5.11(C)(i) • 5.11(C)(ii) • 5.11(C)(v) • 5.12(C)(i) • 5.12(C)(ii)



★ Meet Our Week

Week 2 · Medium Stamina · Cluster 4 (ECR)

★ Daily Deck

I Will...

- Read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, explain my thinking to others.
- Follow each piece of evidence with Thinking.
- Order reasons deliberately.
- Use a transition only when it shows a real relationship.

I Can...

- Connect a claim, reasons, and evidence into one coherent line of argument.
- Write a Thinking sentence that explains how and why evidence supports the claim.
- Use transitions that show real relationships such as cause, contrast, and result.
- Turn a disconnected list into a connected reasoning chain.

★ A List or a Line

Day 1 · Gather

★ Daily Deck

List or Line?

Version A

Kendrix guessed. The soil was muddy. Evidence matters. Plants need air.

Version B

Kendrix's first guess made the problem worse because the extra water left the soil muddy. This evidence supports an observation-first approach because it shows that acting before checking the conditions can create a new problem.

Version B forms a connected line because each sentence explains its relationship to the claim.



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.

Words to DOT: defensible · evidence · unalienable · consent · grievance

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

★ Focus on A and T

Day 1 · Reveal

★ Daily Deck

A

Argument

A means make the case flow as one line of reasoning.

T

Thinking

T means explain how and why the evidence supports the claim.

A weak chain lists correct facts. A strong chain explains the relationship among the facts.



From List to Line

Day 1 · Teach

★ Daily Deck

Claim, then Reason, then Evidence, then Thinking, then the next connected reason

Order the ideas and draw arrows between them.

Writers choose an order that helps the reader understand the case rather than dropping all evidence at once.

★ Thinking Explains the Proof

Day 1 · Teach

★ Daily Deck

Thinking Starters

- This shows...
- This matters because...
- Therefore...
- The evidence supports the claim because...

Evidence is what the text gives. Thinking is how and why that proof supports the claim.

Watch Me!

Garden detail: too much water prevents roots from getting enough air.

Thinking: This evidence supports the claim because...

Strong Thinking answers, “How does this proof support my position?” and “Why does that relationship matter?”

★ Argument Chain Relay

Day 2 · Attempt

★ Daily Deck

Race to be logical.

How to Play

- 1 Sort the mixed cards.
- 2 Build Claim, then Reason, then Evidence, then Thinking.
- 3 Add a transition if needed.
- 4 Read the chain aloud.
- 5 Defend why the order is coherent.
- 6 Point to the T sentence and explain how it makes the evidence work harder.

Relay Answer Key

Both chains are strongest in the order Claim, Reason, Evidence, Thinking, and final transition.

Accept an alternate placement of the final bridge sentence only when the student explains how the order remains coherent.

The Garden That Wouldn't Grow

Claim Evidence-based problem solving is stronger than acting on a first assumption.

Reason A careful observer can adjust a solution when new information appears.

Evidence Kendrix begins touching the soil before deciding whether the plants need water.

Thinking This supports the claim because she replaces guessing with information from the actual growing conditions.

Argument Therefore, the solution improves when observation guides the next action.

Words That Changed a Nation

Claim A government should be accountable to the people it governs.

Reason Government power is legitimate when people agree to be governed.

Evidence The Declaration explains that governments receive power from the consent of the governed.

Thinking This supports the claim because authority is presented as something that comes from the people rather than from rulers alone.

Argument As a result, government is expected to protect rights and answer to the people who grant it power.

Point to one logical arrow in your chain. Explain what Thinking adds after Evidence. Identify a transition that shows cause, contrast, or result.

What makes an argument coherent?

Why is evidence without Thinking incomplete?

Can a transition make weak reasoning strong?

How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list?

Return to our question: Point to the sentence that makes your answer visible.

No. A transition can show a relationship, but the relationship itself must be logical and supported.

**Cause or
reason:
because**

Does the second
idea explain why?

**Result:
therefore, as a
result**

Does the second idea
follow from the first?

**Contrast:
however**

Does the second idea
differ from the first?

**Addition with a
connected purpose:
moreover**

Does the added idea strengthen the
same case?

Identify a transition that shows cause, contrast, or result.



Make the Evidence Work

Day 3 · Use

PROMPT A

Defend the position that evidence-based problem solving is stronger than acting on a first assumption in *The Garden That Wouldn't Grow*.

PROMPT B

Defend the position that a government should be accountable to the people it governs using evidence from *Words That Changed a Nation*.

DIRECTIONS

Choose one sentence-statement prompt; write a claim and two reasons; add one evidence sentence under each reason; follow each evidence sentence with Thinking that explains how and why it supports the claim; use at least one transition that shows a real relationship; and draw arrows showing the line of argument.

Check that every sentence leads to the next and that your Thinking explains each piece of proof.

★ Model Answer Reveal

Day 3 · Use

★ Daily Deck

Garden

Evidence-based problem solving is stronger than acting on a first assumption. One reason is that observation reveals information an assumption can miss. Kendrix's grandmother shows her that the soil remains wet below the surface even when the top appears different. This supports the claim because the actual condition of the soil, not Kendrix's first guess, explains why the plants are struggling. Therefore, the stronger solution begins when evidence guides the next action.

Declaration

A government should be accountable to the people it governs. One reason is that political power should depend on the people's agreement. The passage explains that the Declaration says governments receive power from the consent of the governed. This evidence supports the claim because it treats citizens as the source of legitimate authority rather than passive subjects. Therefore, government has a responsibility to protect rights and answer to the people.



Standards Application Check

Day 4 · Revise

★ Daily Deck

Turn a list into a line. Combine repeated ideas. Improve one transition. Edit conjunctive adverbs, prepositions and prepositional phrases, indefinite pronouns, subordinating conjunctions, commas in complex sentences, and spelling.

Disconnected: “The Declaration talks about rights. Government has power. People agree. This is good.”

Revised: “The Declaration connects rights to government responsibility; moreover, it explains that government receives power from the consent of the governed. This relationship supports the argument that government should remain accountable to the people.”

★ Award Your Thinking

Day 4 · Award

★ Daily Deck

Highlight One T Sentence

Highlight one T sentence that makes your evidence work harder. Write in the margin, “The reader understands my proof because I explained ____.”

Student Award

What can I already do? Name one line of argument or Thinking sentence that makes the evidence work harder.

★ Target Your Argument

Day 4 · Target

★ Daily Deck

My Next Step

Complete this sentence: “My next step for building one connected argument is to ____.”
State the target and point to the sentence that will change.

Student Target

What do I want to practice next?
Choose one: stronger order, deeper Thinking, more precise transition, less repetition, or clearer link to the claim.



Turn and Teach A-T

Day 5 · Explain

★ Daily Deck

Explain A without saying only “it is an argument.” Explain T without reading the definition. Give one original Thinking sentence for passage evidence.

Teach a partner the difference between having argument parts and building an argument. Use your finger to trace the path from claim to evidence to Thinking. Then give one original Thinking sentence.



Answer the Overarching Question

Day 5 · Educate

★ Daily Deck

How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list?

Argument gives the response a logical path, and Thinking explains why each piece of evidence matters on that path. Writers order reasons deliberately, use transitions to show relationships, and explain how evidence supports the claim. The result is a coherent line of argument in which every part leads the reader toward the same position.

Directions: Choose one passage. Write a claim, one reason, one piece of evidence, and one Thinking sentence. Underline the evidence. Put a star next to the Thinking. Draw an arrow from the evidence to the Thinking and label the relationship.

Passage chosen:

Claim:

Reason:

Evidence:

Thinking:

Transition and relationship:

★ Name the Thinking

★ Daily Deck

Small-Group Support · Intervention: Name the Thinking

Arrow the Relationship

- 1** Place the parts. Give four sentence strips: claim, reason, evidence, and Thinking. *Student orders the parts and reads them aloud.*
- 2** Arrow the relationship. Ask the student to place an arrow between each sentence. *Student says, “This reason supports the claim because ____.”*
- 3** Explain the proof. Ask what the evidence shows and why it matters. *Student says, “This evidence proves the reason because ____.”*
- 4** Rebuild. Remove the arrows and mix the strips again. *Student rebuilds the chain and explains the order independently.*

“This Thinking explains the evidence because ____.”

★ Connect Across Texts

Enrichment: Connect Across Texts

One Claim, Two Logical Orders

One claim, two passages

Defend that evidence-based decisions are stronger than first assumptions, using Kendrix and the leaders in 1776 as distinct cases. *Each passage has accurate evidence and separate Thinking.*

Two logical orders

Create two defensible orders for the same two reasons and explain how emphasis changes. *The student can name what each order helps the reader notice.*

Transition choice

Select the best transition for each relationship. *The student explains why the word signals cause, contrast, result, or addition.*

★ My Progress Tracker

Directions: This tracker is for you. If you can do a skill all by yourself without help, check the box that matches how you feel.

One thing I am proud of:

One thing I want to get better at:

I Can...	Not yet	Getting set	I can do it
Connect claim, reason, evidence, and Thinking into one line of argument.	Not yet	Getting set	I can do it
Write Thinking that explains how and why the evidence supports the claim.	Not yet	Getting set	I can do it
Use transitions that show real relationships.	Not yet	Getting set	I can do it
Turn a disconnected list into a connected chain.	Not yet	Getting set	I can do it
Choose accurate evidence from either passage.	Not yet	Getting set	I can do it
Explain my next step for improving coherence.	Not yet	Getting set	I can do it

★ Citizenship Connection

Evidence can improve a decision by revealing conditions a first assumption missed.

★ **A fair argument considers the limits of a claim and the people affected by it.**

Kendrix changes her plan after examining the soil. The Declaration says government receives power from the consent of the governed. Authority is connected to the agreement and rights of the people. The passage names people who questioned who was included in equality.

Reflect & Discuss

How does observing the soil change the next action?

How does this idea support the claim that government should be accountable?

How do Abigail Adams and the other groups complicate the idea of equality?

Let's Look at an Answer!

Prompt: Defend the position that evidence-based problem solving is stronger than acting on a first assumption in The Garden That Wouldn't Grow.

LOW Level 1

“Kendrix guessed. The soil was muddy. Evidence matters. Plants need air.”

What is working: The response includes accurate details from the passage.

Teacher Notes: The sentences sit side by side with no explanation of how they connect to the claim.

What Needs Improvement: Add Thinking after the evidence and a transition so the sentences form one connected line.

Let's Look at Another Answer!

Prompt: Defend the position that evidence-based problem solving is stronger than acting on a first assumption in The Garden That Wouldn't Grow.

MEDIUM Level 2-3

“Evidence-based problem solving is stronger. Kendrix touches the soil before watering. This shows she uses information.”

What is working: The response has a claim, a piece of evidence, and the beginning of a Thinking sentence.

Teacher Notes: The Thinking restates the evidence more than it explains how the evidence supports the claim.

What Needs Improvement: Deepen the Thinking: “This supports the claim because she replaces guessing with information from the actual growing conditions,” and add a transition such as therefore.

Our Strongest Answer!

Prompt: Defend the position that evidence-based problem solving is stronger than acting on a first assumption in The Garden That Wouldn't Grow.

HIGH Level 4

“Evidence-based problem solving is stronger than acting on a first assumption. One reason is that observation reveals information an assumption can miss. Kendrix’s grandmother shows her that the soil remains wet below the surface even when the top appears different. This supports the claim because the actual condition of the soil, not Kendrix’s first guess, explains why the plants are struggling. Therefore, the stronger solution begins when evidence guides the next action.”

What is working: The claim, reason, evidence, Thinking, and transition form one coherent line in which every sentence pushes the same claim forward.

Teacher Notes: The line of argument is coherent and the Thinking makes the evidence work harder.

 **This is our target!**