



THE WRITING ACADEMY®, LLC



Module 4

Full CREATURES in Argumentative
Correspondence for a Real Audience

Grade 5 • Cluster 6

Very High Stamina

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!

★ Daily Deck

Week 4 · Very High Stamina · Cluster 6 (argumentative correspondence)

I Will...

- Keep my tone respectful while defending a position.
- Use the parts of a formal letter.
- Connect claim, reasons, evidence, Thinking, Understanding others, rebuttal, ending, and significance.
- Revise the letter for clarity and organization.
- Edit dialogue, titles, emphasis, spelling, and sentence boundaries.

I Can...

- Identify my real or simulated audience.
- Use all parts of CREATURES in a connected response.
- Include a genuine request for information.
- Explain how an exact passage detail proves a reason.
- Signature habit: if you have to decide, you must declare the WHY.

★ Today We Will Look For

Opening

★ Daily Deck

C

CREATURES

A

Audience

R

Request

S

Significance

★ Audience and Decision

Day 1 · Gather & Reveal

★ Daily Deck

Formal sentence-statement prompt

A school or local leader can respond to a specific request for information.

How does writing for a real audience change the way a writer begins, supports, and ends an argumentative letter?

Explain whether schools should create stronger connections between civic learning and real community participation.

Request information from a school or local leader.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: audience · register · correspondence · consequence

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



Full CREATURES

Day 1 · Reveal

★ Daily Deck

C-R-E-A-T

Claim to Thinking

U-R-E-S

**Understand to
Significance**

Letter

Greeting to Closing

Claim, Reasons, Evidence, Argument, Thinking, Understanding others, Rebuttal, Ending, Significance. Students rehearse respectful requests and explain how an audience changes register.

Your request must ask for information and must grow from your claim.



Argumentative Correspondence

Day 1 · Reveal (cont.)

★ Daily Deck

Connect the Claim to the Letter

Place the same moves inside a letter: greeting, introduction, body, conclusion, request, closing, signature.

Argument the claim and reasons belong in the introduction and body; evidence and Thinking make the body useful; Understanding others and rebuttal keep the tone fair

Letter the ending, significance, and request give the reader a reason to reply

Ask: *Point to the audience and circle the sentence that asks for information.*

Watch Me!

Claim: Schools should create stronger connections between civic learning and real community participation because students can learn how communities work and can practice responsible action.

Request: Could you please share information about meetings, volunteer opportunities, or youth advisory groups available to students?

Do not present the model as the only defensible position.

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

How to Play

- 1 Choose one of the ten tasks.
- 2 Partner A names the audience and purpose.
- 3 Partner B states the claim as a decision + because + reasons.
- 4 Select an exact passage detail and write Thinking.
- 5 Name another viewpoint, create a rebuttal, and decide the request.
- 6 Add greeting, introduction, body, conclusion, closing, and signature.

With Your Partner...

Four movable cards: Audience, Argument, Request, Correspondence.

Task 2

Explain whether schools should teach civic participation through real community projects, and request information from a school leader.

build the letter

Request

Could you please share information about student opportunities?

Before you draft, tell a partner which exact detail proves your reason and why it matters to your audience.

A detail is evidence; your explanation of how it proves the reason is Thinking.

Rebuttal: “Represent the other viewpoint fairly before you answer it.”

Student Directions: “Draft the complete letter now. Keep the source open, use every CREATURES move, and make your request specific enough that the recipient could answer it.”



What Makes a Request Genuine?

Day 3 · Discuss (cont.)

★ Daily Deck

I can include a genuine request for information.

**grows from the
claim and evidence**

**matches the
audience's register**

**asks something
the reader can answer**

★ Try It On Your Own!

Day 3 · Use

AUDIENCE

Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

LETTER

Require greeting, introduction, body, conclusion, closing, and signature.

ARGUMENT

Require a clear claim, two ordered reasons, exact evidence, Thinking after evidence.

REQUEST

Require Understanding others, rebuttal, ending, significance, and information request.

Name the audience · connect every CREATURES move · make the request grow from the argument.



Find the Exact Detail

Day 3

★ Daily Deck

TRACKS evidence from both passages.

★ Award the Precise Move

Day 4 · Award

★ Daily Deck

Award

Award one precise move, not a vague compliment. Point to strong claim, evidence, path, or request; point to the words that made the argument stronger for the reader.

Student Award

What can I already do? Name one precise move that made your letter stronger for a real reader.

Evidence from my work: _____



What Do I Still Need to Grow?

Day 4 · Target

★ Daily Deck

Target

Target one next step that will make the reasoning clearer for a real reader. Revise the idea before you edit the surface. Then revise one sentence for tone, clarity, organization, or register.

Student Target

I can write a complete argumentative letter for a real audience. I can declare a decision with because and reasons, use exact evidence and Thinking, understand another viewpoint, write a rebuttal, and request information that grows from my argument.

What do I want to practice next?



Turn and Teach

Day 5 · Explain

★ Daily Deck

Teach a partner how full CREATURES reasoning in respectful correspondence with a genuine information request works in your own words.

Use one exact passage detail as you explain the move; a definition alone is not enough.



Argumentative Correspondence

Day 5 · Educate

★ Daily Deck

Letter Parts

- Greeting
- Introduction
- Body
- Conclusion
- Request
- Closing
- Signature

Listen For

- Matched evidence and Thinking

Reconstruct the letter path with notes closed.

★ Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

Directions: Respond to the formal sentence-statement prompt in a complete argumentative letter. Name your audience, declare your claim, order your reasons, use exact evidence from one or both passages, explain Thinking, acknowledge another viewpoint,

write a rebuttal, state significance, request related information, and close respectfully.

Student-Friendly Target: I can write a complete CREATURES argument as a respectful letter for a real audience and ask for information that grows from my evidence.

Self-check: Did I use the greeting, introduction, body, conclusion, request, closing, and signature? Did I revise ideas before editing conventions?



Intervention: Name the Thinking

Small-Group Support

★ Daily Deck

Give four movable cards: Audience, Argument, Request, Correspondence.

“students may organize a food drive, write letters about an issue, or help improve a park”

“the torch stood for hope and freedom”

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

Support Frame: “This detail proves my reason because ____.”

Compare a friend, teacher, and leader register.



Enrichment: Connect Across Texts

Enrichment

Challenge: Two reason orders: write the same claim with two reason orders and defend the stronger sequence. Two passages: use one civic detail and one Rosa detail while preserving their differences.

Audience switch:
rewrite the request for
a teacher and a local
leader. Evidence:
register explanation.

Significance: add a
second Thinking
sentence that explains
significance without
repetition. Evidence:
new interpretation.

★ My Progress Tracker

Use this tracker as a private reflection tool. Check the response that matches what you can do independently, and point to the work that proves it.

I Can...	Not Yet	With Help	I've Got It!	My Proof
Identify my real or simulated audience.	☐	☐	☐	☐
State a decision + because + reasons.	☐	☐	☐	☐
Select exact evidence from an assigned passage.	☐	☐	☐	☐
Explain how and why evidence proves a reason.	☐	☐	☐	☐
Represent another viewpoint fairly.	☐	☐	☐	☐
Write a reasoned rebuttal.	☐	☐	☐	☐
Use all parts of CREATURES.	☐	☐	☐	☐
Use the parts of a formal letter.	☐	☐	☐	☐
Include a genuine request for information.	☐	☐	☐	☐
Revise ideas before editing conventions.	☐	☐	☐	☐

★ Citizenship Connection

The argument becomes useful when the request grows from the evidence and claim.

★ **Use the content to give the writing a genuine reason to matter.**

People can vote, attend meetings, volunteer, write letters, learn, listen, and share opinions. Rosa's family sought a new life, passed inspection, learned English, and became part of a new community.

Let's Look at an Answer!

Prompt: Explain whether schools should create stronger connections between civic learning and real community participation.

LOW Level 1

“Dear Leader, Students should participate more. Please send information. From, Student”

Teacher analysis: The student has a greeting, a decision, and a request, but the claim lacks because reasons. Evidence, Thinking, another viewpoint, rebuttal, significance, and a purposeful closing are missing.

Next move: Rehearse: “Schools should create stronger connections because students can learn how communities work and practice responsible action.” Add one detail from “A Voice in the Community” and explain why it matters.

Let's Look at Another Answer!

Prompt: Explain whether schools should create stronger connections between civic learning and real community participation.

MEDIUM Level 2-3

“Dear Community Leader, Schools should connect learning to participation because students can help their communities. The passage says students may volunteer and write letters. Could you send information about student opportunities? Respectfully, A Student”

Teacher analysis: The claim and evidence fit, and the request is connected. The response needs a more precise explanation of how the evidence proves the reason, a second ordered reason, Understanding others, rebuttal, significance, and a complete formal closing.

Revision prompt: Add: “This matters because students practice listening and service before they are old enough to vote.” Then acknowledge barriers named in the first passage before writing a fair rebuttal.

Our Strongest Answer!

Prompt: Explain whether schools should create stronger connections between civic learning and real community participation.

HIGH Level 4

“Dear Community Leader, I am writing to explain why schools should create stronger connections between civic learning and real community participation. Schools should make these connections because students can learn how communities make decisions and because they can practice responsible action. “A Voice in the Community” explains that young people can organize a food drive, write letters about an issue, help improve a park, and practice listening to different opinions. These examples show that students can learn civic habits through real work, not only by reading about decisions. Some readers may think students should wait until adulthood, and some students may face transportation, time, or information barriers. However, schools can share accessible opportunities and explain how students can begin. Could you please share information about meetings, volunteer opportunities, or youth advisory groups available to students? Making these paths visible would connect civic learning to responsible action and help students understand that community belonging includes both voice and service. Respectfully, A Grade 5 Student”

Teacher analysis: Every CREATURES move is visible. The letter uses a formal register, a purposeful argument path, exact evidence, Thinking, Understanding others, a rebuttal, a meaningful request, and a significance-based ending.

★ This is our target!