



THE WRITING ACADEMY®, LLC



Module 2

Coherent Argument and Thinking

Grade 5 · Cluster 6

Medium Stamina · The claim-reason-evidence-thinking path

Tackling TEKS · Reading & Writing

5.11(B)(i) · 5.11(B)(ii) · 5.11(B)(iii) · 5.11(B)(iv) · 5.11(B)(v) · 5.12(C)(i) · 5.12(C)(ii) · 5.12(D)(i)



★ Meet Our Week!

Week 2 · Medium Stamina · Cluster 6 (argumentative correspondence)

★ Daily Deck

I Will...

- Listen, sketch, discuss, write, revise, and explain.
- Use specific facts and details from the passages.
- Update my tracking chart with evidence from my work.

I Can...

- Arrange reasons in a logical order.
- Use transitions that show real relationships.
- Explain how evidence proves a reason.
- Combine or rearrange ideas for clarity.

Purposeful structure, transitions, specific facts and details, clarity revision, and conventions.

★ Learning Targets

Opening

★ Daily Deck

I Can Build a Path

I can build a path from claim to proof to meaning.

I can build a path from claim to proof to meaning.

**path, connect, order, explain, claim, evidence, transition, civic, liberty,
opportunity.**



Day 1 Gather

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “A Voice in the Community”

informational

How do strong reasons, transitions, and explanation turn evidence into a coherent line of argument?

Listen. Sketch four stops. Add relationship arrows. Explain one arrow to a partner.

Strong writers build a path the reader can follow from claim to proof to meaning!

★ Passage Orientation

Day 1

★ Daily Deck

A Voice in the Community

Informational passage

People may vote, attend meetings, volunteer, share opinions, write letters, sign petitions, or learn about issues.

A Gift That Welcomed Millions

Informational passage

Rosa's family traveled and continued through inspection because they hoped to build a new life.

Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: coherent · transition · significance · correspondence

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

Read clean, reread with TRACKS, star supportable evidence, and explain why it matters.



CREATURES A and T

Day 1 · Reveal

★ Daily Deck

A

Argument

Argument is a connected line.

T

Thinking

Thinking is how and why the evidence proves the reason.

Argument is a connected line. Thinking is how and why the evidence proves the reason.

★ Turn Evidence into a Path

Day 1 · Reveal (cont.)

★ Daily Deck

Weak Pile vs. Coherent Path

Pile do not pile up facts

Path a path the reader can follow from claim to proof to meaning

Ask: *What each detail proves.*

Watch Me!

Pile: People should participate. There are meetings and voting. It can help.

Path: People should participate because community members can share needs with leaders. For example, the passage says a town may repair a playground after people share ideas. This evidence shows that speaking up can affect a local decision.

Do not copy my sentences. Sketch the structure your ears detect.

★ Day 2 Build

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “A Voice in the Community” & “A Gift That Welcomed Millions”

How to Play

- 1 Draw a sentence-statement task card.
- 2 Build a five-part path.
- 3 Read it aloud.
- 4 Check relationships.
- 5 Rearrange it if it sounds disconnected.
- 6 Explain the order before the next card.
- 7 Record.

With Your Team...

Claim + Reason

Residents should share concerns with local leaders because leaders need information about neighborhood needs.

add evidence

Evidence + Thinking

A town might repair a playground because community members shared their ideas. For example, one voice can begin a practical change.

★ Day 2 Build (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

Local Playground

Claim and Reason: Residents should share concerns with local leaders because leaders need information about neighborhood needs.

Evidence: A town might repair a playground because community members shared their ideas.

Thinking Move: Explain how the detail proves that one voice can begin a practical change. Use for example.

Safer Streets

Claim and Reason: Local participation can improve daily life because a small request may identify a safety problem.

Evidence: The passage names adding a stop sign as a possible result of community input.

Thinking Move: Explain why a nearby change can matter even if it does not affect the whole country. Use therefore or as a result.

More Than Voting

Claim and Reason: Civic participation includes more than elections because people can contribute in several ways.

Evidence: The passage names meetings, volunteering, petitions, letters, and learning about issues.

Thinking Move: Explain how the variety of actions strengthens the claim. Use in addition.

★ Day 2 Build (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

Informed Choices

Claim and Reason: People should learn before forming a position because national issues can be complex.

Evidence: People may need to read different sources and listen to more than one viewpoint.

Thinking Move: Explain why information makes participation more responsible. Use because or therefore.

Barriers Matter

Claim and Reason: Communities should make participation more accessible because willing people may face practical barriers.

Evidence: Some people lack transportation, time, information, or knowledge of whom to contact.

Thinking Move: Explain how schools, libraries, and organizations can reduce barriers. Use for example.

Disagreement

Claim and Reason: Disagreement can still be part of civic life because participation gives people a way to discuss different ideas.

Evidence: People may ask questions and work toward solutions without agreeing.

Thinking Move: Explain why respectful disagreement can strengthen a community. Use however.

★ Day 2 Build (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

Rosa's First View

Claim and Reason: The statue represented hope to arriving families because its symbols connected liberty with a possible future.

Evidence: Rosa's father explains that the raised torch stood for hope and freedom.

Thinking Move: Explain why the symbol mattered before the family knew the result of inspection. Use at first.

A Difficult Process

Claim and Reason: Rosa's family accepted uncertainty for the possibility of opportunity because their journey required persistence.

Evidence: They traveled for weeks and waited through questioning and examination.

Thinking Move: Explain how the evidence supports the claim without pretending the process was easy. Use in addition.

Shared Reaction

Claim and Reason: The statue held meaning across language differences because many passengers responded when they saw it.

Evidence: People pointed, lifted a baby, waved caps, removed a hat, and smiled.

Thinking Move: Explain what the varied reactions suggest. Use for example.

★ Day 2 Build (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

Liberty and Choice

Claim and Reason: Liberty influenced the family's decision to immigrate because Rosa understood liberty as freedom to make choices and build a future.

Evidence: Her parents had left their old home partly for that possibility.

Thinking Move: Explain the relationship among belief, choice, and action. Use because.

No Easy Promise

Claim and Reason: Hope does not guarantee an easy life because a symbol can inspire action without promising a result.

Evidence: Years later, Rosa remembers that the statue did not promise life would be easy.

Thinking Move: Explain why this distinction makes the argument honest. Use however.

Opportunity and Belonging

Claim and Reason: Rosa's family judged the difficult journey worthwhile because they wanted new opportunities and membership in a democratic country.

Evidence: The ending connects their journey to freedom, democracy, and becoming part of the country.

Thinking Move: Explain why the ending gives significance to earlier challenges. Use ultimately or therefore.



Read your work as a reader would: where does the idea begin, and how does each next sentence help it grow?

Point to a source detail, name the reason it supports, and explain the connection without rereading the whole passage.

Use a respectful sentence stem when you represent another possible idea; accuracy comes before response.

Student Directions: “Write independently now. Your job is to make the thinking visible, not to copy a model.”



What Makes an Argument Coherent?

Day 3 · Discuss (cont.)

★ Daily Deck

**What turns evidence into
a coherent line of argument?**

**reasons in
purposeful order**

**transitions that
name a relationship**

**Thinking that explains
how and why**

If the Thinking only repeats the evidence, add the meaning.

★ Day 3 Independent Use

Day 3 · Use

PROMPT

Claim. Two ordered reasons. Two evidence details. Two Thinking sentences. One clarity revision.

REASONS

Explain whether Rosa’s family’s hope for opportunity was strong enough to justify the difficult process of adapting to a new country. *My reasons are distinct and ordered for a purpose.*

THINKING

My Thinking explains how and why the proof matters.

REVISE

Underline one sentence they combined or rearranged for clarity.

Order your reasons · add evidence and Thinking · use a purposeful transition · revise for clarity.

★ Day 4 Award and Target

Day 4 · Award

★ Daily Deck

Award

Award one controlled move. Target one measurable next step. Prove both with your own writing.

Student Award

Argument Path Award: The student can point to a claim, a reason, an evidence detail, and a Thinking sentence that connect. The student can also name the transition relationship and identify one clarity revision.

Award language: “Your argument became stronger when you...” The compliment must point to exact words from the student’s writing.

★ Day 4 Award and Target

Day 4 · Target

★ Daily Deck

Target

Award one controlled move. Target one measurable next step. Prove both with your own writing.

Student Target

I can build a path from claim to proof to meaning.
I will explain how and why my evidence matters.
I can arrange reasons in a logical order, use transitions that show real relationships, and combine or rearrange ideas for clarity.

★ Day 5 Explain

Day 5

★ Daily Deck

Teach: Evidence is _____. Thinking is _____. Transitions matter because _____.



Correspondence Transfer

Day 5

★ Daily Deck

Correspondence

- Greeting
- introduction
- body
- conclusion
- Closing

Argument Path

Use the same argument path in a letter.



Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

Target: I can build a path from claim to proof to meaning. I will explain how and why my evidence matters.

Prompt: Explain whether people should participate in civic life even when one person's action seems small.

Directions: Write a claim with because and two reasons. Use one detail from “A Voice in the Community.” Add a transition and a Thinking sentence that explains how and why the evidence supports your reason. Revise by combining or rearranging one idea for clarity.

Self-check: I used a relevant detail ☐ I explained the connection ☐ I used a transition accurately ☐ I revised for clarity ☐

Use four movable cards: Claim, Reason, Evidence, Thinking. Have the student arrange them before drafting.

“a town might repair a playground”

“the torch stood for hope and freedom”

“communities are shaped by the people who live in them”

Support Frame: “This matters because ____.”

Arrange first. Say the relationship. Choose a transition. Rehearse Thinking. Then write.

Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?

★ Listen and Sketch

Day 5

★ Daily Deck

Pencils down first. Sketch second. Explain an arrow. Fresh Recall from memory.



Pause Points

Day 5

★ Daily Deck

Path or pile? Real relationship? Matching evidence? New Thinking?

★ Map the Transitions

Enrichment · Write in your notebook

Challenge: Create a transition map. Label cause/effect, contrast, addition, and example.

Argue whether civic participation and Rosa's journey share a meaningful idea about opportunity and responsibility while preserving their differences.

Write two reason orders. Defend the stronger sequence.

Find the exact point where the path breaks.

Explain significance without repetition.

★ My Progress Tracker

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

I Can...	Not Yet	With Help	My Proof
Day 1: Identify A and T in a model.	☐	☐	☐
Day 2: Build and defend a pathway.	☐	☐	☐
Day 3: Write evidence and Thinking.	☐	☐	☐
Day 4: Award strength and target growth.	☐	☐	☐
Day 5: Teach the pathway from memory.	☐	☐	☐

★ Citizenship Connection

Students use facts and details to explain how a decision, opportunity, or responsibility matters.

★ **A persuasive letter can state a concern, support it with one fact, explain the relationship, and request more information.**

The connection is instructional and text-based. Students discuss ideas from the passages, listen to more than one viewpoint, and support their own writing with accurate evidence.

Let's Look at an Answer!

Prompt: Explain whether people should participate in civic life even when one person's action seems small.

LOW Level 1

“People should participate. There are meetings and voting. It can help.”

What the student did successfully: Names the decision and refers to two forms of participation.

What is missing: The reasons are not ordered, the evidence is not tied to a source, and no Thinking explains why the details matter.

Why it falls at this level: The response is a list of ideas rather than a path from claim to proof to meaning.

Exact next instructional step: Choose one reason, add a specific detail such as the playground change, and write “This proves ___ because ___.”

Let's Look at Another Answer!

Prompt: Explain whether people should participate in civic life even when one person's action seems small.

MEDIUM Level 2-3

“People should participate because community members can share needs with leaders. For example, the passage says a town may repair a playground after people share ideas. This evidence shows that speaking up can affect a local decision.”

What the student did successfully: States a decision, gives a reason, uses a relevant detail, and adds an evidence-to-thinking sentence.

What is developing: The response needs a second ordered reason, a conclusion, and a clearer transition to the next part of the argument.

Exact next instructional step: Add a distinct reason about informed participation or choices, connect it with in addition, and explain its significance.

Our Strongest Answer!

Prompt: Explain whether people should participate in civic life even when one person's action seems small.

HIGH Level 4

Claim: People who are able should participate in civic life because even a small action can give leaders useful information and build change over time.

Reason 1 and evidence: For example, “A Voice in the Community” explains that “a town might repair a playground, add a stop sign, or create a new program because community members shared their ideas.”

Thinking: This evidence proves that participation can turn a concern into a practical improvement close to home.

Reason 2 and evidence: In addition, people who learn about issues and listen to more than one viewpoint help a community make more informed choices.

Thinking and ending: Individual action may seem limited at first; however, connected actions create a path toward solutions that leaders and neighbors can follow.

★ **This is our target!**

**Drag the pathway, explain each connection, leave a visible Thinking trace,
and finish with Fresh Recall.**