

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 4

Opinion / Argumentative ECR with CREATURES

Grade 5

Module 1 Building the Argumentative Foundation with Claim, Reasons, and Evidence

Module 2 Turning Parts into a Coherent Line of Argument with Thinking

Module 3 Understanding Others and Building an Evidence-Based Rebuttal

Module 4 Completing the Argument with Ending, Significance, and the Full CREATURES Response

Overarching question: How do writers build a clear, well supported opinion, understand other views, and answer them with a full CREATURES argument?

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Teacher Lesson Plan Guide

Building the Argumentative Foundation with Claim, Reasons, and Evidence

Grade 5 | Cluster 4 | Module 1

Grade: 5

Cluster: 4, Extended Constructed Response (ECR) opinion / argumentative writing with the CREATURES structure

Module: 1 of the cluster

Primary Instructional Category: Opinion / Argumentative Writing / Extended Constructed Response (ECR)

Module Title: Building the Argumentative Foundation with Claim, Reasons, and Evidence

Content Connection / Passage Titles: "The Garden That Wouldn't Grow" and "Words That Changed a Nation" (Week 1, low reading load, ECR Opinion / Argumentative)

Primary TEKS: [5.12\(C\)\(i\)](#) and [5.12\(C\)\(ii\)](#) (compose argumentative texts, including opinion essays, using genre characteristics and craft)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand and Writing TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens Cluster 4 by introducing the complete opinion / argumentative CREATURES frame. Students see C for Claim, R for Reasons, E for Evidence, A for Argument, T for Thinking, U for Understanding others, R for Rebuttal, E for Ending, and S for Significance. The first module concentrates on the C-R-E foundation.

TEACHER SCRIPT

"Writers, you now have the foundation of CREATURES. A strong argument does not begin with a long paragraph; it begins with a position you can defend, reasons that make sense, and proof that truly fits. When the foundation is strong, the rest of your argument has somewhere solid to stand."

Connection to this week's type of thinking: take a position you can defend, give reasons that are different from one another, and prove each reason with accurate, relevant evidence from the two passages.

2. Why This Module Matters

Students learn that an argumentative response needs a clear claim, logical reasons, and relevant evidence. They work from the sentence-statement prompt: "Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden." The module also uses "Words That Changed a Nation" to practice claims about rights, equality, and who was included in a promise.

Where it fits into writing: the C-R-E foundation comes before the full CREATURES response. A claim tells the reader the position, reasons organize why it makes sense, and evidence proves each reason with text detail.

Why it matters beyond this assignment: a fact can be true and still be weak evidence. Students learn to ask whether a detail directly proves the reason it sits under.

3. Module Essential / Overarching Question

How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday): A claim states a position, reasons explain why it makes sense, and evidence proves the reasons.

My Final Thinking (Friday): A strong foundation connects one defensible claim to different reasons and accurate, relevant evidence.

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is beginning Grade 5 Cluster 4, an opinion / argumentative Extended Constructed Response built with CREATURES. This module focuses on C for Claim, R for Reasons, and E for Evidence. Your student will take a clear position, give two different reasons, and prove each reason with accurate text evidence.

We will read "The Garden That Wouldn't Grow," about Kendrix changing her plan after examining the soil and leaves, and "Words That Changed a Nation," about the 1776 Declaration of Independence, rights, equality, and Abigail Adams's request to "Remember the Ladies." Ask your student what claim a writer could defend, which reasons support it, and which details prove those reasons.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante comienza el Grupo 4 de quinto grado, una Respuesta Construida Extensa argumentativa organizada con CREATURES. El módulo se concentra en C de Afirmación, R de Razones y E de Evidencia. Su estudiante tomará una posición clara, dará dos razones diferentes y probará cada razón con evidencia exacta del texto.

Leeremos "The Garden That Wouldn't Grow", sobre Kendrix, quien cambia su plan después de examinar la tierra y las hojas, y "Words That Changed a Nation", sobre la Declaración de Independencia de 1776, los derechos, la igualdad y la petición de Abigail Adams de "Remember the Ladies" (recuerden a las damas). Pregúntele: ¿Qué afirmación puede defender un escritor? ¿Qué razones la apoyan? ¿Qué detalle del texto prueba cada razón?

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- What makes a claim defensible instead of just a fact?
- Why should the reasons for a claim be different from one another?

- In "The Garden That Wouldn't Grow," what evidence shows that Kendrix's first plan made the problem worse?
- In "Words That Changed a Nation," what rights did the Declaration say people are born with?
- Which evidence is strongest, and why does it prove the reason most directly?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Claim, Reason, Proof

Pick an everyday opinion. Take turns stating it as a claim someone could disagree with, giving one reason, and naming one piece of proof. Notice how proof makes the claim stronger.

Family Activity: True but Weak

Name a claim, then find a fact that is true but does not prove it. Talk about why evidence must match the reason, not just come from the same story.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 4, Module 1
Module Category	Opinion / Argumentative Writing / Extended Constructed Response with the CREATURES framework
Primary TEKS	5.12(C)(i) , 5.12(C)(ii) , and 5.11(B)(v)
Primary Breakout	Compose argumentative texts using genre characteristics and craft; develop a focused, structured, coherent piece with specific details.
Spiral TEKS	5.11(C)(i) , 5.11(C)(ii) , 5.11(C)(iii) , 5.11(C)(iv) , and 5.11(C)(v) for revision; Grade 5 editing conventions from 5.11(D)
Recursive TEKS	Grade 5 conventions, TRACKS evidence highlighting, the DOT unknown-word habit, and the complete CREATURES framework
Content Connection	Fiction "The Garden That Wouldn't Grow" and nonfiction "Words That Changed a Nation"
Daily Lesson Time	About 15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	CREATURE CASE BUILDER sets; independent My C-R-E Foundation; strongest-evidence explanation; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment: claim, two reasons, and matching evidence

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will build an argumentative foundation by writing a defensible claim, giving two logical reasons that support the same position from different angles, and proving each reason with relevant evidence from one of the two passages.

I Will Statements

- I will read both passages closely and mark details that can become evidence.
- I will take a position I can defend instead of stating only a fact.
- I will make my reasons different from one another rather than repeating one idea.
- I will match each piece of evidence to the reason it is supposed to prove.
- I will explain which evidence is strongest and why.

I Can Statements

- I can identify a claim, a reason, and a piece of evidence and explain each job.
- I can build one complete C-R-E foundation from a passage.
- I can write two logical reasons that support one claim from different angles.
- I can name which evidence is strongest and why.

CLASS SLIDE

Daily Deck,: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I identify the claim, reasons, and evidence in an argument.
- I write one clear, defensible claim that answers the sentence-statement prompt.
- I give two different reasons that support the same claim.
- I add one accurate, relevant piece of evidence under each reason.
- I explain why one piece of evidence is strongest.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1 Listen and Label responses that distinguish Claim, Reason, and Evidence.
- Day 2 CREATURE CASE BUILDER sets recorded in the Interactive Notebook.
- Day 3 independent My C-R-E Foundation practice.
- Day 4 strongest-evidence judgment and revision of a mismatched set.
- Day 5 partner explanation and transfer to an opinion about the Declaration of Independence.

15. TEKS Correlations

Primary targets are [5.12\(C\)\(i\)](#), [5.12\(C\)\(ii\)](#), and [5.11\(B\)\(v\)](#). The Student Expectation column uses the Grade 5 breakouts in the lesson plan; the Grade 5 revision and editing breakouts support the module product.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(B)(v)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Days 1-3	Days 2-5	My C-R-E Foundation
5.12(C)(i)	Writing Genre	compose argumentative texts, including opinion essays, using genre characteristics	Day 1	Days 2-5	Module Writing Assignment
5.12(C)(ii)	Writing Genre	compose argumentative texts, including opinion essays, using craft	Day 1	Days 2-5	Module Writing Assignment
5.11(C)(i)-(v)	Revising	revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, and combining ideas	Day 4	Days 4-5	Revised foundation
5.11(D)(i)-(xxix)	Editing	edit drafts using standard English conventions, including sentence structure, verb forms, collective nouns, adjectives, conjunctive adverbs, prepositions, pronouns, subordinating conjunctions, commas, and spelling	Day 5	Day 5	Final writing

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies the Grade 5 standards as PRIMARY, SPIRAL, or RECURSIVE and names where each occurs.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-5
PRIMARY	5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft	Days 1-5
PRIMARY	5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Days 2-5
RECURSIVE	5.11(C)(i)-(v)	revise for sentence structure, word choice, and coherence	Day 4 and revision task
RECURSIVE	5.11(D)(i)-(xxix)	edit using standard English conventions	Day 5 and final writing
SPIRAL	TRACKS	mark time, reactions, actions, character or concept, key knowledge, and setting to locate evidence	Reading and annotation
SPIRAL	CREATURES	connect claim, reasons, evidence, argument path, thinking, understanding others, rebuttal, ending, and significance	Whole module; C-R-E focus
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / CREATURES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for the job of a claim, reason, or evidence; discuss their match; read two passages for relevant details; and write a connected argumentative foundation.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students identify a claim, reasons, and evidence and explain how the parts connect.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to C, R, or E and place a card under Claim, Reason, or Evidence using the illustrated CREATURES chart.
Beginning	Complete orally: "My claim is _____. One reason is _____. The passage shows _____."
Intermediate	Use the frames, "I defend the position that ____." "One reason is ____." and "The passage shows ____."
High Intermediate	Explain in complete sentences how an evidence detail proves the reason it supports.
Advanced	Independently write a claim, two different reasons, matching evidence, and a strongest-evidence explanation.

Language Supports

- Provide a CREATURES Whole Map plus a three-column C-R-E visual.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "My claim is ____." "One reason is ____." and "The passage shows ____."
- Invite students to explain claim, reason, evidence, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still chooses the claim, gives different reasons, and matches evidence.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear an argument sentence read aloud, then restate whether it is a claim, reason, or evidence.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students write a defensible claim, two reasons, and matching evidence, moving from oral rehearsal to a complete written foundation.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage and sentence aloud, repeat it, and let students use the CREATURES charts. Define an unfamiliar word and provide an oral frame.	Choose the claim, reasons, or evidence for a student, or write the foundation for the student.

The student must still choose a defensible claim, give different reasons, and match evidence to each reason.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify a claim, a reason, and a piece of evidence.	Supported on Day 1.	The student labels each part correctly.
Inferential	Match evidence to the reason it proves.	Guided early; independent by Day 3.	The student explains the evidence-to-reason connection.
Evaluative	Judge which evidence is strongest and why.	Independent by the game and auditory task.	The student explains why one piece proves the reason most directly.
Synthesis	Build a complete C-R-E foundation and explain the argument path.	Independent challenge after mastery.	The student connects claim, different reasons, and relevant evidence.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Inferential and Evaluative (Levels 2-4). Students match evidence to reasons and judge which proof is strongest.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Introducing CREATURES is enough.	The teacher may name all nine letters but skip the C-R-E foundation.	Keep the full map visible and explicitly model claim, different reasons, and matching evidence.
Any true detail is evidence.	The teacher may accept a detail that does not prove the reason.	Ask, "What does this detail prove?" Require a direct evidence-to-reason explanation.
One reason can be repeated in new words.	The teacher may count two similar reasons as two supports.	Ask for a different angle: first plan worsened conditions versus changed plan responds to needs.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A fact is a claim.	The student writes "Kendrix has a garden."	Ask whether someone could reasonably disagree. Use the Claim Test.
Two reasons may say the same thing.	The student lists one idea twice.	Ask for a different angle and compare the two reasons.
Evidence explains itself.	The student copies a detail but does not connect it to the reason.	Prompt: "This proves the reason because _____."

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards and breakouts being taught: **5.12(C)(i)** compose argumentative texts, including opinion essays, using genre characteristics; **5.12(C)(ii)** compose argumentative texts, including opinion essays, using craft; and **5.11(B)(v)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details. Students build the first foundation with a claim, reasons, and evidence.

26. How I Say the Standard!

TEKS says	How I say it
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can organize my draft with an introduction, transitions, and a conclusion, and develop my idea with specific facts and details.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can take a clear position, give two reasons from different angles, and use accurate evidence from the passages to prove each reason.

27. This Week I Can...

This week I can identify the claim, reasons, and evidence in an argument; write one defensible claim; give two different reasons; match a relevant text detail to each reason; and explain which evidence is strongest and why.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read both Grade 5 passages with a low reading load and track important details.
- Recognize that an argumentative sentence statement asks the writer to defend a position.
- Distinguish a defensible claim from a fact that everyone would accept.
- Write a complete sentence with a subject, predicate, and clear meaning.
- Use the DOT habit to mark an unfamiliar word and return to context.
- Know that evidence is accurate information from a text used as proof.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner the job of a claim, a reason, and evidence. Then name one detail from either passage that could serve as evidence."

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
claim	a clear position a writer will defend	My claim answers the prompt.
reason	an idea that explains why a claim makes sense	One reason is _____.
evidence	accurate information from a text used as proof	The passage shows _____.
relevant	directly connected to a claim or reason	This evidence is relevant because _____.

31. Conventions Connection

Recursive conventions review for the week: a claim, reason, and evidence sentence must be complete and readable. Retrieve capitalization, punctuation, subject-verb agreement, past tense of irregular verbs, pronouns, prepositions, commas in complex sentences, and grade-appropriate spelling. When students draft and revise, they check that each sentence makes the relationship between the claim, reason, and evidence clear. [\[5.11\(D\)\(i\)\]](#) [\[5.11\(D\)\(vi\)\]](#) [\[5.11\(D\)\(xxi\)\]](#)

32. Writing Connection

Argumentative writing is accurate when the claim takes a clear position, the reasons explain why the position makes sense, and the evidence directly proves those reasons. This is the habit that turns a first guess into an evidence-based case.

33. Watch Out!

Common misconception: students write a fact, repeat one reason in new words, or copy evidence without explaining its job. **Teacher move:** use the three checks: Can someone reasonably disagree with the claim? Does each reason answer why the claim makes sense? Does the evidence directly prove that reason?

34. Ready Check

Read the sentence statement aloud: "Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden." Ask students to point to the position, name two possible reasons, and identify one detail from the passage that could prove a reason. Use responses to decide who needs the claim, reasons, and evidence chart during Day 1.

35. Teacher Look-Fors

- Students can tell the difference between a defensible claim and a fact.
- Students give two reasons that support the same claim from different angles.
- Students choose evidence that directly proves the reason it sits under.
- Students explain why one piece of evidence is strongest.

TEACHER SCRIPT

"Before we begin, let's preview the words we will use to talk about our argument, our two passages, and our thinking: everyday words, academic argument words, and words from the texts."

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our garden, the Declaration, and the people in our passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
garden	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	the liquid plants and people need to live	Too much water ____.
soil	the ground in which plants grow	The soil became ____.
rights	things people are allowed to have or do	The Declaration named rights such as ____.
nation	a country and its people	The new nation was built on ____.
leader	a person who guides or is in charge of a group	The leaders decided ____.
decision	a choice a person makes	Kendrix made a decision to ____.
problem	something that is wrong and needs to be solved	The problem in the garden was ____.
change	to become or make different	Kendrix changed her plan by ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic argument words you will use to name the job each sentence does in a case."

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	a clear position a writer will defend	I can use the word claim to ____.
defensible	able to be supported with logical reasons and evidence	I can use the word defensible to ____.
reason	an idea that explains why a claim makes sense	I can use the word reason to ____.
evidence	accurate information from a text used as proof	I can use the word evidence to ____.
relevant	directly connected to a claim or reason	I can use the word relevant to ____.
argue	to present a position and support it with reasons and evidence	I can use the word argue to ____.
support	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
organize	to arrange ideas so a reader can follow them	I can use the word organize to ____.
explain	to tell how or why evidence supports an idea	I can use the word explain to ____.
revise	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words from our two passages and our CREATURES memory map. Say them, use them, and connect them to evidence."

Word	Say It This Way	Student-Friendly Definition
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence
CREATURES	KREE-chers	the argumentative memory map used to build one connected response
roots	roots	the underground parts of a plant that take in water and air
Declaration of Independence	dek-luh-RAY-shuhn uhv in-dee-PEN-duhns	the 1776 document announcing the colonies were free
colonies	KOL-uh-neeZ	the thirteen British settlements that became the United States
unalienable	uhn-AY-lee-uh-nuh-buhl	not able to be taken away
liberty	LIB-er-tee	freedom
Abigail Adams	AB-uh-gayl AD-uhmz	the woman who urged leaders to "Remember the Ladies"
Great Britain	grayt BRIT-uhn	the country the colonies separated from
equality	ih-KWOL-uh-tee	the idea that people should be treated with equal worth

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This low reading load module uses the two Cluster 4 passages. In "The Garden That Wouldn't Grow," 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. In "Words That Changed a Nation," 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.

Important conceptual background. CREATURES is the full opinion / argumentative frame: C=Claim, R=Reasons, E=Evidence, A=Argument, T=Thinking, U=Understanding others, R=Rebuttal, E=Ending, S=Significance. Module 1 highlights C-R-E. A claim is a defensible position, a reason explains why it makes sense, and evidence is accurate information from a passage used as proof.

Content context and connection to writing instruction. The garden passage supports an argument about changing a plan after examining evidence. The Declaration passage supports arguments about rights and equality. Students read both passages, mark TRACKS, and practice matching a specific detail to the reason it proves.

The CREATURES Habit

Before writing, students DOT unknown words, TAP the TRACKS, and identify a claim, reasons, and evidence. They write a thesis (central idea) as the central idea of their argument, then build a connected C-R-E foundation. Later modules will add the argument path, thinking, understanding others, rebuttal, ending, and significance.

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	CREATURES reference card; Claim / Reason / Evidence cards; sentence strips or index cards; recording sheets; optional spinner or dice; optional pathway gameboard and Pencil Guy markers
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	CREATURES Whole Map; Claim Test; Reasons Organize the Case; Evidence Must Prove; sentence frames; read-aloud access; picture-supported passage references

41. Preparation Before Day 1

- ☐ Prepare the CREATURES Whole Map and highlight C, R, and E for this module.
- ☐ Prepare the Claim Test, Reasons Organize the Case, and Evidence Must Prove anchor charts.
- ☐ Copy the two low reading load passages: "The Garden That Wouldn't Grow" and "Words That Changed a Nation."
- ☐ Copy and cut the Claim / Reason / Evidence cards for CREATURE CASE BUILDER.
- ☐ Set out interactive notebooks, pencils, highlighters or colored pencils, sticky notes, and recording sheets.
- ☐ Prepare the independent My C-R-E Foundation page and the strongest-evidence question.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Meet the full CREATURES frame; read for a defensible position; model one claim, two reasons, and matching evidence.
Day 2	15	Attempt	Play CREATURE CASE BUILDER; assemble claim, reason, and evidence cards and explain why they match.
Day 3	15	Discuss + Use	Discuss what makes evidence relevant; independently write the My C-R-E Foundation from the garden passage.
Day 4	15	Award + Target	Recognize a matched C-R-E set; revise a fact, repeated reason, or weak evidence choice and set a next step.
Day 5	15	Explain and Educate to Others	Teach the C-R-E foundation to a partner; transfer the work to the Declaration passage and answer the overarching question.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the CREATURES foundation.

- Signal the class and say, "Tiny Time! Build the case!"
- Read one sentence from either passage.
- Students hold up C, R, or E and name the clue that helped them decide.
- Students say, "The claim tells the position," "The reason tells why," or "The evidence proves it," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to evidence-based decisions in the garden and to rights, equality, and the founding of a nation in the Declaration passage.

Element	This Module
Suitability	A natural fit. The garden passage shows a decision changing after evidence; the Declaration passage shows ideas about rights and equality.
Focus	Responsible decision-making, self-government, rights, and the meaning of equality.
Historical / Content Connection	Leaders from thirteen colonies approved the Declaration of Independence on July 4, 1776. Abigail Adams questioned who was included in the promise of equality.
Perspective Connection	A fair argument uses evidence before reaching a conclusion and recognizes that a promise of equality raises questions about who receives its protections.
Literacy-to-Citizenship Connection	Reading both passages closely helps students test a position, choose relevant evidence, and listen for perspectives that may not be fully included.
Citizenship Question	"How can careful evidence and attention to others make an argument fairer?"
Teacher Script	<i>"A strong argument does not ignore evidence or the people affected by an idea. It makes a position clear and gives proof a reader can check."</i>
Accuracy / Source Note	Use only the events and wording in "Words That Changed a Nation" when modeling rights, equality, the Declaration of Independence, and Abigail Adams.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CREATURES Whole Map

Letter	Job	Student meaning
C	Claim	The clear position the writer will defend.
R	Reasons	Different logical angles that support the same claim.
E	Evidence	Accurate, relevant text detail that proves a reason.
A	Argument	The connected route from claim through support.
T	Thinking	The explanation of how the evidence supports the position.
U	Understanding others	Attention to another person's perspective or concern.
R	Rebuttal	A fair response to another position.
E	Ending	A final statement that closes the case.
S	Significance	Why the argument matters.

The Claim Test

Question	Use it on the garden prompt
Is it a position?	Yes. It says Kendrix makes her strongest decision when she changes her plan.
Could someone reasonably disagree?	Yes. A reader could argue that another decision was strongest.
Can reasons and evidence support it?	Yes. The muddy soil and the later recovery can support different reasons.

Reasons Organize the Case

Reason job	Check
Reason 1	Explains one angle, such as how Kendrix's first assumption made the garden worse.
Reason 2	Explains a different angle, such as how the changed plan responds to what the plants need.
Different?	The two reasons are not the same idea in new words.

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.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **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.

Board text: Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

TEACHER SCRIPT

"Before you decide which evidence belongs, DOT any word you are unsure about. Then use the passage and the CREATURES charts to make your claim, reasons, and evidence visible."

CLASS SLIDE

DOT = I am not sure about this word yet. TRACKS = I am locating details that may become evidence.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHARTS

Display the full CREATURES Whole Map. Highlight C, R, and E. Add the Claim Test, Reasons Organize the Case, and Evidence Must Prove. Remind students that a thesis (central idea) is the central idea of the argument, but this module asks them to build the C-R-E foundation from the passages.

47. Student Source Passage(s)

Passage use: use the two source texts below at low stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Garden That Wouldn't Grow" (Stamina: Low)

- [1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.
- [2] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual.
- [3] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger.
- [4] Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively.
- [5] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight.
- [6] Within several days, the plants began to recover. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

Passage 2: "Words That Changed a Nation" (Stamina: Low)

- [1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.
- [2] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.
- [3] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies." She argued that women should also have greater rights and protections. Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.
- [4] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them.

48. Student Annotation Guide

The evidence students learn to identify in each source. Students use these notes to build a claim, reasons, and evidence.

The Garden That Wouldn't Grow

TRACKS	Evidence
T Time	Each spring; after two weeks; within several days
R Reactions	Kendrix felt puzzled and frustrated; the plants began to recover
A Actions	Kendrix watered more than usual, then watered less frequently and observed
C Character/Concept/Creature	Kendrix; her grandmother; roots; the garden
K Key Knowledge	Too much water can prevent roots from getting enough air
S Scenery/Setting	Grandmother's garden; soil, leaves, and neat rows

Words That Changed a Nation

TRACKS	Evidence
T Time	Summer of 1776; July 4, 1776; the nation's beginning
R Reactions	Leaders grew frustrated; people continued to question equality
A Actions	Leaders met, discussed, approved the Declaration; Abigail Adams wrote a letter
C Character/Concept/Creature	Thirteen colonies; Declaration of Independence; Abigail Adams; equality
K Key Knowledge	Life, liberty, and the pursuit of happiness are named as unalienable rights
S Scenery/Setting	Colonies; homes, meetings, and letters

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks details that may become evidence; DOT marks an unfamiliar word. The CREATURES charts then help students choose a detail that proves a reason.

Use the same six categories, the same wording, and the same TRACKS marking in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

Student materials: students complete the highlighted TRACKS copies and their annotation in the student interactive workbook.

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather the full CREATURES frame, reveal the C-R-E foundation, and model a defensible claim with two reasons and matching evidence.

Standard	Focus
TEKS	5.12(C)(i) genre characteristics; 5.12(C)(iii) craft; 5.11(B)(v) specific details
ELPS	4(A)(i) apply sound and letter relationships when writing; 4(F)(ix) justify with supporting evidence for a specific purpose

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! CREATURES names the full opinion / argumentative response. This week highlights C for Claim, R for Reasons, and E for Evidence.

TEACHER SCRIPT

"A strong argument begins with a position you can defend. It grows with reasons that make sense and evidence that truly proves those reasons."

CLASS SLIDE

Slide 3, Two Passages, One Foundation. Read "The Garden That Wouldn't Grow" and "Words That Changed a Nation" for details that can become evidence.

Students DOT unknown words and TAP the TRACKS while reading. Ask students to notice Kendrix's first guess, the muddy soil, the changed plan, the Declaration's rights, and Abigail Adams's request to "Remember the Ladies."

CLASS SLIDE

Today your brain learns how claim, reasons, and evidence work as one connected foundation.

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, The Claim Test. A claim is clear, defensible, and directly answers the sentence-statement prompt.

CLASS SLIDE

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

TEACHER SCRIPT

"I can defend this position because the passage shows that Kendrix's first plan made the garden worse, and her changed plan responds to what the plants need."

Model the claim: "Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden." Ask students to test whether a reader could reasonably disagree.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Slide 5, Watch Me! Claim: Kendrix makes her strongest decision when she changes her plan. Reason 1: her first assumption made the growing conditions worse. Evidence: the soil became overly wet and muddy.

Point out that the evidence is not merely a true detail. It proves the reason because it shows the result of Kendrix's first plan. Add 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.

CLAIM: tells the reader the position I will defend. **REASONS and EVIDENCE:** reasons explain why the claim makes sense; evidence proves each reason.

Connect the Thesis (central idea) to CREATURES

CLASS SLIDE

Slide 6, The CREATURES Chart. C is the claim, R is the reasons, and E is the evidence. A, T, U, R, E, and S will extend the foundation in later modules.

CLASS SLIDE

C = Claim, clearly states the position. R = Reasons, give different logical angles. E = Evidence, gives relevant text proof.

Point to each part on the chart. Keep the independent writing target to a complete C-R-E foundation, then name the later CREATURES parts without asking students to develop them today.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students hold up C, R, or E while the teacher reads a sentence. Students defend one label by naming the clue that helped them decide.

Misconception / teacher move: if a student calls a text detail a reason, ask, "Is this why the claim makes sense, or is it the proof?"

Access without lowering rigor: read the passages aloud and allow oral rehearsal; students still choose the claim, reasons, and evidence. **Student product:** TRACKS-marked passages and a modeled C-R-E set.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: practice building a connected claim, reason, and evidence set through CREATURE CASE BUILDER.

Standard	Focus
TEKS	5.11(B)(v) specific details; 5.12(C)(i) genre characteristics
ELPS	4(F)(i) justify with supporting details; 4(F)(ix) justify with supporting evidence

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 7, CREATURE CASE BUILDER. Assemble one claim card, one reason card, and one evidence card. Explain why the evidence proves the reason.

CLASS SLIDE

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

GAME MATERIALS

Use the twelve prepared Claim / Reason / Evidence cards, notebooks, and a simple recording sheet. Rotate roles after each case.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Read the claim card aloud.	Does it state a position a reader could disagree with?
2	Read the reason card aloud.	Does it explain why the claim makes sense?
3	Read the evidence card aloud.	Is it an accurate detail from one of the passages?
4	Place the evidence under the reason.	Does the detail directly prove that reason?
5	Test the reason.	Is it a different angle from the second reason?
6	Use the garden sample.	The soil became overly wet and muddy.
7	Use the second garden sample.	Kendrix waters less often and lets the soil dry.
8	Use the Declaration sample.	The document names life, liberty, and the pursuit of happiness.
9	Report the complete C-R-E set.	Claim, reason, evidence, and the match.
10	Name the strongest evidence.	Explain why it proves the reason most directly.
11	Switch roles.	Both partners build and explain a set.
12	Record the set in the notebook.	Use a complete sentence for each part.

Teacher guidance: the card routine makes each job visible. Accept paraphrase when it preserves the passage's meaning; do not accept a detail that is merely true but does not prove the reason.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before marking a set complete, listen for the student's explanation of the evidence-to-reason match.

Misconception / teacher move: if a student places any true detail under a reason, ask, "What does this detail prove?" Return the card to the passage and test a stronger match.

Access without lowering rigor: read the card and passage aloud, offer oral rehearsal, and keep the student responsible for the match. **Student product:** a recorded claim, reason, evidence set with an explanation.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss what makes evidence relevant, then independently write the My C-R-E Foundation from the garden passage.

Standard	Focus
TEKS	[5.11(B)(v)] depth of thought with specific details; [5.12(C)(i)] argumentative genre
ELPS	4(D)(i) use varied sentence lengths; 4(F)(xiii) justify with supporting evidence for a specific audience

DISCUSS ○ LEARN**CLASS SLIDE**

Slide 8, Talk It Over! Which garden detail proves that Kendrix's first plan made the problem worse?

TEACHER SCRIPT

"What does the muddy soil prove? Say the reason first, then point to the detail that proves it."

Expected response: The soil became overly wet and muddy, so the first plan made the garden worse. A student may quote or accurately paraphrase the passage.

TEACHER SCRIPT

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

CLASS SLIDE

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

Briefly compare the passages: Kendrix changes a plan after evidence about soil and leaves; the Declaration names rights and prompts questions about who is included. Return to the garden prompt for the independent C-R-E task.

USE (My C-R-E Foundation) ✓ ASSESS**CLASS SLIDE**

Slide 9, Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

Step 1: Write one defensible claim.

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

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.

CLASS SLIDE

A true detail is not automatically strong evidence. Ask whether the detail directly proves the reason.

Independent C-R-E Check

Possible response: 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: The soil became overly wet and muddy. Reason 2: The new plan responds to what the plants actually need. Evidence: They watered less frequently, allowed the soil to dry between watering, and

made sure the plants received enough sunlight. The muddy soil is strongest because it directly proves the first plan made the problem worse.

WRITING REQUIREMENT

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

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the C-R-E page. Check whether the claim is defensible, the reasons are different, and each evidence detail matches its reason.

Misconception / teacher move: if a student writes "Kendrix has a garden," ask whether a reader could reasonably disagree. If a student repeats one reason, ask for a different angle.

Access without lowering rigor: offer the frame "Kendrix makes her strongest decision when ____ because ____"; the student chooses the reasons and evidence independently. **Student product:** My C-R-E Foundation and strongest-evidence explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize a matched C-R-E set, then revise a fact, repeated reason, or mismatched evidence choice.

Standard	Focus
TEKS	[5.11(C)(i)], [5.11(C)(ii)], [5.11(C)(iii)], [5.11(C)(iv)], [5.11(C)(v)] revision
ELPS	4(F)(ii) justify with supporting details using appropriate style; 4(E)(ii) write content-area text using grammatical structures

AWARD ✓ ASSESS**CLASS SLIDE**

Slide 10, The Moment They Figured It Out.

TEACHER SCRIPT

"You built the part of an argument that everything else depends on. Find one place where your claim, reason, and evidence fit especially well. Put a star beside it and write, My foundation is strong because..."

CLASS SLIDE

Take a Step Forward If... Your claim is defensible; your reasons are different; your evidence directly proves the reasons.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS**CLASS SLIDE**

Slide 11, What Do I Still Need to Grow? 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.

CLASS SLIDE

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

Embedded check: students underline the position and name one reason and one piece of evidence that could support it.

SMALL-GROUP SUPPORT: SLIDE 14

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.

Access without lowering rigor: rehearse the claim, reason, and evidence aloud; each student writes the revision.

Student product: an evidence-based Award reflection, a specific Target, and a revised C-R-E set.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach the C-R-E foundation to a partner, explain how the later CREATURES letters will grow from it, and transfer the skill to the Declaration passage.

Standard	Focus
TEKS	5.12(C)(iii) craft; 5.11(D)(xi) , 5.11(D)(xv) , and 5.11(D)(xxi) conventions
ELPS	4(F)(v) justify with supporting details for a specific audience; 4(F)(xiii) justify with supporting evidence

EXPLAIN ✓ ASSESS

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"Turn to someone near you and teach the three jobs: the claim tells the position, the reason explains why it makes sense, and the evidence proves the reason. Then show how the later CREATURES parts can connect to this foundation."

CLASS SLIDE

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

Partners demonstrate one complete set from the garden passage and explain the evidence-to-reason connection. Then they identify the later letters without adding unsupported content.

Transfer (Declaration Opinion)

CLASS SLIDE

Slide 13, Exit Ticket. 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.

Students independently write a claim, two reasons, and matching evidence from "Words That Changed a Nation." Strong evidence may include the document's list of life, liberty, and the pursuit of happiness, and Abigail Adams's request to "Remember the Ladies."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain why each selected detail proves the reason beneath it. A detail about the date alone is true, but it is weak if it does not prove a reason about rights or equality.

Access without lowering rigor: reread the passage and allow oral rehearsal; the student chooses the claim, reasons, and evidence independently.

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain why a strong argument needs a position, different reasons, and proof that fits.

CLASS SLIDE

Slide 16, My Progress Tracker. Check how independently you can write a claim, two reasons, matching evidence, and a strongest-evidence explanation.

Return to the Citizenship Connection

Ask one reconnecting question: "How can careful evidence and attention to others make an argument fairer?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use the exemplars to identify a defensible claim, two different reasons, and evidence that proves each reason. **Student product:** partner teaching explanation, Declaration C-R-E foundation, and progress reflection.

CLOSING SCRIPT

"You built the foundation of CREATURES: a claim tells your position, reasons organize why it makes sense, and evidence proves your reasons. Keep checking that every piece of evidence truly fits."

Deck slides 17-19 use this prompt: Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
Student response	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 ____."

52. Medium / Approaching Exemplar

Field	Detail
Student response	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.

53. High / Secure Exemplar

Part	Example
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.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Declaration claim	Position	The Declaration introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776.	Uses the document and Abigail Adams's question as a basis for an argument.

Garden alternative	Position	Careful observation leads to a stronger plan than acting on a first guess.	Can be supported by Kendrix's changed plan and the recovering plants.
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Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The soil became overly wet and muddy.	Gives direct proof that the first plan worsened the garden.
Explanation	This proves the first assumption did not respond to the garden's actual condition, so changing the plan after examining evidence was stronger.	Connects the proof to the reason and claim.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) name the claim, reasons, and evidence in an argument, (2) write a clear, defensible claim, (3) give two different reasons, (4) match accurate, relevant passage evidence to each reason, and (5) explain which evidence is strongest and why. Accept varied wording when the logical relationship is clear.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	CREATURES is introduced and the two passages are read for possible evidence.
T2	Day 1 Reveal	■ TEACH	Claim, reasons, and evidence are modeled with Kendrix's garden.
L3	Day 2 Attempt	○ LEARN	CREATURE CASE BUILDER sets are assembled and defended.
L4	Day 3 Discuss	○ LEARN	Students explain why the muddy soil proves the first plan made the problem worse.
A5	Day 3 Use	✓ ASSESS	Independent claim, two reasons, matching evidence, and strongest-evidence explanation.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a fact, repeated reason, or mismatched evidence choice.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Student builds an opinion foundation from "Words That Changed a Nation."

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a defensible claim, two different reasons, and matching evidence from a passage.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, CREATURES Whole Map, claim / reason / evidence cards, and student notebooks.
Related TEKS Breakout	5.12(C)(i) genre characteristics; 5.12(C)(ii) craft; 5.11(B)(v) specific details.
Task	Students write one defensible claim, two different reasons, one accurate piece of evidence under each reason, and a strongest-evidence explanation.
Expected Response	The claim states a position, the reasons support it from different angles, and each evidence detail directly proves the reason it sits under.

Informal Assessment. During Days 1-2, watch students label C, R, or E and listen as they defend the label with a clue from the passage.

Formative Assessment. The Day 3 independent C-R-E Foundation is the formative check. Students write the garden claim, two reasons, matching evidence, and strongest-evidence explanation.

Exit Ticket Assessment. The Day 5 exit ticket asks students to build a C-R-E foundation about the Declaration's ideas about rights and equality.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.	Garden C-R-E	Claim: Kendrix makes her strongest decision when she changes her plan. Reasons: her first plan worsened the garden; her new plan responds to the plants' needs. Evidence: muddy soil; less frequent watering, drying soil, and enough sunlight.
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.	Declaration C-R-E	Claim: the Declaration introduced powerful ideas about rights. Evidence may include life, liberty, and the pursuit of happiness, and Abigail Adams's request to "Remember the Ladies."
Defend the position that accurate evidence is more convincing than a fact that is merely true.	Evidence match	A relevant detail proves the reason directly; a merely true detail may not do the work the reason requires.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(C)(i), 5.12(C)(ii), and 5.11(B)(v) | **Student-Friendly Target:** I can build a claim, two reasons, and matching evidence.

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

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	The second sentence is the defensible claim. Award 2 for selecting it and explaining that a reader could reasonably disagree.	Distinguishes a position from a fact.	2	<u>5.12(C)(i)</u>
2	Secure reasons: the first plan made the garden worse; the changed plan responds to what the plants need. Award 4 for two different logical reasons; 3 for two related but general reasons; 2 for one reason; 1 for repeated or unclear reasons; 0 for no response.	Reasons organize different angles of support.	4	<u>5.11(B)(v)</u>
3	Accept "the soil became overly wet and muddy" and the detail about watering less frequently, allowing the soil	Matches evidence to each reason.	2	<u>5.12(C)(ii)</u>

	to dry, and ensuring enough sunlight. Award 2 for two matched details; 1 for one accurate detail; 0 for absent or unrelated evidence.			
4	The muddy soil is strongest because it directly proves that the first plan made the garden worse. Accept a clear explanation using the second evidence if it identifies its direct match.	Judges relevance and strength.	2	5.11(B)(v)

59. Scoring Principle

Score the primary TEKS, the defensibility of the claim, the difference between the reasons, the accuracy and relevance of the evidence, and the explanation of the strongest evidence. Minor handwriting or convention errors should not remove argument points if they do not change the meaning.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Evidence Swap Challenge and later CREATURES work.
7-8	70-89%	Developing	Reteach the evidence-to-reason match and revise one C-R-E set.
5-6	50-69%	Emerging	Use the Three-Column Creature intervention.
0-4	Below 50%	Beginning	Reread a passage and rebuild one claim, reason, and evidence set with the charts.

61. Recommended Gradebook Label

Gradebook label: "G5 C4 M1 C-R-E Foundation (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.12(C)(i) and 5.12(C)(ii)
Spiral TEKS	5.11(B)(v) ; 5.11(C)(i)-(v) ; 5.11(D)(i)-(xxix)
Purpose	Students write a C-R-E foundation from one of the two Cluster 4 passages.
Exact Student Prompt	Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.
Exact Student Directions	Read the passage. Write one defensible claim. Write two different reasons. Add one accurate, relevant piece of evidence under each reason. Name the strongest evidence and explain why it proves the reason most directly.
Non-Negotiable Expectations	A clear claim, two different reasons, accurate evidence from the passage, and an explanation of the strongest evidence. Do not replace the claim with a fact or evidence with a repeated reason.

WRITING REQUIREMENT

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

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words and TAP the TRACKS to locate useful details.
2. Write one defensible claim that answers the sentence-statement prompt.
3. Write two different reasons that support the same claim from different angles.
4. Add one accurate, relevant piece of evidence under each reason.
5. Explain why one evidence choice is strongest.
6. Check that a true detail is also relevant to the reason.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The claim, reasons, and evidence rows are the Module 1 C-R-E foundation; later CREATURES letters are introduced but not scored as independent products in this module.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Claim	Clear, defensible, precise position.	Clear position, slightly general.	Related idea but partly factual.	Fact or missing claim.
Reasons	Two distinct logical reasons from different angles.	Two logical reasons, one general.	One reason or repeated ideas.	Reasons missing or unrelated.
Evidence	Two accurate, relevant details clearly matched to reasons.	Two accurate details, one match weak.	One relevant or partly accurate detail.	No relevant evidence.
Strongest evidence explanation	Explains precisely why one detail proves its reason most directly.	Explains the match generally.	Restates a detail without explaining.	No explanation.
Conventions & vocabulary	Complete, readable sentences and accurate module vocabulary.	Mostly correct; minor errors.	Some fragments or unclear wording.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure C-R-E writer	Enrichment: Evidence Swap Challenge.
14-17	70-89%	Developing	Confer on the weakest criterion; revise one part.
10-13	50-69%	Emerging	Intervention on claim, reasons, and evidence.
Below 10	Below 50%	Beginning	Reteach the three C-R-E jobs with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "Your claim states a position a reader could reasonably question."
- Strength: "Your two reasons support the claim from different angles."
- Target: "Make this reason explain why the claim makes sense."
- Target: "Check your evidence because it is not yet connected to the reason."
- Evidence: "You chose relevant evidence. Now explain why it proves the reason."
- Vocabulary: "Use relevant, defensible, or evidence accurately to strengthen your response."

Response to Student Need

67. Intervention: Three-Column Creature

Field	Detail
Purpose	Support students who mix up claims, reasons, and evidence.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Three-column C-R-E mat, claim / reason / evidence cards, sentence frames, and both provided passages
Relevant TEKS Breakout	5.12(C)(i) genre characteristics; 5.11(B)(v) specific details
Relevant ELPS	4(F)(i) justify with supporting details; 4(F)(ix) justify with supporting evidence

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.

CLASS SLIDE

C: "I defend the position that ____." R: "One reason is ____." E: "The passage shows ____."

TEACHER SCRIPT

"We are going to sort each card into C, R, or E. Say the job before you place the card."

After two supported rounds, remove the labels and have students recreate the columns from memory.

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.

Small Group Teacher Table: Ask "What position are you defending?" "Why does this reason support it?" "What exact passage detail proves it?" Keep the final choice and writing with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to write a claim.	Students state a clear, defensible position.	Students write a fact anyone would accept.	Ask, "Could someone reasonably disagree with this?"
Ask for a reason.	Students explain why the claim makes sense.	Students give another piece of evidence instead of a reason.	Ask, "Is this why the claim makes sense, or is it proof?"
Ask for evidence.	Students prove the reason with a passage detail.	Students copy a detail that does not match the reason.	Ask, "Does this detail directly prove that reason?"
Ask for the strongest evidence.	Students name the most direct proof and explain the match.	Students choose the longest detail.	Ask, "Which detail does the reason need most?"

69. Student Support Quick Reference

If a student...	Support to Provide
Writes a fact instead of a claim	Ask whether a reader could reasonably disagree; use the Claim Test.
Repeats the same reason	Ask how the second reason is a different angle.
Copies mismatched evidence	Ask whether the detail directly proves the reason.
Masters quickly	Route to Evidence Swap Challenge.

Supporting Materials in This Book: the CREATURES Whole Map, Claim Test, Reasons Organize the Case, Evidence Must Prove, claim / reason / evidence cards, sentence frames, exemplars, and My Progress Tracker support this module's checks.

70. Enrichment: Evidence Swap Challenge

Field	Detail
Purpose	Challenge students who master C-R-E by testing how well evidence matches a reason.
Group Size	Pairs or small groups
Materials	Both passages, notebooks, CREATURES reference card, and evidence cards
Relevant TEKS Breakout	5.12(C)(ii) craft; 5.11(B)(v) depth of thought with specific details; 5.11(C)(v) combining ideas for coherence
Relevant ELPS	4(F)(ii) justify with supporting details; 4(F)(x) justify with supporting evidence using appropriate style

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.

CLASS SLIDE

Swap the evidence on purpose. Explain why the match weakens. Restore or revise the strongest pairing.

Students intentionally swap evidence. They explain why the muddy soil does not prove that the changed plan supplied enough sunlight, and why the later watering details do not directly prove that the first plan made the garden muddy.

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.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: 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.

Connection to This Module: this week you learned to build a C-R-E foundation. Use the passage to write a defensible claim, two different reasons, matching evidence, and a strongest-evidence explanation.

Planning Support

1. DOT unfamiliar words and TAP the TRACKS.
2. Write one defensible claim that answers the prompt.
3. Write two different reasons from different angles.
4. Add one accurate, relevant piece of evidence under each reason.
5. Name the strongest evidence.
6. Explain why that evidence proves its reason most directly.

WRITING REQUIREMENT

Use claim, reason, evidence, relevant, and at least one passage-specific vocabulary word accurately.

Drafting Space: write your C-R-E foundation. Start with the claim, add two reasons, place matching evidence under each, and explain the strongest evidence.

Success Criteria

- My claim is a clear, defensible position.
- My two reasons are different from one another.
- My evidence is accurate and relevant to each reason.
- I explain why my strongest evidence proves its reason most directly.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve sentence structure and word choice; add, delete, or combine an idea so the claim, reasons, and evidence are coherent. [5.11\(C\)\(i\)](#) [5.11\(C\)\(ii\)](#) [5.11\(C\)\(v\)](#)

Edit. Check complete sentences, capitalization, punctuation, subject-verb agreement, verb forms, pronouns, prepositions, commas in complex sentences, and grade-appropriate spelling. [5.11\(D\)\(i\)](#)
[5.11\(D\)\(xxi\)](#) [5.11\(D\)\(xxix\)](#)

Share. Read your response to a partner. Your partner identifies the claim, each reason, each evidence detail, and the explanation of the strongest match.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 1 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around claim, reasons, evidence, and the relationship between a reason and its proof.

- Read a sentence aloud. Students hold up C, R, or E and name the clue that helped them decide.
- "Say the job": partners explain that a claim states the position, a reason explains why, and evidence proves the reason.
- Read a CREATURE CASE BUILDER card aloud; students place it and explain the match.
- A student reads a C-R-E set aloud; the class listens for a different reason and relevant evidence.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

Is my claim a position someone could reasonably disagree with, or is it only a fact?

PAUSE POINT: MIDWAY

Are my two reasons different angles, or did I repeat one idea?

PAUSE POINT: BEFORE YOU FINISH

Does each evidence detail directly prove the reason it sits under? Which evidence is strongest, and why?

75. At-Home Connection

These at-home tasks invite a student to explain a claim, reason, and proof. They need little or no materials and each ends in a short conversation, not a worksheet.

TEACHER INFORMATION: TASK CARD 1

Ask a family member for an everyday opinion. The student states it as a claim someone could disagree with and gives one reason.

Task Card 1: Claim, Reason, Proof. State a claim about an everyday choice, give one reason, and name one piece of proof. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card practices a true but weak detail and a relevant detail.

Task Card 2: True but Weak. Name a claim, then find a fact that is true but does not prove it. Explain why the evidence must match the reason. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Use one of the two module passages so the student practices with authorized content.

Task Card 3: Passage Case. From either passage, state a claim, one reason, and one exact detail that proves it. Explain the match aloud. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

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.			
Give two logical reasons from different angles.			
Prove each reason with accurate, relevant evidence.			
Name which evidence is strongest and why.			

77. Student Award

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

78. Student Target

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

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked: How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation? Now we can answer it: A strong argument begins when the writer takes a clear, defensible position, develops reasons that explain why that position makes sense, and selects text evidence that directly proves those reasons. Claim, reasons, and evidence work as one foundation: the claim tells the reader what the writer believes, the reasons organize why, and the evidence proves that the reasons are grounded in the text."

80. Essential / Overarching Question, Answered

How do a clear claim, logical reasons, and relevant evidence work together to give an argumentative response a strong foundation?

A clear claim tells the reader the position the writer will defend. Logical reasons organize why that position makes sense from different angles. Relevant evidence gives accurate passage details that directly prove each reason. Together, claim, reasons, and evidence create a strong argumentative foundation that later CREATURES parts can extend.

81. Teacher Reflection

- Which students built a defensible claim independently?
- Which students still need the Claim Test or the three-column C-R-E mat?
- Which students gave two genuinely different reasons?
- Which students matched evidence accurately and explained the strongest match?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Three-Column Creature intervention, and who is ready for Evidence Swap Challenge?
- Which student evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student CREATURE CASE BUILDER sets
- Day 3 independent My C-R-E Foundation pages
- Day 5 Declaration C-R-E exit tickets
- Revised fact, reason, and evidence cards
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Building the Argumentative Foundation	Module 1; Grade 5 Cluster 4; Week 1; low reading load; ECR Opinion / Argumentative	Cover
2	Meet CREATURES	Full nine-letter memory map; C-R-E focus; five I Will and four I Can statements	Learning Destination; Day 1
3	Two Passages, One Foundation	Garden and Declaration passages; DOT unknown words; TAP the TRACKS	Day 1 Gather
4	Test the Claim	Defensible position versus fact; model the Kendrix claim	Day 1 Reveal
5	Build the Reasons	Two different reasons from the garden passage	Day 1 Reveal
6	Evidence Must Prove	Accurate, relevant evidence; explain the strongest match	Day 1 Reveal
7	CREATURE CASE BUILDER	Assemble claim, reason, and evidence cards; defend the match	Day 2 Attempt
8	Talk It Over	Why the muddy soil proves the first plan made the problem worse	Day 3 Discuss
9	My C-R-E Foundation	Write claim, two reasons, matching evidence, and strongest-evidence explanation	Day 3 Use
10	The Moment They Figured It Out	Recognize a defensible claim, different reasons, and matched evidence	Day 4 Award
11	What Do I Still Need to Grow?	Weak fact: Kendrix has a garden; revise it into a defensible claim	Day 4 Target
12	Turn and Teach	Teach the C-R-E foundation; name later CREATURES parts	Day 5 Educate / Explain
13	Exit Ticket	Declaration opinion; claim, two reasons, and matching evidence	Day 5 Transfer
14	Build It, Fix It, Say It	Fact to claim; reason to proof; explain the match	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	Test relevance and strength of evidence across both passages	Enrichment; Day 5
16	My Progress Tracker	Reflect on claim, reasons, evidence, and strongest match	Day 5 reflection
17	Let's Look at an Answer		Section 51

		LOW: Kendrix has a garden; fact, not a defensible claim	
18	Let's Look at Another Answer	MEDIUM: claim and one reason, but no evidence or second reason	Section 52
19	Our Strongest Answer	HIGH: claim, two reasons, matching evidence, and strongest-evidence explanation	Section 53

Daily routines: retrieval, the overarching question, and passage reconnection stay part of every lesson. **Game cards** support CREATURE CASE BUILDER; slide 7 supplies the directions and sample set.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's C-R-E set and ask the class to test the match between reason and evidence.
Annotation	Students mark C, R, or E beside sentences in a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to build one claim, two reasons, and matching evidence, then share back.
Oral response	Students say the frame aloud before typing: "My claim is... One reason is... The passage shows..."
Asynchronous option	Use digital CREATURE CASE BUILDER cards. Students submit a claim, two reasons, evidence, and a strongest-evidence explanation.
LMS submission	Collect the C-R-E foundation through a form or shared document so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Turning Parts into a Coherent Line of Argument with Thinking

Grade 5 | Cluster 4 | Module 2

Grade: 5

Cluster: 4, Extended Constructed Response (ECR) Opinion and Argumentative Writing with CREATURES

Module: 2 of the cluster

Primary Instructional Category: Opinion and Argumentative Writing / Extended Constructed Response

Module Title: Turning Parts into a Coherent Line of Argument with Thinking

Content Connection / Passage Titles: the fiction passage "The Garden That Wouldn't Grow" and the nonfiction passage "Words That Changed a Nation"

CREATURES Focus: A, Argument, and T, Thinking, while keeping Claim, Reasons, Evidence, Understanding others, Rebuttal, Ending, and Significance visible

Primary TEKS: [5.11\(B\)\(v\)](#), [5.11\(C\)\(i\)](#), [5.11\(C\)\(ii\)](#), [5.11\(C\)\(v\)](#), [5.12\(C\)\(i\)](#), and [5.12\(C\)\(ii\)](#)

Approximate Daily Instructional Time: exactly 15 minutes per day across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module moves students from collecting correct parts to controlling the reader's path. The work remains grounded in the two Medium Stamina passages. Students build an argument about evidence-based problem solving in the garden and about government accountability in the Declaration passage.

TEACHER SCRIPT

"Today you moved from collecting parts to controlling the reader's path. That is the work of a real argument. Your evidence became more powerful because your Thinking explained it, and your Argument showed the reader how each idea belonged."

Connection to this week's thinking: A in CREATURES makes the case flow as one line of reasoning. T in CREATURES explains how and why the evidence supports the claim. Students still keep the full CREATURES map in view, including Understanding others, Rebuttal, Ending, and Significance, even though this module gives special attention to Argument and Thinking.

2. Why This Module Matters

Correct parts are not enough if a response feels like a pile of separate sentences. Argument creates a coherent line of reasoning, and Thinking explains how and why a piece of evidence supports the claim. Students already know the Claim, Reasons, and Evidence foundation. This module teaches them to order those parts deliberately, use a transition that names a real relationship, and explain the job of every selected detail.

Where it fits into writing: a strong Extended Constructed Response needs a clear position, logical reasons, accurate evidence, and explanation. This module concentrates on the bridge between evidence and meaning. The same bridge prepares students to add Understanding others and Rebuttal in a later module.

Why it matters beyond this assignment: readers trust an argument when each sentence leads naturally to the next. A coherent line helps a reader understand not only what the writer noticed, but also why the evidence matters.

3. Module Essential / Overarching Question

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

Students revisit the question during the five-day lesson and answer it in the final section.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page explains the week's learning, offers open-ended questions, and gives simple ways to practice the connection between evidence and Thinking. Each activity can happen in a short conversation with no special materials.

How to send it: share the English letter, the Spanish letter, or both. Invite the student to point to a detail in one of the passages and explain how that detail supports a claim.

5. Family Letter (English)

Dear Families,

This week your fifth grader is learning that correct parts are not enough if a response reads like a pile of separate sentences. This module focuses on A for Argument and T for Thinking in the CREATURES framework. Your fifth grader will connect a claim, reasons, and evidence into one clear line of reasoning, then write Thinking sentences that explain how and why a piece of evidence supports the claim.

We are reading "The Garden That Wouldn't Grow," about Kendrix, who learns that observing the soil leads to a stronger plan than acting on her first guess to add more water. We are also reading "Words That Changed a Nation," about the 1776 Declaration of Independence, its ideas about rights and consent of the governed, and questions about who was included in the promise of equality.

At home, ask, "How does that piece of evidence support your claim, and why does it matter?" Invite your fifth grader to use a transition such as therefore, however, or because only when it shows a real relationship. A helpful four-part oral argument is claim, reason, evidence, and Thinking. Encourage a revised order when a clearer line of reasoning emerges.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprende que tener las piezas correctas no es suficiente si una respuesta parece un montón de oraciones separadas. Este módulo se concentra en A de Argumento y T de Pensamiento dentro del marco CREATURES. Su estudiante conectará una afirmación, razones y evidencia en una línea clara de razonamiento, y luego escribirá oraciones de Pensamiento que expliquen cómo y por qué una evidencia apoya la afirmación.

Leeremos "The Garden That Wouldn't Grow", sobre Kendrix, quien aprende que observar el suelo conduce a un plan más fuerte que actuar según su primera suposición de añadir más agua. También leeremos "Words That Changed a Nation", sobre la Declaración de Independencia de 1776, sus ideas sobre los derechos y el consentimiento de los gobernados, y las preguntas sobre quién estaba incluido en la promesa de igualdad.

En casa, pregunte: "¿Cómo apoya esa evidencia tu afirmación y por qué importa?" Invite a su estudiante a usar una transición como por lo tanto, sin embargo o porque solamente cuando muestre

una relación verdadera. Un argumento oral útil tiene cuatro partes: afirmación, razón, evidencia y Pensamiento. Anime a su estudiante a cambiar el orden cuando aparezca una línea de razonamiento más clara.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

Give wait time, invite the student to point to a passage detail, and ask a follow-up such as, "What makes you think that?" These questions are open-ended.

- What is the difference between a list of facts and a connected argument?
- Why is evidence incomplete without Thinking that explains it?
- In "The Garden That Wouldn't Grow," how does observing the soil support the claim that evidence beats a first guess?
- In "Words That Changed a Nation," what does consent of the governed mean?
- How do the two passages show people changing an approach after noticing important evidence?

8. Simple Family Activities

Both activities end in conversation rather than a worksheet. Let the student explain before adding an idea.

Family Activity: Because and So

Ask the student to state a claim and name one piece of proof from either passage. The student adds a Thinking sentence that starts with "This matters because..." or "Therefore..." Then ask the student to name the relationship between the proof and the claim.

Family Activity: Build the Line

Take a claim and put the parts in order: reason, evidence, Thinking, and a transition to the next connected reason. Say the full line aloud and check that each sentence leads to the next.

Teacher Road Map

9. Teacher Navigation Key

Use the symbols to read the purpose of each move.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language spoken directly to students
- Class Slide** : corresponding lesson display

10. GRADUATE Evidence Alignment

Each GRADUATE stage produces evidence for this module's Argument and Thinking focus.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students notice the difference between a disconnected list and a connected line of argument.
Reveal	■ TEACH	The teacher makes A, Argument, and T, Thinking, visible in a model chain.
Attempt	○ LEARN	Students arrange mixed Claim, Reason, Evidence, Thinking, and transition cards.
Discuss	○ LEARN	Students justify why one order is coherent and why evidence without Thinking is incomplete.
Use	✓ ASSESS	Students independently write a connected argument chain that moves from claim to reason to evidence to Thinking.
Award	✓ ASSESS	Students identify the Thinking sentence that makes their own evidence work harder.
Target	✓ ASSESS	Students choose one next step for order, depth, transition, repetition, or claim connection.
Explain / Educate	✓ ASSESS	Students teach a partner how the line moves from claim to evidence to Thinking.

11. Module at a Glance

Element	This Module
Title	Turning Parts into a Coherent Line of Argument with Thinking
Stamina	Medium
Passages	"The Garden That Wouldn't Grow" and "Words That Changed a Nation"
CREATURES connection	A, Argument, and T, Thinking, with the complete framework kept visible
Weekly GRADUATE map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate

Independent product	"Make the Evidence Work": claim, two reasons, evidence under each reason, Thinking after each evidence sentence, a real transition, and arrows showing the line of argument
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Standards, Learning & Rigor

12. Learning Destination

BIG Goal: Students will connect claim, reasons, and evidence into a coherent line of Argument and use Thinking to explain how and why the evidence supports the claim.

The claim functions as the thesis (central idea) of the argument. Students do not replace the claim with a topic statement. They defend the thesis (central idea) by ordering reasons, selecting evidence, and adding Thinking.

- I can connect a claim, reasons, and evidence into one coherent line of argument.
- I can write a Thinking sentence that explains how and why evidence supports the claim.
- I can use transitions that show real relationships such as cause, contrast, and result.
- I can turn a disconnected list into a connected reasoning chain.

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, and use a transition only when it shows a real relationship.

13. Success Criteria

- I can arrange Claim, Reason, Evidence, and Thinking into a coherent chain.
- I can point to the Thinking sentence that makes my evidence work harder.
- I can explain why evidence without Thinking is incomplete.
- I can use a transition that shows cause, contrast, result, or another real relationship.
- I can draw arrows from one sentence to the next and explain what each arrow means.

14. Evidence That Will Demonstrate Mastery

Collect evidence from the Listen, Decide, and Defend responses, the ARGUMENT CHAIN RELAY chains in the notebook, and the independent "Make the Evidence Work" practice. Mastery is demonstrated when the student makes the claim, reasons, evidence, Thinking, and transition work as one connected case.

Look for the student to select accurate details from either passage, avoid repeating a quotation as Thinking, and state how and why the evidence supports the claim.

15. TEKS Correlations

Standard	Student Expectation	Where It Appears
5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Days 1, 3, and the independent argument chain
5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics	Claim, Reasons, Evidence, Argument, and the two passage-based models
5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft	Thinking, transitions, sentence structure, and deliberate order

5.11(C)(i)	revise drafts to improve sentence structure	Day 3 and Day 4 revision of the disconnected list
5.11(C)(ii)	revise drafts to improve word choice	Day 4 target work
5.11(C)(v)	revise drafts combining ideas for coherence	Day 4 standards application check

16. Standards Coverage Matrix

TEKS	Instructional move	Student evidence
5.11(B)(v)	Build from a claim through selected evidence and Thinking.	A coherent reasoning chain in the notebook.
5.12(C)(i)	Use argumentative genre characteristics.	Position, reasons, accurate passage evidence, and an ending that carries the case forward.
5.12(C)(ii)	Use craft to explain the relationship among ideas.	Thinking sentences, purposeful order, and real transitions.
5.11(C)(i) , 5.11(C)(ii)	Revise sentence structure and word choice.	A repaired paragraph that reads as a line rather than a list.
5.11(C)(v)	Combine ideas for coherence.	Repeated ideas are combined and every sentence has a clear job.

17. ELPS Correlations

Listening and Speaking	How the module builds it
1(E) (Listening)	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
2(E) (Speaking)	Narrate, describe, or explain information orally.
3(E) (Reading)	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
4(F) (Writing)	Write to narrate, describe, explain, respond, or justify with supporting details.
ELPS 4(D)(iii)	Students hear and use a variety of transition words while defending a reasoning chain.
ELPS 4(F)(i)	Students speak to justify a position with supporting details from a specific passage.
ELPS 4(F)(ix)	Students use supporting evidence for a specific purpose during the relay and discussion.

Reading and Writing	How the module builds it
ELPS 4(C)(i)	Students combine high-frequency words with content-area vocabulary such as consent, evidence, and coherence.
ELPS 4(D)(i)	Students write with varied sentence lengths to make the argument readable.
ELPS 4(D)(ii)	Students write with varied sentence types, including complex sentences.
ELPS 4(E)(ii)	Students use grammatical structures appropriate for content-area writing.

Purpose, Audience, and Style	How the module builds it
ELPS 4(F)(ii)	Students justify with supporting details and appropriate style.
ELPS 4(F)(x)	Students respond with evidence and appropriate style for a specific purpose.

ELPS 4(F)(xiii), ELPS 4(F)(xiv)	Students explain the reasoning to a partner as a specific audience.
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18. ELPS Linguistic Accommodations

Need	Support
Connect evidence to a claim	Provide the frames "This evidence supports the claim because..." and "This matters because..."
Show a relationship	Offer therefore, however, because, and as a result, then ask the student to name the relationship.
Rehearse before writing	Let the student point to Claim, Reason, Evidence, and Thinking cards while speaking the chain.
Use content vocabulary	Preview the tiered words and invite the student to select a word that names the reasoning move.

19. Language Domains

Domain	How this module builds it
Listening	Students hear two reasoning chains and decide which one connects evidence to the claim.
Speaking	Students defend the stronger chain by naming the relationship between claim, evidence, and Thinking.
Reading	Students read both passages and mark details they can explain with Thinking.
Writing	Students write connected chains of claim, reason, evidence, and Thinking.

20. Rigor Safeguard

Teacher may do	Teacher must preserve
Read both passages aloud, reread them, and provide the From List to Line of Argument chart and Thinking Starters.	The student must still connect the parts and explain how and why the evidence supports the claim.
Model one reasoning chain and demonstrate one arrow relationship.	The teacher may not order a student's argument or write the student's Thinking.

21. Rigor & Cognitive Demand

Level	What Students Must Do	Independence
Literal	Identify Claim, Reason, Evidence, and Thinking in a chain.	Supported; the teacher may reread the chain.
Inferential	Explain how a piece of evidence supports the claim.	Guided early, independent by Use Again.
Evaluative	Judge whether a chain is connected or a disconnected list, then repair a weak chain.	Independent in the relay and auditory task.

22. The Five Thinking Levels

Level	Color	Thinking Stage	What Students Do
1	Red	Remember	Name a CREATURES part, such as the claim, reason, evidence, Thinking, ending, or significance.
2	Orange	Understand	Explain what a CREATURES part does and how it connects to the claim.
3	Yellow	Apply	Use the part correctly in the student's own argument from one passage.

4	Green	Analyze	Compare choices and decide which reason, evidence, or order is strongest.
5	Blue	Evaluate and Create	Judge whether the whole argument is fair, coherent, and grounded, then improve it.

Raising the Demand	Teacher look-for
Move from naming a part to explaining, applying, judging, and improving the argument.	Precise thinking raises the level. Length alone does not.
Ask the student to draw arrows between sentences.	The student states what each arrow means and explains why the next idea belongs.

TEACHER SCRIPT

"Your response becomes stronger when you can explain how each part supports the claim, not just show that each part is present."

23. Possible Teacher Misconceptions

Misconception	Correction
Thinking is another piece of evidence.	Evidence comes from the text. Thinking interprets the evidence and explains how and why it supports the claim.
A transition makes any order coherent.	A transition can signal a relationship, but the relationship itself must be logical and supported.
The whole CREATURES framework must be taught as nine equal pieces today.	Keep all parts visible, then give this module's focused practice to Argument and Thinking.

24. Possible Student Misconceptions

Student misunderstanding	Correction and look-for
Lists accurate facts without connecting them.	Ask the student to draw an arrow from each sentence to the next and say the relationship aloud.
Repeats the quotation as Thinking.	Ask, "What does this proof show, and why does it matter?" The new sentence should interpret the detail.
Uses therefore or however mechanically.	Ask which relationship the transition shows. Keep the word only when the relationship is real.
Writes a broad statement such as "The garden was bad."	Return to the claim and require a precise reason, a passage detail, and Thinking about the detail's job.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

This module targets the Grade 5 work of developing coherent drafts, composing argumentative texts with genre characteristics and craft, revising sentence structure and word choice, and combining ideas for coherence. The most visible targets are **[5.11(B)(v)]**, **[5.12(C)(i)]**, **[5.12(C)(ii)]**, and **[5.11(C)(v)]**.

The lesson keeps every CREATURES part available. Claim names the position, Reasons organize the case, Evidence comes from the passage, Argument orders the case, Thinking explains the evidence, Understanding others and Rebuttal remain ready for later development, Ending closes the response, and Significance explains why the idea matters.

26. How I Say the Standard!

TEKS says	How I say it
[5.11(B)] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can turn my ideas into one focused argument. I can choose specific details and explain how they help my reader follow my thinking.
[5.11(C)] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise a sentence so it connects more clearly to the sentence before it.
[5.11(D)] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
[5.12(C)] compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can write an opinion argument with a clear claim, logical reasons, and evidence that fits my position.

27. This Week I Can...

- connect a claim, reasons, and evidence into one coherent line of argument;
- write Thinking that explains how and why the evidence supports the claim;

- use a transition only when it shows a real relationship;
- turn a disconnected list into a connected reasoning chain.

28. Before I Can... Prerequisites

Before building the line, confirm that students can name a claim, identify a reason, locate accurate evidence in a passage, and distinguish evidence from an explanation. Reread the relevant paragraph when needed. The prerequisite is not a perfect draft. It is enough shared knowledge to make the connection among the parts visible.

- Student can point to a passage detail and say whether it is evidence.
- Student can state what the detail shows without simply repeating it.
- Student can name a relationship such as cause, contrast, or result.
- Student can read a sentence aloud and listen for whether the next sentence belongs.

29. Remember This! (60-Second Retrieval)

Prompt students to say the four-part chain from memory: claim, reason, evidence, Thinking. Then ask what the final part does. The answer key is: Thinking explains how and why the evidence supports the claim. Ask for one real relationship a transition can show. Accept cause, contrast, or result when the student gives an accurate example from either passage.

TEACHER SCRIPT

"Say the chain with me: claim, reason, evidence, Thinking. Now tell me what Thinking does that evidence alone cannot do."

30. Vocabulary Infusion

Use the vocabulary in oral rehearsal before students draft. Tier 1 words make the passages accessible. Tier 2 words name the argument work. Tier 3 words carry precise meaning from the passages. Require students to use a word in a sentence that also names a relationship among ideas.

Tier	Use in this module	Quick check
Tier 1	Name the garden, plants, soil, rights, nation, leaders, decisions, problems, and changes.	Student uses one everyday word in a complete passage-based sentence.
Tier 2	Name the argument work: coherence, reasoning, transition, connection, support, organize, elaborate, and revise.	Student explains how one academic word names a move in the line.
Tier 3	Use Kendrix, observation, consent, governed, Parliament, representation, grievance, colonists, and King George III precisely.	Student connects one passage-specific word to accurate evidence.

31. Conventions Connection

During revision, attend to conjunctive adverbs, prepositions, prepositional phrases, indefinite pronouns, subordinating conjunctions in complex sentences, commas in complex sentences, and grade-appropriate spelling. The convention work serves coherence: punctuation and sentence structure should help the reader see how ideas relate.

32. Writing Connection

Students write an argumentative response from one of the two passages. They state a clear thesis (central idea), develop two reasons, place evidence under each reason, follow each evidence sentence with

Thinking, add at least one transition that shows a real relationship, and draw arrows that show the path of the case.

33. Watch Out!

Watch for correct facts that sit side by side without explanation, evidence dropped into a paragraph without a reason, transitions used as decorations, Thinking that merely restates the detail, and a broad claim that cannot be defended from the passage. Correct each issue by asking the student to name the sentence's job and the relationship to the next sentence.

34. Ready Check

Have the student complete this oral check: "My claim is _____. My reason is _____. My evidence is _____. This evidence supports my claim because _____. Therefore, _____." The ready response uses a passage detail and explains its job. If the student cannot finish the last two parts, begin with the Thinking Starters before moving to independent writing.

35. Teacher Look-Fors

- Student points to evidence instead of relying on a general memory.
- Student explains rather than repeats.
- Student chooses an order that a reader can follow.
- Student uses a transition only when the relationship is accurate.
- Student can teach a partner why the chain is coherent.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, let's preview everyday words we will use to talk about our garden passage, our Declaration passage, and our reasoning."

Word	Student-Friendly Definition	Oral Rehearsal Frame
garden	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	the liquid plants and people need to live	Too much water ____.
soil	the ground in which plants grow	The soil became ____.
rights	things people are allowed to have or do	The Declaration named rights such as ____.
nation	a country and its people	The new nation was built on ____.
leader	a person who guides or is in charge of a group	The leaders decided ____.
decision	a choice a person makes	Kendrix made a decision to ____.
problem	something that is wrong and needs to be solved	The problem in the garden was ____.
change	to become or make different	Kendrix changed her plan by ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words help you name the work your argument is doing. Use the frame, then add a detail from one of the passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
argument	a connected case that supports a position	I can use the word argument to ____.
coherence	the quality of ideas fitting together in a clear order	I can use the word coherence to ____.
reasoning	logical thinking that connects ideas and evidence	I can use the word reasoning to ____.
transition	a word or phrase that shows how ideas relate	I can use the word transition to ____.
connection	a meaningful relationship between ideas	I can use the word connection to ____.
explain	to tell how or why evidence supports an idea	I can use the word explain to ____.
support	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
organize	to arrange ideas so a reader can follow them	I can use the word organize to ____.
elaborate	to add Thinking that makes an idea clearer	I can use the word elaborate to ____.
revise	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage-specific words carry precise meaning. Say each word, connect it to the passage, and use it to make your evidence more exact."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence	Kendrix observed the soil before ____.
observation	ob-zer-VAY-shuhn	information noticed carefully by watching or examining	Observation showed Kendrix that ____.
consent	kuhn-SENT	agreement, the people's agreement to be governed	Government power comes from the consent of ____.
governed	GUV-ernd	the people a government leads	The consent of the governed means ____.
Parliament	PAR-luh-muhnt	the group that made Britain's laws	Colonists objected that Parliament ____.
representation	rep-ri-zen-TAY-shuhn	having a voice in government through chosen leaders	Taxation without representation meant ____.
grievance	GREE-vuhns	a complaint about something believed to be unfair	One grievance against the king was ____.
King George III	king jorj thuh THERD	the British king the colonists listed complaints against	King George III was accused of ____.
colonists	KOL-uh-nists	the people living in the thirteen colonies	The colonists believed ____.
transition	tran-ZISH-uhn	a word or phrase that shows how ideas relate	A transition such as therefore shows ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

In "The Garden That Wouldn't Grow," Kendrix first assumes that weak plants need more water. Extra water makes the soil overly wet and muddy, and the garden worsens. Her grandmother examines the soil and explains that roots need both water and air. Kendrix changes her approach, observes the soil before watering, and sees the plants recover. The passage supports an argument that evidence-based problem solving is stronger than acting on a first assumption.

In "Words That Changed a Nation," leaders from the thirteen colonies approve the Declaration of Independence on July 4, 1776. The text describes rights, the consent of the governed, complaints against King George III, and questions raised by Abigail Adams and other groups about who was included in the promise of equality. The passage supports an argument that government should be accountable to the people it governs.

Use only the Medium Stamina versions printed in this guide for passage-dependent models, answer guidance, and writing practice.

40. Materials Needed

Material	Use
Copies of both module passages	Reading, annotating, and selecting text evidence
Interactive notebooks and pencils	Recording reasoning chains and independent writing
Highlighters or colored pencils	Marking TRACKS evidence
CREATURES reference card	Keeping all response parts visible
Claim, Reason, Evidence, Thinking cards	ARGUMENT CHAIN RELAY
Sentence strips, chart paper, sticky notes, and recording sheets	Ordering, revising, and sharing ideas
Optional spinner or dice	Varying the oral practice prompt

41. Preparation Before Day 1

- ☐ Prepare the CREATURES Whole Map with A, Argument, and T, Thinking highlighted while all other parts remain visible.
- ☐ Prepare the From List to Line of Argument chart: Claim, then Reason, then Evidence, then Thinking, then the next connected reason.
- ☐ Prepare the Thinking Starters: "This shows...", "This matters because...", "Therefore...", and "The evidence supports the claim because..."
- ☐ Copy and cut the Garden Chain and Declaration Chain cards for the ARGUMENT CHAIN RELAY.
- ☐ Display both Medium Stamina passages where students can point to exact evidence.
- ☐ Set out notebooks, pencils, highlighters, vocabulary references, and recording sheets.
- ☐ Prepare the canonical TRACKS chart and identify details in both passages before students read.
- ☐ Mark the independent "Make the Evidence Work" directions and the two sentence-statement prompts.
- ☐ Prepare the low, medium, and high exemplars for the Award and Target conversation.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Students distinguish a list from a line and learn that Argument connects parts while Thinking explains proof.
Day 2	15	Attempt	Students arrange mixed cards into a coherent chain and identify the Thinking sentence.
Day 3	15	Discuss + Use	Students defend a coherent order and independently complete Make the Evidence Work.
Day 4	15	Award + Target	Students revise a disconnected list, award their strongest Thinking, and choose a next step.
Day 5	15	Explain + Educate	Students teach the difference between having argument parts and building a connected argument.

43. Tiny Times Transition

Keep transitions short and purposeful. Move from reading to reasoning by asking students to point to one detail. Move from reasoning to writing by having students say the claim, reason, evidence, and Thinking aloud. Move from writing to sharing by asking students to trace the path with a finger and explain one arrow.

Citizenship & Content Connection**44. The Citizenship Connection**

Passage idea	Argument connection	Conversation prompt
Kendrix changes her plan after examining the soil.	Evidence can improve a decision by revealing conditions a first assumption missed.	How does observing the soil change the next action?
The Declaration says government receives power from the consent of the governed.	Authority is connected to the agreement and rights of the people.	How does this idea support the claim that government should be accountable?
The passage names people who questioned who was included in equality.	A fair argument considers the limits of a claim and the people affected by it.	How do Abigail Adams and the other groups complicate the idea of equality?

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Anchor chart	Teacher wording	Student action
From List to Line of Argument	Claim, then Reason, then Evidence, then Thinking, then the next connected reason	Order the ideas and draw arrows between them.
Thinking Starters	This shows... This matters because... Therefore... The evidence supports the claim because...	Explain the job of each evidence detail.
Strong versus weak chain	A weak chain lists correct facts. A strong chain explains the relationship among the facts.	Point to the sentence that makes the evidence work harder.

CREATURES part	Meaning in this module	Reminder
C: Claim	A clear, defensible position	State what the response will defend.
R: Reasons	Logical ideas that organize the case	Give each reason a distinct job.
E: Evidence	Accurate, relevant details from the passages	Point to the exact words or idea.
A, Argument	The coherent path through the response	Order the parts so a reader can follow.
T: Thinking	Explanation of how and why evidence supports the claim	Interpret the proof instead of repeating it.
U: Understanding others	Awareness of another viewpoint or affected group	Keep the part visible for a fair argument.
R: Rebuttal	A response to another viewpoint	Prepare for later module work.
E: Ending	A purposeful conclusion	Carry the case to a clear close.
S: Significance	Why the idea matters	Show the larger importance of the reasoning.

Relationship	Useful transition	Check
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?

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **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.

Board text: Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

Argument is not just having an opinion. It is building a coherent line in which each reason, piece of evidence, and explanation pushes the same claim forward. Thinking tells the reader how and why the proof matters. Ask students to trace the line from the claim to the reason, from the reason to the evidence, and from the evidence to the Thinking.

Use the two passages to keep the reasoning concrete. In the garden, the muddy soil and the need for air explain why observation is stronger than a first guess. In the Declaration passage, consent of the governed explains why government should be accountable to the people it governs. The examples belong to the passages, and the Thinking must explain their job.

47. Student Source Passage(s)

Read both passages for cause, effect, method, reasoning, and the way evidence leads to conclusions. Use the Medium Stamina versions below for every model and example.

The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] Before planting, Kendrix and her grandmother spent time preparing the garden. They pulled weeds, loosened the soil, and mixed in compost to help the plants grow. Her grandmother explained that healthy soil gives plants the support and nutrients they need. Kendrix liked arranging the seed packets and helping decide where each plant would grow. They placed taller plants where they would not block sunlight from the smaller ones. By the end of the afternoon, the garden looked neat and ready for the growing season.

[3] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others had stopped growing altogether. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual. She carefully poured water around every stem until the soil looked dark and soaked. She hoped the extra water would help the plants recover quickly.

[4] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix had finished watering. Even though the plants had plenty of water, they looked less healthy each day. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse.

[5] Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. She gently dug into the soil to show Kendrix how wet it had become beneath the surface. Her grandmother explained that healthy roots need both water and air to do their job. She reminded Kendrix that caring for plants means paying attention to several conditions instead of focusing on only one.

[6] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight. Each morning, Kendrix checked the soil by touching it before deciding whether the plants needed water. She also watched for changes in the leaves and stems so she could better understand how the plants were responding.

[7] Within several days, the plants began to recover. New leaves appeared greener, and many of the stems became stronger and stood upright again. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before. She learned that healthy plants depend on a balance of sunlight, water, air, and good soil. The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.

Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists still considered themselves loyal to Great Britain. However, disagreements between the colonies and the British government had grown over many years. Colonists objected to taxes placed on them without representation in Parliament. They also believed that the British government was limiting many of their freedoms. As tensions increased, more leaders began to believe that declaring independence was the only solution.

[3] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[4] The Declaration also explained why governments exist. According to the document, governments receive their power from the consent of the people they govern. This means that people agree to let governments make laws and protect their rights. The document argued that if a government failed to protect those rights, the people had the authority to change or replace it. These ideas were unusual at the time because many countries were ruled by kings who claimed to have complete authority.

[5] The Declaration listed many complaints against King George III. Colonial leaders believed he had ignored their concerns and treated the colonies unfairly. They included these examples to explain why they believed separating from Great Britain was necessary. By giving their reasons, they hoped other countries would understand why the colonies wanted to become independent.

[6] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies." She argued that women should also have greater rights and protections. Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

[7] Other groups also recognized that the ideas in the Declaration did not apply equally to everyone. Enslaved people remained without freedom, and many Native American groups faced conflict as settlers continued moving west. Although the document spoke about equality and rights, many people continued to work toward making those ideas a reality for everyone. These discussions would continue for many years after the Declaration was written.

[8] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them. Over time, the ideas in the Declaration inspired later generations to seek greater freedom and equal treatment under the law. Although the nation still faced many challenges, the words written in 1776 continued to shape conversations about rights, liberty, and equality throughout American history.

48. Student Annotation Guide

TRACKS letter	Garden evidence to notice	How it can help an argument
T: Time	Each spring; After two weeks; Within several days	Shows when the problem and recovery occur.
R: Reactions	Kendrix felt puzzled and slightly frustrated; the plants began to recover	Shows effects and changes after each approach.
A: Actions	She watered each plant much more than usual; they adjusted their approach	Shows the choices that caused or solved the problem.
C: Character, Concept, Creature	Kendrix; healthy roots; balance of sunlight, water, air, and good soil	Names the people and concepts at the center of the reasoning.
K: Key Knowledge		

	Too much water can prevent roots from getting enough air.	Provides the science that explains the result.
S: Scenery / Setting	Her grandmother's garden; tomatoes, peppers, and herbs in neat rows	Places the action in the setting.

TRACKS letter	Declaration evidence to notice	How it can help an argument
T: Time	In the summer of 1776; July 4, 1776	Places the decision and document in historical time.
R: Reactions	Remember the Ladies; questioning who was included in the promise of equality	Shows responses and continuing questions.
A: Actions	Grown frustrated with British rule; approved the Declaration of Independence	Shows the actions and causes in the case.
C: Character, Concept, Creature	Abigail Adams; consent of the governed; unalienable rights	Names people and concepts that support the position.
K: Key Knowledge	Life, liberty, and the pursuit of happiness; governments receive power from the consent of the people	Provides the ideas needed to explain accountability.
S: Scenery / Setting	The thirteen colonies; homes, meetings, and letters	Places the historical discussion in a human setting.

49. TRACKS Evidence Highlighting

Students TAP the TRACKS as they read both passages. TRACKS marks measurable evidence in the passages. The shapes from the CREATURES map are used to analyze the argument, not to replace the evidence categories.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

Use the highlighted words as possible evidence, then require Thinking that explains their job. Color never carries meaning by itself. Students must name the letter and the evidence in words.

50. Five-Day GRADUATE Lesson

The five days are fully scripted for 15 minutes each. Each day names its own TEKS and ELPS, uses the two passages, and keeps the student responsible for the reasoning.

DAY 1 | Gather + Reveal | 15 MINUTES

Standard	Student Expectation
5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for a specific purpose

Purpose: Students gather the difference between a list and a line of argument, then reveal that Argument connects the parts and Thinking explains the proof.

CLASS SLIDE

Read the Medium Stamina versions. Reading focus: cause, effect, method, reasoning, and how evidence leads to conclusions. Mark details that can become evidence in an argument.

TEACHER SCRIPT

"I can hand you five correct puzzle pieces and still fail to show you the picture if I scatter them across the table. Argumentative writing can fail the same way. Today we take correct pieces and connect them so the reader can follow one clear line of thought."

G: Gather: List or Line?

Display the two versions and have students point to a vertical stack for the disconnected list and trace a path in the air for the connected 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.

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

R: Reveal: Argument and Thinking

CLASS SLIDE

A means make the case flow as one line of reasoning. T means explain how and why the evidence supports the claim.

TEACHER SCRIPT

"A in CREATURES is Argument. It is not just having an opinion. It means building a coherent line in which each reason, piece of evidence, and explanation pushes the same claim forward. T is Thinking. Thinking tells the reader how and why the proof matters."

TEACHER SCRIPT

"I will read two versions. Decide A or B, but your answer is not complete until you defend it with the relationship you heard between claim, evidence, and Thinking."

Teach A and T

Write the sequence as words: Claim, then Reason, then Evidence, then Thinking, then the next connected reason. Explain that writers choose an order that helps the reader understand the case rather than dropping all evidence at once. Evidence is what the text gives. Thinking is how and why that proof supports the claim. Strong Thinking answers, "How does this proof support my position?" and "Why does that relationship matter?"

Use the stems "This evidence supports the claim because...", "This matters because...", "Therefore...", and "The detail shows that...". Model the garden detail that too much water prevents roots from getting enough air, then ask students to supply the explanation. Preserve the student work as the first evidence of learning.

TEACHER SCRIPT

"You learned that Argument connects the parts and Thinking explains the proof. Tomorrow we build a full reasoning chain in a relay."

DAY 2 | Attempt | 15 MINUTES

Standard	Student Expectation
5.12(C)(iii)	compose argumentative texts, including opinion essays, using craft
5.11(D)(x)	edit drafts using standard English conventions, including conjunctive adverbs
ELPS 4(E) (ii)	write content-area specific text using grammatical structures
ELPS 4(F) (ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

Purpose: Students attempt a coherent argument by arranging mixed sentences into a reasoning chain and identifying the Thinking sentence.

CLASS SLIDE

Sort the mixed cards. Build Claim, then Reason, then Evidence, then Thinking. Add a transition if needed. Read the chain aloud. Defend why the order is coherent.

TEACHER SCRIPT

"Your group will receive mixed cards. Do not race to be first. Race to be logical. Build a chain that another reader could follow without asking, Why did this sentence come next? When your chain is ready, point to the T sentence and explain how it makes the evidence work harder."

Garden Chain: 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.

Declaration Chain: 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.

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.

Strong versus weak chain: A weak chain contains correct facts with no explanation of relationship. A strong chain follows evidence with Thinking that explains its job. Ask whether the student can draw a logical arrow from every sentence to the next.

TEACHER SCRIPT

"You built a connected chain. Remember: a transition can show a relationship, but the relationship itself must be logical and supported."

DAY 3 | Discuss + Use | 15 MINUTES

Standard	Student Expectation
5.11(C)(i)	revise drafts to improve sentence structure
5.11(D)(xv)	edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

Purpose: Students discuss what makes an argument coherent, then independently build a reasoning chain of their own.

CLASS SLIDE

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

TEACHER SCRIPT

"What makes an argument coherent? A coherent argument orders each idea so it supports or develops the previous idea, and all parts serve the same claim. Why is evidence without Thinking incomplete? The reader may see the proof but still not understand how it supports the claim. Can a transition make weak reasoning strong? No. A transition can show a relationship, but the relationship itself must be logical and supported."

TEACHER SCRIPT

"Return to our question: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list? Point to the sentence that makes your answer visible."

U: Use It Again: Make the Evidence Work

Give students the independent notebook 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.

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*.

Teacher Answer Key, 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.

Teacher Answer Key, 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.

TEACHER SCRIPT

"You built a connected line on your own. Check that every sentence leads to the next and that your Thinking explains each piece of proof."

DAY 4 | Award + Target | 15 MINUTES

Standard	Student Expectation
5.11(C)(iii)	revise drafts to improve word choice
5.11(C)(iv)	revise drafts combining ideas for coherence
ELPS 4(D) (i)	write content-area texts using a variety of sentence lengths
ELPS 4(F) (ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Purpose: Students revise a disconnected list into a coherent argument, award their strongest Thinking, then target a next step.

CLASS SLIDE

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.

Revision model: 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."

A, Award Your Thinking

TEACHER SCRIPT

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

T: Target Your Argument

Students choose one target: stronger order, deeper Thinking, more precise transition, less repetition, or clearer link to the claim. Ask each student to state the target and point to the sentence that will change.

TEACHER SCRIPT

"Complete this sentence: My next step for building one connected argument is to _____. Choose a step you can show in your writing."

DAY 5 | Explain + Educate | 15 MINUTES

Standard	Student Expectation
5.11(D)(xii)	edit drafts using standard English conventions, including prepositional phrases
5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS 4(F) (xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific audience
ELPS 4(F) (xiv)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific audience

Purpose: Students teach the difference between having argument parts and building an argument, then answer the module question.

CLASS SLIDE

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

TEACHER SCRIPT

"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."

Listen for the student to say that Argument gives the response a logical path and Thinking explains why each piece of evidence matters on that path. The student should use one exact detail from either passage and explain it in original words.

TEACHER SCRIPT

"You now know how to make a line, not a list. Your evidence matters more because your Thinking tells the reader how and why it supports your claim."

Day	Collect or observe	Success criteria
1	List or Line response	Student identifies the coherent line and names the relationship.
2	Relay chain	Student orders the parts and points to Thinking.
3	Make the Evidence Work	Student writes two evidence and Thinking pairs.
4	Award and Target note	Student names the strongest Thinking and one next step.

5	Turn and Teach	Student explains the path to a partner using passage evidence.
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Student Exemplars

51. Low / Developing Exemplar

Element	Response and notes
Student response	"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.

52. Medium / Approaching Exemplar

Element	Response and notes
Student response	"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.

53. High / Secure Exemplar

Element	Target response
Student response	"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.

Feature	High exemplar evidence
Claim and reason	The position is precise, and the reason explains why observation can reveal what an assumption misses.
Evidence and Thinking	The grandmother's observation of wet soil is followed by an explanation of why the actual condition matters.
Argument	Therefore signals the result and carries the reader to the final position.

Success criteria	Met in the high response
Every sentence pushes the same claim forward.	Yes, the observation, soil condition, and next action belong to one case.

Thinking explains how and why the evidence supports the claim.	Yes, the sentence distinguishes actual conditions from a first guess.
	Yes, this is the target for this module's Medium Stamina work.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

For the garden position, the strongest evidence shows that Kendrix's first assumption led to more water, muddy soil, and worsening leaves, while observation of the soil led to a better plan and recovery. For the Declaration position, the strongest evidence shows that governments receive power from the consent of the governed and are expected to protect rights. In both cases, the answer is incomplete until the student explains how and why the detail supports the claim.

55. Standards Evidence Trail

Evidence source	TEKS evidence	Teacher record
List or Line response	5.12(C)(i)	Note whether the student identifies a coherent argument.
Relay chain	5.12(C)(ii)	Note whether craft and order make the line readable.
Independent chain	5.11(B)(v) , 5.11(C)(v)	Collect the connected case and check for specific details.
Revision note	5.11(C)(i) , 5.11(C)(ii)	Note one improved sentence structure or word choice.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can connect parts into a coherent line of argument with Thinking.
Who administers it	The classroom teacher during the lesson.
Materials	Both passages, anchor charts, game cards, and student notebooks.
Task	Students play ARGUMENT CHAIN RELAY and complete the independent Make the Evidence Work task.
Expected response	Students arrange Claim, Reason, Evidence, and Thinking, follow evidence with Thinking that explains it, and use a transition that shows a real relationship.

Formative component	Student requirement
Line of Argument	Connect the parts so each sentence pushes the same claim forward.
Thinking	Explain how and why the evidence supports the claim, not repeat it.
Transition	Use a transition that shows a real relationship.
Coherence	Make the order followable without the reader asking why a sentence came next.

Informal assessment: observe the auditory engagement and the game. Note whether students can name each CREATURES part and explain their reasoning. **Formative assessment:** use the independent Make the Evidence Work response.

57. Student Exit Ticket (Printable Page)

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:

58. Exit Ticket Answer Key

Required part	Answer key sample
Claim	Evidence-based problem solving is stronger than acting on a first assumption.
Reason	Observation reveals information an assumption can miss.
Evidence	Kendrix's grandmother shows her that the soil remains wet below the surface even when the top appears different.
Thinking	This supports the claim because the actual condition of the soil explains why the plants are struggling.
Transition	Therefore signals the result that the stronger solution begins when evidence guides the next action.

59. Scoring Principle

Score the reasoning, not the length. A strong response has a clear position, logical reasons, relevant evidence, Thinking that explains how and why the evidence supports the position, a real transition, and readable conventions. A short connected line is stronger than a long disconnected list.

60. Gradebook Conversion

Score	Meaning	Evidence
3	Secure	Claim, distinct reasons, precise evidence, deep Thinking, and coherent order.
2	Approaching	Claim and evidence are present, but Thinking or order is thin.
1	Developing	Accurate details appear, but the response is mostly a disconnected list.
0	Not yet demonstrated	No usable claim or passage-based reasoning is present.

61. Recommended Gradebook Label

G5 C4 M2, Coherent Argument with Thinking

Formal Module Assessment Addendum

62. Writing Assignment (Teacher Scoring Copy)

Prompt	Student task	Teacher scoring focus
Defend the position that evidence-based problem solving is stronger than acting on a first assumption in <i>The Garden That Wouldn't Grow</i> .	Write a claim, two reasons, evidence under each reason, Thinking after each evidence sentence, at least one real transition, and a clear ending.	Check claim, reasons, evidence, Argument, Thinking, conventions, and Significance.
Defend the position that a government should be accountable to the people it governs using evidence from <i>Words That Changed a Nation</i> .	Build a connected case from the Declaration's ideas about rights, consent, and responsibility.	Check accurate evidence and Thinking that explains the relationship to accountability.

63. Student Planning Frame

Claim:

Reason 1:

Evidence 1 from the passage:

Thinking 1, how and why it supports the claim:

Reason 2:

Evidence 2 from the passage:

Thinking 2, how and why it supports the claim:

Transition that shows a real relationship:

Ending and Significance:

64. Writing Assignment Rubric

Category	3, Secure	2, Approaching	1, Developing	0
Claim	Clear, defensible, precise position	Clear position with limited precision	Unclear or factual statement	Missing
Reasons	Distinct and well organized	Logical but thin	Repeated or weak	Missing
Evidence	Precise and clearly matched	Relevant but general	Weak or inaccurate	Missing
Thinking	Explains how and why each detail supports the claim	Explains one connection	Repeats evidence	Missing
Argument	Order and transitions create a coherent line	Mostly followable	Mostly a list	No path
Conventions	Controlled and readable	Mostly correct	Frequent errors	Errors interfere

65. Writing Gradebook Conversion

Overall score	Record as	Next instructional move
15 to 18	Secure	Extend by comparing two logical orders and explaining the change in emphasis.
9 to 14	Approaching	Rehearse Thinking after each evidence sentence and revise one transition.
1 to 8	Developing	Use Arrow the Relationship with one Claim, Reason, Evidence, and Thinking chain.
0	Not yet demonstrated	Reread one passage and orally build the four-part chain with sentence frames.

66. Teacher Feedback Shortcuts

- **List:** "Draw an arrow and tell what relationship it names."
- **Repeated evidence:** "What does this proof show, and why does it matter?"
- **Mechanical transition:** "What relationship does this transition actually show?"
- **Thin claim link:** "Complete, This supports my claim because ____."
- **Strong line:** "Your Thinking makes this evidence work harder. Keep that explanation."

Module Writing Assignment

67. Intervention: Name the Thinking

Step	Teacher action	Expected student response
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.

TEACHER SCRIPT

"We are going to place arrows between the parts and say what each arrow means. This reason supports the claim because _____. This evidence proves the reason because _____. This Thinking explains the evidence because _____."

68. Embedded Checks & Student Support

Teacher move	Expected response	Common misunderstanding	Teacher response
Ask students to connect the parts.	Students order Claim, Reason, Evidence, and Thinking as one line.	Correct parts are placed as a disconnected list.	Ask, "Can you draw an arrow from each sentence to the next?"
Ask for Thinking after evidence.	Students explain how and why the evidence supports the claim.	Students repeat the quotation as Thinking.	Ask, "What does this proof show, and why does it matter?"
Ask about a transition.	Students use a transition that shows a real relationship.	Students use a transition mechanically.	Ask, "What relationship does this transition actually show?"

69. Student Support Quick Reference

If a student...	Support to provide
Lists parts without connecting	Use Arrow the Relationship to make connections physical.
Repeats the quote as Thinking	Ask what the proof shows and why it matters.
Uses transitions mechanically	Ask what relationship the transition shows.
Masters quickly	Route to One Claim, Two Logical Orders.

70. Enrichment: Connect Across Texts

Challenge	Student work	Success criteria
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.

Response to Student Need**71. Additional Writing Opportunity: Plan and Draft**

Prompt bank: Defend the position that evidence-based problem solving is stronger than acting on a first assumption in *The Garden That Wouldn't Grow*. Defend the position that a government should be accountable to the people it governs using evidence from *Words That Changed a Nation*. Defend the position that observation reveals information an assumption can miss. Defend the position that political power should depend on the people's agreement. Defend the position that a transition is useful only when it shows a real relationship.

1. Write a claim and two reasons.
2. Add one evidence sentence under each reason.
3. Follow each evidence sentence with Thinking that explains how and why it supports the claim.
4. Use at least one transition that shows a real relationship.
5. Draw arrows showing the line of argument.

Drafting space: write the response beginning with the claim, then develop each reason with evidence and Thinking. End by explaining the importance of the case.

Success criteria: my work follows the CREATURES focus accurately; my ideas and evidence come from the two Cluster 4 passages; my writing is clear, fair, and organized as one connected case.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: read the response aloud. Improve sentence structure and word choice, add one needed idea, delete one distracting idea, and combine repeated ideas so the argument is coherent.

Edit: complete the conventions sweep for conjunctive adverbs, prepositions and prepositional phrases, subordinating conjunctions that form complex sentences, indefinite pronouns, commas in complex sentences, and spelling.

Share: read the response to a partner. The partner identifies the claim, reasons, evidence, Thinking, Argument, Ending, and Significance.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking. Read two possible reasoning chains aloud. Students choose A or B, then defend the choice by naming the relationship between claim, evidence, and Thinking.

- **Round 1:** A says, "Kendrix should observe before acting. The soil was muddy. This proves nothing." B says, "Kendrix should observe before acting. The muddy soil showed that more water was worsening the problem. This evidence supports the claim because observation revealed information her first assumption missed." **Answer:** B.
- **Round 2:** A says, "Government should be accountable to the people. The Declaration says power comes from the consent of the governed. This supports the claim because authority depends on the people's agreement." B says, "Government should be accountable to the people. The colonists met in 1776. This is important." **Answer:** A.

TEACHER SCRIPT

"I will read two versions. Decide A or B, but your answer is not complete until you defend it with the relationship you heard between claim, evidence, and Thinking."

74. Pause Points

PAUSE POINT: LIST OR LINE

Stop and think: Do my sentences form a connected line or a disconnected list?

PAUSE POINT: ADD THE THINKING

Stop and think: Does my Thinking explain how and why the evidence supports the claim?

PAUSE POINT: REAL RELATIONSHIP

Stop and think: Does my transition show cause, contrast, result, or another relationship?

PAUSE POINT: FOLLOW THE PATH

Stop and think: Can a reader move from each sentence to the next without asking why?

75. At-Home Connection

Ask the student to choose one detail from either passage and build a four-part oral argument: claim, reason, evidence, and Thinking. The student should say, "This evidence supports the claim because..." and then explain why the relationship matters. The family listener asks, "What makes you think that?" and "What would happen if you changed the order?" Praise a revised answer that becomes clearer or fairer.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As we learn this week, check how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

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.

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

One thing I am proud of:

One thing I want to get better at:

77. Student Award

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

78. 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.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked: How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list? Now we can answer it: 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."

80. Essential / Overarching Question, Answered

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.

81. Teacher Reflection

- Which students can build this module's CREATURES skill independently?
- Which students still need the anchor charts and sentence frames?
- Which students are ready to teach the skill to a partner?
- Which students can use evidence from both passages without losing the line of argument?
- Which student responses show deeper Thinking rather than repeated evidence?

Teacher notes:

82. Teacher Artifacts of Effectiveness

- List or Line responses from Day 1
- Garden and Declaration relay chains from Day 2
- Independent Make the Evidence Work pages from Day 3
- Award and Target notes from Day 4
- Partner explanations and original Thinking sentences from Day 5
- Low, medium, and high exemplars marked with feedback
- Progress trackers and the formative writing response

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Turning Parts into a Coherent Line of Argument with Thinking	Module 2, Grade 5, Cluster 4, Medium Stamina, ECR Opinion and Argumentative	Cover
2	Meet Our Week	Four I Can statements and four I Will statements	Learning Destination
3	A List or a Line	Garden Version A and Version B	Day 1 Gather
4	Focus on A and T	Argument connects. Thinking explains how and why.	Day 1 Reveal
5	From List to Line	Claim, Reason, Evidence, Thinking, next connected reason	Day 1 Teach
6	Thinking Explains the Proof	Thinking Starters and evidence job	Day 1 Teach
7	Argument Chain Relay	Directions and mixed cards	Day 2 Attempt
8	Garden Chain	Garden claim, reason, evidence, Thinking, and transition	Day 2 Attempt
9	Declaration Chain	Accountability claim, reason, evidence, Thinking, and transition	Day 2 Attempt
10	Make the Evidence Work	Two prompts and independent directions	Day 3 Use
11	Model Answer Reveal	Garden and Declaration answer keys	Day 3 Use
12	Standards Application Check	Turn a list into a line and combine repeated ideas	Day 4
13	Award Your Thinking	Highlight the strongest Thinking sentence	Day 4 Award
14	Target Your Argument	Choose one next step	Day 4 Target
15	Turn and Teach A-T	Teach the difference between parts and a connected argument	Day 5
16	Answer the Overarching Question	Argument gives a path and Thinking explains why evidence matters	Day 5
17	Low Exemplar	Correct facts with no connecting explanation	Section 51
18	Medium Exemplar	Claim, evidence, and thin Thinking	Section 52
19	High Exemplar	Coherent garden line of argument	Section 53

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared screen	Display one student's chain and invite the group to trace the path from claim to evidence to Thinking.
Annotation	Students mark TRACKS evidence on a shared document and type a Thinking sentence beside it.
Breakout discussion	Pairs arrange Claim, Reason, Evidence, and Thinking cards, then explain the order when they return.
Oral response	Students say the frame aloud before typing the Thinking sentence.
Asynchronous option	Students submit one connected chain, one transition, and a recording that explains one arrow.
Digital tracking	Students update My Progress Tracker and name one next step.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Use the right column as write-on space.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	

Open notes	
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THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Understanding Others and Building an Evidence-Based Rebuttal

Grade 5 | Cluster 4 | Module 3

Grade: 5

Cluster: 4, Extended Constructed Response (ECR) Opinion / Argumentative with CREATURES

Module: 3 of the cluster

Primary Instructional Category: Opinion / Argumentative Writing / Extended Constructed Response (ECR)

Module Title: Understanding Others and Building an Evidence-Based Rebuttal

Content Connection / Passage Titles: the fiction passage "The Garden That Wouldn't Grow" and the nonfiction passage "Words That Changed a Nation" (Week 3, High stamina)

Primary TEKS: 5.12(C)(i) and 5.12(C)(ii) (compose argumentative texts, including opinion essays, using genre characteristics and craft)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module teaches students that considering an idea that differs from their own does not weaken an argument. A fair mirror gives the writer a clear starting point, and an evidence-based rebuttal shows why the original claim remains strong or needs a precise condition.

TEACHER SCRIPT

"Strong argument writers are also strong listeners. Today you proved that considering another viewpoint does not erase your claim. It gives you a chance to make your reasoning more accurate, fair, and convincing."

Connection to this week's type of thinking: the U and R of CREATURES are practiced together. Students mirror another viewpoint accurately, answer the idea with reasoning and evidence, and bridge back toward the claim.

2. Why This Module Matters

This module teaches two habits that prepare students for later-grade counterargument expectations. U, Understanding Others, requires an accurate, respectful representation of another viewpoint. R, Rebuttal, requires a reasoned response supported by evidence. Grade 5 students practice the thinking habit of hearing another side and answering it fairly. A formal counterargument is not treated as a separate Grade 5 state requirement.

Using "The Garden That Wouldn't Grow" and "Words That Changed a Nation," students practice the CREATURES focus at High stamina. Kendrix's first guess about water gives students a viewpoint to mirror and evidence to answer. The Declaration's promise of equality and the questions raised by Abigail Adams and other groups give students a second context for considering a claim, a limitation, and a respectful response.

Big Goal: Students will accurately represent another viewpoint, answer it with an evidence-based Rebuttal, and defend or refine the claim.

3. Module Essential / Overarching Question

How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker?

Students record their first thinking, practice the two-step habit, and return to the question at the end of the module.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication**4. Parent Communication Purpose**

Families are partners in this work. This page explains the week's learning, offers open-ended questions, and gives simple ways to practice listening before responding. Nothing here requires a separate worksheet. Invite the student to point to a passage detail and explain the reasoning.

How to Send It: share the letter in the family's preferred language. The conversation starters and activities can be shared in print or in a class stream.

5. Family Letter (English)

Dear Families,

This week your student is learning to consider another point of view fairly before answering it. This module focuses on two CREATURES letters, U for Understanding Others and R for Rebuttal. Your student will restate another viewpoint accurately and respectfully, then respond with reasoning and evidence. Considering the other side does not weaken an argument. It makes the writer more credible.

We are reading "The Garden That Wouldn't Grow," about Kendrix learning that careful observation leads to better decisions, and "Words That Changed a Nation," about the Declaration of Independence and questions about who was included in its promise of equality. Your student will practice hearing another view and answering it with evidence.

Please try this at home: when your student disagrees with an idea, ask for a fair restatement of the other side first. Then ask for a respectful response using a reason and a detail from one of the passages.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a considerar otro punto de vista de manera justa antes de responderlo. Este módulo se concentra en dos letras de CREATURES: U para Comprender a los Demás y R para Refutación. Su estudiante repetirá otro punto de vista de forma exacta y respetuosa, y luego responderá con razonamiento y evidencia. Considerar el otro lado no debilita un argumento; hace que el escritor sea más creíble.

Leeremos "The Garden That Wouldn't Grow", sobre Kendrix y cómo la observación cuidadosa la ayuda a tomar mejores decisiones, y "Words That Changed a Nation", sobre la Declaración de Independencia y las preguntas sobre quién estaba incluido en su promesa de igualdad. Su estudiante practicará escuchar otro punto de vista y responderlo con evidencia.

Por favor, intente esto en casa: cuando su estudiante no esté de acuerdo con una idea, pídale que primero exprese el otro lado de forma justa. Después pídale una respuesta respetuosa con una razón y un detalle de uno de los pasajes.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- Why can fairly stating the other viewpoint make an argument stronger?
- What is the difference between a rebuttal and attacking the other person?
- In "The Garden That Wouldn't Grow," why might someone argue Kendrix was right to water more quickly, and how would you answer that fairly?
- In "Words That Changed a Nation," who was left out of the promise of equality in 1776?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Mirror First

One person makes a claim; the other restates it fairly before responding. Only after the first person says, "Yes, that is what I meant," may the second person answer with a reason. Practice listening before replying.

Family Activity: Refine, Don't Retreat

State an opinion, hear a strong other viewpoint, then decide together whether to keep the opinion or make it more precise by adding a reasonable condition.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Frames the CREATURES focus and gathers the two passage viewpoints.
Reveal	■ TEACH	Models a fair mirror, evidence-based rebuttal, and bridge to the claim.
Attempt	○ LEARN	Students match viewpoint cards with respectful responses.
Discuss	○ LEARN	Students explain why a mirror is fair and why evidence answers the idea.
Use	✓ ASSESS	Students independently write U, R, and bridge sentences.
Award	✓ ASSESS	Students recognize accurate representation and relevant evidence.
Target	✓ ASSESS	Students identify whether to defend or refine a claim.
Explain / Educate	✓ ASSESS	Students teach the two-step habit and transfer it across both passages.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 4, Module 3
Module Category	Opinion / Argumentative Extended Constructed Response with the CREATURES structure
Primary TEKS	5.12(C)(i) and 5.12(C)(ii)
Primary Breakout	Compose argumentative texts, including opinion essays, using genre characteristics and craft.
Spiral TEKS	5.11(B)(v) , 5.11(B)(iii) , 5.11(C)(vi) , and the Grade 5 language demands in the lesson plan.
Recursive TEKS	

	Editing standards 5.11(D)(xvi) , 5.11(D)(xvii) , 5.11(D)(xviii) , 5.11(D)(xix) , and 5.11(D)(xxi) ; DOT and TRACKS reading habits; CREATURES argument structure.
Content Connection	Fiction "The Garden That Wouldn't Grow" and nonfiction "Words That Changed a Nation"
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	MIRROR AND RESPOND matches; an independent U sentence, R sentence, and bridge; claim, reasons, evidence, argument path, thinking, ending, significance, and rebuttal notes.
Formal Assessment Product	Understand, Then Respond and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will represent another viewpoint accurately and fairly, write an evidence-based rebuttal, and bridge from the rebuttal back toward the claim and conclusion.

I Will Statements

- I will mirror another viewpoint accurately before I respond.
- I will use passage evidence to answer the idea respectfully.
- I will explain whether the viewpoint makes me defend or refine the claim.
- I will bridge from my rebuttal toward the claim and conclusion.
- I will build the argument one CREATURES part at a time.

I Can Statements

- I can state another viewpoint so accurately that someone who holds it would agree.
- I can write a rebuttal with reasoning and evidence.
- I can respond to an idea instead of attacking the person.
- I can bridge from a rebuttal back toward my claim.

CLASS SLIDE

Daily Deck,: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I state the other viewpoint accurately and fairly.
- I answer the viewpoint with reasoning and evidence from one of the two passages.
- I use respectful language and respond to the idea, not the person.
- I connect the rebuttal back toward the claim and conclusion.
- I decide whether the claim should stay the same or become more precise.
- I use CREATURES language accurately, including claim, reasons, evidence, rebuttal, and significance.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1 modeled U and R: a fair mirror, evidence-based rebuttal, and bridge to the claim.
- Day 2 MIRROR AND RESPOND matches using viewpoint cards and passage evidence.
- Day 3 independent Understand, Then Respond practice.
- Day 4 Award and Target notes showing whether the writer can defend or refine a claim.
- Day 5 partner teaching and transfer across both passages.

15. TEKS Correlations

The standards below are the Grade 5 breakouts named in the lesson plan. TEKS codes are boxed wherever they appear.

TEKS	Strand	Where Taught
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		Student Expectation (verbatim TEKS)		Where Practiced	Where Assessed
5.11(B)(v)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Days 1-3	Days 2-5	Independent U-R Builder
5.11(B)(iii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Day 1	Days 3-5	Bridge and ending
5.12(C)(i)	Argumentative Writing	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-2	Days 3-5	Module Writing Assignment
5.12(C)(ii)	Argumentative Writing	compose argumentative texts, including opinion essays, using craft	Day 1	Days 2-5	Respectful rebuttal
5.11(C)(vi)	Revising	revise drafts by rearranging ideas for coherence	Day 3	Day 4	Bridge and conclusion check
5.11(D)(xvi)-(xix)	Editing	edit drafts using standard English conventions, including capitalization of abbreviations, initials, acronyms, and organizations	Day 4	Day 5	Conventions Sweep
5.11(D)(xxi)	Editing	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences	Day 4	Day 5	Conventions Sweep

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Grade 5 standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics	Claim, U, R, bridge
PRIMARY	5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft	Respectful language and evidence-based rebuttal
PRIMARY	5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Days 1-5
PRIMARY	5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Argument and bridge
RECURSIVE	5.11(C)(vi)	revise drafts by rearranging ideas for coherence	Day 4 Target and bridge check
RECURSIVE	5.11(D)(xvi)-(xix)	edit drafts using standard English conventions for capitalization	Day 4 and writing assignment
RECURSIVE	5.11(D)(xxi)	edit drafts using standard English conventions, including commas in complex sentences	Conventions Sweep
SPIRAL	ELPS 4(C)(i), 4(D)(ii)-(iii)	write with high-frequency and content vocabulary, sentence types, and transition words	U and R sentence frames
SPIRAL	ELPS 4(F)(i)-(ii)	write to respond or justify with supporting details for a specific purpose	Independent U-R Builder
SPIRAL	ELPS 4(F)(v)-(vi)	write to respond or justify with supporting details for a specific audience	Partner teaching
SPIRAL	ELPS 4(F)(ix)-(x)	write to respond or justify with supporting evidence for a specific purpose	Rebuttal evidence
RECURSIVE	DOT / TRACKS / CREATURES	reading, evidence, and argument habits carried across the cluster	Anchor charts and all five days

17. ELPS Correlations

The ELPS correlations address all four language domains as students listen to a viewpoint, speak a fair mirror, read for evidence, and write a rebuttal.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Days 1, 3, and 5
2(E)(i)	Speaking	Discourse	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 1, 3, and 5
3(G)(ii)	Reading	Paraphrase	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Days 1-5
4(D)(ii)	Writing	Sentence Types	write content-area texts using a variety of sentence types	Days 3-5
4(D)(iii)	Writing	Transitions	write content-area texts using a variety of transition words	Days 3-5
4(E)(i)	Writing	Conventions	write content-area specific text using conventions	Day 4
4(E)(ii)	Writing	Grammar	write content-area specific text using grammatical structures	Day 4
4(F)(i)-(ii)	Writing	Purpose and Style	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for a specific purpose	Days 2-5
4(F)(v)-(vi)	Writing	Audience	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for a specific audience	Days 2-5
4(F)(ix)-(x)	Writing	Supporting Evidence	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content and style for a specific purpose	Days 1-5
4(F)(xiii)-(xiv)	Writing	Evidence and Audience	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content and style for a specific audience	Partner teaching and transfer

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3

2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3
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ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain Grade 5 rigor while opening clear language pathways for representing another viewpoint and answering it with evidence.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the viewpoint card, select the matching passage detail, and use gestures for mirror first, respond second.
Beginning	Complete orally: "Some readers may think ____ because ____."
Intermediate	Use the frame, "Some readers may argue ____ because _____. However, the passage shows _____."
High Intermediate	Explain in complete sentences why the mirror is fair and how the evidence answers the idea.
Advanced	Independently write a U sentence, an evidence-based R sentence, and a bridge back toward the claim.

Language Supports

- Provide an Understanding Others chart, a Rebuttal chart, and the Fairness Check.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the passage-based viewpoint intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "Some readers may think ____ because ____." and "However, the passage shows _____, so _____."
- Invite students to rehearse the viewpoint and evidence in their home language before writing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still mirrors the viewpoint fairly, selects evidence, and writes the rebuttal independently.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear a viewpoint stem, restate the other viewpoint accurately, and listen for confirmation before responding.
Speaking	Students explain why a mirror is fair and respond with respectful reasoning and evidence.
Reading	Students read both passages and locate evidence that answers the viewpoint.
Writing	Students write an accurate U sentence, an evidence-based R sentence, and a bridge toward the claim and conclusion.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read both passages aloud, reread them, and let students use the Understanding Others, Rebuttal, and Fairness Check charts. Model one mirror-and-respond.	Represent the other viewpoint for a student, write the rebuttal, or supply the evidence. The student must still mirror and respond.

The student must still mirror the viewpoint fairly and respond with reasoning and evidence.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the claim, viewpoint, evidence, and rebuttal.	Supported on Day 1.	The student identifies the parts of the modeled response.
Inferential	Explain why a restatement is fair and how a passage detail answers it.	Guided on Days 1-2; independent by Day 3.	The student writes a recognizable U sentence and relevant R sentence.
Evaluative	Decide whether the other viewpoint should make the writer defend or refine the claim.	Independent by the game and auditory task.	The student explains the choice with passage evidence.
Synthesis	Build a connected argument using claim, reasons, evidence, argument path, thinking, understanding others, rebuttal, ending, and significance.	Independent challenge after mastery.	The response reads like one fair, evidence-based case.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Analyze and Evaluate/Create (Levels 4-5). Students judge whether the other viewpoint is represented fairly, select evidence for the rebuttal, and improve the argument path.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Fairness means agreeing with the other viewpoint.	The teacher may treat a mirror as a concession.	Explain that Understanding Others means accurate representation. The rebuttal may still defend the original claim.
A rebuttal means proving the other person wrong.	The teacher may accept a personal dismissal.	Require a response to the idea with reasoning and passage evidence.
More evidence automatically makes a rebuttal stronger.	The teacher may reward a list of unrelated details.	Ask how each detail answers the viewpoint and connects back to the claim.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The other viewpoint should be exaggerated.	The student writes that a reader who favors quick action is careless or foolish.	Use the Fairness Check: would someone who holds the view recognize the description?
A rebuttal is just the word however plus a denial.	The student writes "However, that is wrong" without evidence.	Ask for a passage detail and a sentence explaining how it answers the idea.
Answering another viewpoint abandons the claim.	The student changes positions without explaining why.	Ask whether the evidence supports the original claim or requires a more precise condition.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **5.12(C)(i)** compose argumentative texts, including opinion essays, using genre characteristics; **5.12(C)(ii)** compose argumentative texts, including opinion essays, using craft; **5.11(B)(v)** develop a focused, structured, coherent piece with specific details; and **5.11(C)(vi)** revise drafts by rearranging ideas for coherence. Students use the U and R of CREATURES to represent another viewpoint and answer it with evidence.

26. How I Say the Standard!

TEKS says	How I say it
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I can organize my draft with an introduction, transitions, and a conclusion, and develop my idea with specific facts and details.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can state my claim, represent another viewpoint fairly, answer it with reasoning and evidence, and connect my rebuttal back to my claim.

27. This Week I Can...

This week I can represent another viewpoint accurately, write an evidence-based rebuttal, respond to the idea instead of attacking the person, and bridge back toward my claim and conclusion.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read both module passages and locate details that support an interpretation.
- Recognize the difference between a viewpoint and a rebuttal.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is accurate information from a text used as proof.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, explain the two-step CREATURES habit. First, mirror the other viewpoint fairly. Second, respond to the idea with reasoning and passage evidence."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
viewpoint	a position or way of seeing an issue	I can state the viewpoint fairly.
rebuttal	a reasoned response to another viewpoint	My rebuttal answers the idea.
evidence	accurate information from a text used as proof	My evidence supports my rebuttal.
fairness check	a question asking whether the other person would recognize the restatement	I use the fairness check before I respond.

31. Conventions Connection

Recursive conventions review for the week: each U sentence, R sentence, and bridge is a complete sentence. Retrieve capitalization of abbreviations, initials, acronyms, and organizations, plus commas in complex sentences. When students draft on Day 3 and revise on Day 4, have them check that the argument remains readable and precise.

32. Writing Connection

A fair mirror and a precise rebuttal make a written response accurate. The thesis (central idea) is the claim the writer defends. When students state the other idea before answering it, the reader can follow the argument path from claim to evidence, thinking, and conclusion. This is the habit that turns disagreement into a connected ECR.

33. Watch Out!

Common misconception: students caricature the other viewpoint or treat rebuttal as proving another person wrong. **Teacher move:** return to the Fairness Check, require a recognizable reason, and ask for passage evidence that answers the idea.

34. Ready Check

Read the viewpoint aloud: "Some readers may argue Kendrix was reasonable to water more immediately because the plants looked weak." Ask students to restate it fairly, name the evidence they would use, and explain how they would answer the idea. Use responses to decide who needs the Fairness Check and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students use the Fairness Check before writing a rebuttal.
- Students say the other viewpoint with enough accuracy that the holder would recognize it.
- Students answer the idea with reasoning and a relevant passage detail.
- Students bridge from the rebuttal back toward the claim and conclusion.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
garden	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	the liquid plants and people need to live	Too much water ____.
soil	the ground in which plants grow	The soil became ____.
rights	things people are allowed to have or do	The Declaration named rights such as ____.
nation	a country and its people	The new nation was built on ____.
leader	a person who guides or is in charge of a group	The leaders decided ____.
decision	a choice a person makes	Kendrix made a decision to ____.
problem	something that is wrong and needs to be solved	The problem in the garden was ____.
change	to become or make different	Kendrix changed her plan by ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
viewpoint	a position or way of seeing an issue	I can use the word viewpoint to ____.
rebuttal	a reasoned response to another viewpoint	I can use the word rebuttal to ____.
credible	believable because it is fair, accurate, and supported	I can use the word credible to ____.
acknowledge	to recognize another idea fairly before responding	I can use the word acknowledge to ____.
refine	to make a claim more precise after new thinking	I can use the word refine to ____.
reasoning	logical thinking that connects ideas and evidence	I can use the word reasoning to ____.
evidence	accurate information from a text used as proof	I can use the word evidence to ____.
respond	to answer an idea with relevant thinking	I can use the word respond to ____.
support	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
revise	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence
viewpoint	VYOO-point	a person's way of seeing an issue
rebuttal	ri-BUHT-uhl	a reasoned response to another viewpoint
Continental Congress	kon-tuh-NEN-tuhl KONG-gris	the group of colonial leaders who voted to separate
Boston Massacre	BAW-stuhn MAS-uh-ker	the 1770 event that increased anger toward British soldiers
Boston Tea Party	BAW-stuhn TEE PAR-tee	the protest where colonists dumped tea into Boston Harbor
Enlightenment	en-LYT-n-muhnt	a period of new ideas about rights and government
John Locke	jon lok	an Enlightenment thinker who influenced the Declaration
divine right	dih-VYN ryt	the belief that a ruler's authority comes from God
refine	ri-FYN	to make a claim more precise after new thinking

Use the oral rehearsal frames and passage-specific practice throughout this guide.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This high-level module uses the two Cluster 4 passages. In "The Garden That Wouldn't Grow," Kendrix believes weak plants need more water. Her quick action makes the soil overly wet, prevents roots from getting enough air, and worsens the garden. After examining the soil, she changes her plan and learns that careful observation leads to better decisions. In "Words That Changed a Nation," the thirteen colonies approve the Declaration of Independence in 1776. The document claims that "all men are created equal," names life, liberty, and the pursuit of happiness as unalienable rights, and says governments receive power from the consent of the governed. Abigail Adams and other groups question who was included in that promise.

Important conceptual background. Students must be able to state a viewpoint before rebutting it. A fair mirror is accurate, recognizable, and respectful. A rebuttal answers the idea with reasoning and evidence. The writer then bridges back toward the claim, deciding whether to defend it or refine it.

Content context and connection to writing instruction. Kendrix's first guess gives students a reasonable viewpoint to acknowledge, not a person to criticize. The historical passage gives students a second opportunity to consider a claim and a limitation: the Declaration's ideals influenced the nation's future, while the promises did not apply equally to everyone in 1776. These details support evidence-based U and R writing.

The ECR Habit

Before writing, students DOT unfamiliar words, read for TRACKS evidence, and build the argument through CREATURES: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance. The U sentence mirrors a viewpoint. The R sentence answers the viewpoint with reasoning and evidence. A bridge returns the reader to the claim and conclusion. **[5.11(B)(v)]**

40. Materials Needed

Category	Items
Core print materials	Copies of both module passages; interactive notebooks; anchor chart paper
Activity materials	CREATURES reference card; Claim, Reason, Evidence, Viewpoint, and Rebuttal cards; sentence strips or index cards
Writing materials	Pencils; highlighters or colored pencils; sticky notes; recording sheets
Assessment materials	Understand, Then Respond page; My Progress Tracker; Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Understanding Others chart; Rebuttal chart; Fairness Check; sentence frames; viewpoint cards

41. Preparation Before Day 1

- ☐ Prepare the CREATURES Whole Map and highlight U, Understanding Others, and R, Rebuttal.
- ☐ Prepare the Understanding Others chart, Rebuttal chart, and Fairness Check.
- ☐ Copy and display both module passages so students can return to exact evidence.
- ☐ Prepare Claim, Reason, Evidence, Viewpoint, and Rebuttal cards, plus sentence strips or index cards.
- ☐ Prepare the model U sentence, R sentence, and bridge about Kendrix's watering decision.
- ☐ Set out notebooks, pencils, highlighters, recording sheets, and optional spinner or pathway gameboard.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Read for the two viewpoints, introduce U and R, and model mirror first, respond second.
Day 2	15	A Attempt	Play MIRROR AND RESPOND with viewpoint cards, fairness checks, and passage evidence.
Day 3	15	D Discuss + U Use	Discuss why the mirror is fair, then write an independent U sentence, R sentence, and bridge.
Day 4	15	A Award + T Target	Recognize accurate understanding and evidence use; revise a distorted mirror or unsupported rebuttal.
Day 5	15	E Explain + Educate	Teach the two-step habit and transfer it from the garden passage to the Declaration passage.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the U-R habit.

- Signal the class and say, "Tiny Time! Mirror first, respond second!"
- Read one viewpoint stem from the module.
- Students turn to a partner and restate the viewpoint without exaggerating it.
- Students say one passage detail that could answer the idea, then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to evidence-based decisions, respectful disagreement, rights, equality, and the responsibilities of citizens and government.

Element	This Module
Suitability	A natural fit. Kendrix's decision invites evidence-based reasoning, and the Declaration invites a claim with a fair qualification.
Focus	Respectful disagreement, rights, equality, and the common good.
Historical / Content Connection	The Declaration was approved on July 4, 1776, after colonists debated British rule, rights, and government.
Perspective Connection	A writer can acknowledge a concern without surrendering a claim, just as the passage recognizes important ideals and their unequal application.
Literacy-to-Citizenship Connection	Citizens need to hear another view accurately, check evidence, and answer ideas without attacking people.
Citizenship Question	"How can people use evidence and fairness when they disagree about rights or decisions?"
Teacher Script	<i>"When people disagree about a decision or a right, you can listen carefully, state the other idea fairly, and use evidence to answer it."</i>
Accuracy / Source Note	Use only the historical details in "Words That Changed a Nation," including the Declaration, its principles, its grievances, and the questions raised by Abigail Adams and other groups.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CREATURES U-R Key

U	R	Fairness Check
Understanding Others: state the other viewpoint accurately and fairly.	Rebuttal: answer the viewpoint with reasoning and evidence.	Would someone who holds the other viewpoint recognize my description as accurate?

Mirror Before Reply Chart

Step	Writer Move	Evidence of the Move
Mirror first	State the other viewpoint with its reasonable reason.	The person who holds it would recognize the description.
Respond second	Answer the idea with reasoning and an exact passage detail.	The rebuttal explains why the claim remains strong or needs refinement.

CREATURES Argumentative Memory Map

Letter	Part	What It Means
C	Claim / Thesis (central idea)	Make a clear, defensible position that the writer will defend.
R	Reasons	Develop logical support for the claim.
E	Evidence	Select accurate, relevant text proof.
A	Argument	Build one connected case rather than a list.
T	Thinking	Explain how and why the evidence supports the claim.
U	Understanding Others	Acknowledge and represent another viewpoint accurately.
R	Rebuttal	Respond to the viewpoint with reasoning and evidence.
E	Ending	Conclude by reinforcing the argument.
S	Significance	Explain why the position matters beyond the immediate paper.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **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.

Board text: Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

TEACHER SCRIPT

"As established readers, use the DOT habit while you read. Dot an unfamiliar word, discover its meaning as we learn together, and drop the dot once you know the word."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build the CREATURES Whole Map. Highlight U for Understanding Others and R for Rebuttal. Add the Fairness Check: "Would someone who holds the other viewpoint recognize my description as accurate?" Add the two-step reminder: mirror first, respond second.

47. Student Source Passage(s)

Passage use: use the two source texts below at the module's high level. Keep the numbered paragraphs for discussion and evidence.

The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] Before planting, Kendrix and her grandmother spent several afternoons preparing the garden. They pulled weeds, loosened the soil, and mixed in compost to help improve the growing conditions. Her grandmother explained that healthy soil gives plants the nutrients and support they need to grow. Kendrix enjoyed organizing the seed packets and helping decide where each plant should go. They placed the taller tomato plants where they would not block sunlight from the smaller herbs and peppers. They also left enough space between the plants so each one would have room to grow. By the time they finished, the rows looked neat and organized. Kendrix smiled as she imagined how colorful the garden would look later in the season.

[3] Over the next several days, Kendrix checked the garden each morning before breakfast. Tiny green sprouts began to appear through the soil. She was excited to see the first signs of growth and eagerly pointed them out to her grandmother. They watered the garden carefully and removed small weeds that appeared between the rows. Her grandmother reminded Kendrix that gardens require patience because healthy plants grow little by little instead of all at once. Kendrix understood that growing plants takes time, but she still hoped the garden would soon be full of vegetables and herbs.

[4] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others seemed to have stopped growing altogether. Kendrix carefully looked over each row, wondering why the garden looked so different from previous years. Thinking she understood the problem, Kendrix suggested that the plants needed more water. Since the weather had been warm, she believed the soil must have dried out more quickly than usual.

[5] The following day, she watered each plant much more than usual. She slowly poured water around every stem until the soil became dark and soaked. She even returned later that afternoon to give the plants another drink because she wanted to make sure they had enough water. Kendrix felt confident that she had solved the problem. She imagined the leaves becoming greener overnight and the stems growing stronger by the next morning.

[6] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix finished watering. The ground felt soft beneath her shoes, and some areas looked almost swampy. Even though the plants had plenty of water, they looked less healthy each day. Several leaves curled at the edges, and a few stems leaned over even more than before.

[7] Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse. She wondered if something else was wrong with the garden. Maybe insects had damaged the plants. Perhaps the weather had changed too much. She thought about many possible reasons, but none of them seemed to explain why every plant looked unhealthy.

[8] Her grandmother examined the soil and carefully looked at the plants. She gently pressed her fingers into the ground and noticed how wet it still felt beneath the surface. Then she explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. Healthy roots absorb water and nutrients from the soil, but they also need spaces between soil particles where air can reach them. When the soil stays completely soaked, those air spaces fill with water instead.

[9] To help Kendrix understand, her grandmother carefully dug beside one of the plants. She showed her how the soil beneath the surface was still heavy and packed with water even though several hours had passed since watering. "Plants need balance," she explained. "Too little water can cause them to dry out, but too much water can cause problems, too." Kendrix realized she had been thinking about only one part of what plants need to survive.

[10] Her grandmother also reminded her that healthy plants depend on more than water alone. They need sunlight to make food through their leaves. They need healthy soil that contains nutrients. Their roots need enough room to grow, and they need air beneath the ground as well. Every part of the environment works together to help plants stay healthy. If one condition changes too much, the entire plant can be affected.

[11] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. She understood that although she wanted to help, making a quick decision without carefully observing the evidence had made the problem worse. Instead of guessing, she now wanted to pay closer attention to what the plants were showing her.

[12] Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight throughout the day. Each morning, Kendrix gently touched the soil before deciding whether the plants needed water. If the soil still felt damp below the surface, they waited another day before watering again. They also removed weeds that competed with the vegetables for sunlight, water, and nutrients. As they worked, Kendrix began noticing small differences in the appearance of each plant. Some leaves became greener first, while others took several more days to improve.

[13] After nearly a week, the muddy soil gradually became firmer. The puddles disappeared, and the roots had a better chance to get the air they needed. New leaves slowly appeared, and many of them looked healthier than the older yellow ones. The stems became stronger and stood more upright. Although the garden did not recover immediately, it improved a little more each day.

[14] Within several days, the plants began to recover. New leaves appeared greener, and many of the stems became stronger and stood upright again. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before. Instead of assuming she already knew the answer, she learned to gather information before deciding what to do. She realized that careful observation often leads to better decisions.

[15] By the end of the growing season, the tomato plants were covered with bright red fruit, the peppers had grown large and colorful, and the herbs filled the garden with fresh scents. As Kendrix helped harvest the vegetables, she thought about everything she had learned. She understood that healthy plants depend on a balance of sunlight, water, air, and nutrient-rich soil. More importantly, she discovered that solving problems begins with careful observation, thoughtful investigation, and a willingness to adjust when new evidence shows a better solution.

Words That Changed a Nation

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists still considered themselves loyal to Great Britain. They spoke English, traded with British merchants, and followed many British laws. However, the relationship between the colonies and Great Britain changed after the French and Indian War. Although Britain won the war, it had borrowed large amounts of money to pay for it. To help repay this debt, Parliament passed new taxes on the colonies.

[3] Many colonists believed these taxes were unfair because they did not have representatives in Parliament. They argued that people should have a voice in the government before being required to pay taxes. This idea became known as "taxation without representation." As more taxes and laws were passed, disagreements between the colonies and Great Britain continued to grow.

[4] Some events made these disagreements even worse. The Boston Massacre increased anger toward British soldiers. The Tea Act led to the Boston Tea Party, where colonists dumped tea into Boston Harbor to protest

British policies. Great Britain responded by passing laws that punished Massachusetts. Instead of ending the protests, these actions caused many colonies to work together.

[5] Leaders from across the colonies gathered to discuss what should happen next. At first, many hoped they could solve their problems while remaining part of the British Empire. As time passed, however, more leaders believed that independence was the only way to protect the rights they valued. In 1776, members of the Continental Congress voted to separate from Great Britain and create a new nation.

[6] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[7] The writers believed these rights belonged to every person simply because they were human. They argued that governments did not create these rights. Instead, governments existed to protect them. If a government failed to protect the rights of its people, it was not carrying out its proper purpose. This idea was different from the belief held by many kings in Europe, who claimed that their authority came from birth or divine right.

[8] The Declaration also explained where government gets its power. It stated that governments receive "their just powers from the consent of the governed." This means that people agree to allow governments to make laws and lead the country. In return, governments are expected to protect people's rights and work for the common good. The document argued that if a government became harmful or unfair, the people had the right to change or replace it.

[9] These ideas were influenced by Enlightenment thinkers such as John Locke. Locke believed that people are born with natural rights and that governments should protect those rights. Many colonial leaders studied these ideas and included them in the Declaration. They believed that governments should serve the people rather than control them without their agreement.

[10] The Declaration also included a long list of complaints against King George III. Colonial leaders believed the king had ignored their concerns and repeatedly violated their rights. They accused him of approving unfair taxes, limiting self-government, interfering with colonial courts, and keeping soldiers in the colonies without permission. These grievances explained why the colonies believed separation had become necessary.

[11] The document was carefully organized. It began by explaining the reasons for writing it. Next, it described the basic principles of government and individual rights. After that, it listed the complaints against the king. Finally, it announced that the colonies were "Free and Independent States." This clear organization helped explain the colonists' decision to people both in America and around the world.

[12] Approving the Declaration was only the beginning. Signing it was a serious risk. By declaring independence, the delegates could be considered traitors by the British government. If the colonies lost the Revolutionary War, many of the leaders could have faced severe punishment. Even so, they believed the cause of independence was worth the risk.

[13] Not everyone in the colonies believed these ideas were being fully applied. Abigail Adams, the wife of John Adams, wrote a letter urging leaders to "Remember the Ladies." She argued that women should also have greater rights and protections. Her words showed that even at the nation's beginning, people were already questioning who was included in the promise of equality.

[14] Other groups also recognized that the promises in the Declaration did not apply equally to everyone. Enslaved people remained in bondage despite the document's statement that all people are created equal. Many Native American nations faced growing conflicts as settlers expanded westward. Free Black Americans also recognized the difference between the ideals written in the Declaration and the realities many people experienced. These questions about equality would continue to shape the nation for generations.

[15] Although the Declaration did not solve every problem, it established important ideas that influenced the future of the United States. Later movements for equal rights often referred back to its words. People seeking greater freedom argued that the nation should live up to the principles described in the document. Over time, many Americans continued working to expand the meaning of liberty and equality.

[16] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, newspapers, and letters, people continued to discuss what those rights really meant, and who should have them. Some debated the role of government, while others questioned how freedom should apply to different groups of people. These conversations became part of the nation's history and continued long after the Revolutionary War ended.

[17] Today, the Declaration of Independence remains one of the most important documents in American history. It announced the birth of a new nation, explained the purpose of government, and introduced ideas about liberty, equality, and natural rights that continue to influence the United States. Although Americans have continued to debate how these principles should be applied, the words written in 1776 still encourage people to think about freedom, fairness, and the responsibilities of both citizens and government.

48. Student Annotation Guide

The evidence students learn to identify in each source.

The Garden That Wouldn't Grow

TRACKS	Evidence
T Time	Each spring; After two weeks
R Reactions	Kendrix quietly observed the garden; the plants began to recover
A Actions	she watered each plant much more than usual; overly wet and muddy
C Character/ Concept/Creature	Kendrix
K Key Knowledge	too much water can prevent roots from getting enough air; Without proper air, the roots cannot function effectively
S Scenery/Setting	her grandmother; tomatoes, peppers, and herbs in neat rows

Words That Changed a Nation

TRACKS	Evidence
T Time	summer of 1776; July 4, 1776; after the French and Indian War
R Reactions	colonists protested; leaders voted to separate; later movements referred back to its words
A Actions	Parliament passed new taxes; colonists dumped tea; leaders listed grievances
C Character/ Concept/Creature	the thirteen colonies; Declaration of Independence; Abigail Adams
K Key Knowledge	unalienable rights; consent of the governed; the promise of equality did not apply equally to everyone
S Scenery/Setting	Boston Harbor; homes, meetings, newspapers, and letters

49. TRACKS Evidence Highlighting

Preview both passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence that will support a claim or rebuttal.

5.11(B)(v)

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

Teacher use: students highlight exact words from both passages. The same six categories and colors are used each time so evidence can be carried into the argument.

50. Five-Day GRADUATE Lesson**DAY 1 | Gather + Reveal | 15 MINUTES**

Day Purpose: gather the two passage viewpoints, reveal the U-R two-step habit, and model a fair mirror followed by an evidence-based rebuttal.

Standard	Focus
TEKS	5.12(C)(II) compose argumentative texts, including opinion essays, using genre characteristics; 5.11(B)(V) develop a focused, structured, coherent piece with specific details.
ELPS	4(C)(i) write using content-area vocabulary; 4(F)(i) write to respond or justify with supporting details for a specific purpose.

GATHER ■ TEACH**CLASS SLIDE**

Module 3: Understanding Others and Building an Evidence-Based Rebuttal. Read both module passages and listen for viewpoints a writer could mirror.

TEACHER SCRIPT

"Today you will practice a powerful argument habit. First, you will represent another viewpoint fairly. Then you will answer the idea with evidence. We call that mirror first, respond second."

CLASS SLIDE

Read "The Garden That Wouldn't Grow" and "Words That Changed a Nation." In both passages, readers can consider a claim, a different viewpoint, and evidence.

Students use the DOT habit while reading. In the garden passage, identify the viewpoint that Kendrix was reasonable to water more because the plants looked weak. In the history passage, identify the viewpoint that the Declaration's equality language was limited because many people were excluded from equal rights in 1776.

CLASS SLIDE

U = Understanding Others. R = Rebuttal. Fair mirror, evidence-based response.

REVEAL ■ TEACH**CLASS SLIDE**

Model viewpoint: Some readers may argue Kendrix was reasonable to water more immediately because the plants looked weak and water is normally necessary for growth.

TEACHER SCRIPT

"I will not call this viewpoint foolish. I will state it so accurately that a reader who holds it would recognize it. Kendrix saw weak plants, the weather was warm, and plants need water. That is the other idea I must understand before I respond."

Model the Fairness Check. Then model the rebuttal: the soil became overly wet, roots need air, and Kendrix's quick decision made the problem worse. Bridge back: careful observation should guide decisions when the cause is uncertain.

Modeled U-R Response

CLASS SLIDE

U: Some readers may argue that Kendrix was reasonable to water more immediately because plants need water and the leaves looked weak. R: However, the passage shows that the soil became overly wet and that the roots needed air. Bridge: Careful observation is therefore the stronger guide when a quick guess could worsen the problem.

Point out that the response acknowledges the other viewpoint, answers it with exact passage evidence, and returns to the claim. The rebuttal responds to the idea, not the person.

Connect U and R to CREATURES

CLASS SLIDE

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

The independent target is one accurate U sentence, one evidence-based R sentence, and a bridge toward the claim.

5.12(C)(i) **5.12(C)(ii)**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show with fingers which sentence is U and which is R. Ask: Would someone who holds the viewpoint recognize the U sentence? What passage detail makes the R sentence evidence-based?

Misconception / teacher move: if a student mocks the viewpoint, return to the Fairness Check. If a student says only "that is wrong," ask for a passage detail that answers the idea.

Access without lowering rigor: read the viewpoint aloud, offer the sentence frame, and reread paragraphs [4], [6], [8], and [11]. The student still chooses the evidence and writes the response. **Student product:** DOT-marked passages and a modeled U-R response.

DAY 2 | Attempt | 15 MINUTES

Day Purpose: practice the MIRROR AND RESPOND routine with viewpoint cards, a fairness check, and passage evidence.

Standard	Focus
TEKS	5.12(C)(i) use genre characteristics; 5.12(C)(ii) use craft.
ELPS	4(D)(ii) use a variety of sentence types; 4(F)(v) respond with supporting details for a specific audience.

ATTEMPT ○ LEARN

CLASS SLIDE

MIRROR AND RESPOND. Draw an Other View card, state it fairly, pass the Fairness Check, then draw an Evidence card and build a rebuttal.

CLASS SLIDE

Sample Other View: Some readers may argue Kendrix was reasonable to water more immediately because the plants looked weak and water is normally necessary for growth.

Partners take turns. Partner A reads a viewpoint card. Partner B mirrors it using the passage. Partner A confirms whether the mirror is accurate. Partner B then responds with a passage detail and a reason. Switch roles with a second card from "Words That Changed a Nation."

GAME MATERIALS

Prepare Viewpoint cards, Rebuttal cards, Evidence cards, sentence strips, an optional spinner or dice, and a simple pathway gameboard.

MIRROR AND RESPOND Routine

Step	Action	Check
1	Draw an Other View card and read it fully.	The viewpoint is recognizable.
2	Mirror the viewpoint in your own words.	Keep its reasonable reason.
3	Run the Fairness Check.	The other person would agree that it is fair.
4	Draw an Evidence card or return to the passage.	Choose a relevant, accurate detail.
5	Write a rebuttal.	Use reasoning and evidence, not a personal attack.
6	Bridge toward the claim.	Defend or refine the claim.
7	Switch roles and play another turn.	Both partners mirror and respond.

Teacher guidance: award a move only when the mirror is fair and the rebuttal uses a relevant passage detail. Listen for the student to distinguish the idea from the person.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Before awarding the move, ask whether the other viewpoint was recognizable and which exact detail answers it.

Misconception / teacher move: if a student says the other side is simply wrong, ask for the reasonable reason behind the viewpoint. If the response lacks evidence, return to the passage and require one accurate detail.

Access without lowering rigor: allow oral rehearsal, a sentence strip, and rereading. **Student product:** fair mirrors, evidence-based rebuttals, and bridges to the claim.

DAY 3 | Discuss + Use | 15 MINUTES

Day Purpose: discuss why a fair mirror matters, then independently write an Understanding Others sentence, a Rebuttal sentence, and a bridge.

Standard	Focus
TEKS	[5.11(B)(iii)] organize with purposeful structure, including a conclusion; [5.11(C)(vi)] revise drafts by rearranging ideas for coherence.
ELPS	4(D)(iii) use transition words; 4(F)(ix) write with supporting evidence for a specific purpose.

DISCUSS ○ **LEARN****CLASS SLIDE**

Talk It Over: Why does a writer mirror the viewpoint before writing a rebuttal?

TEACHER SCRIPT

"How can you tell whether your mirror is fair? What would the person who holds that viewpoint say about your words?"

Expected response: the person would recognize the idea and its reasonable reason, even if the writer disagrees with it.

TEACHER SCRIPT

"What makes a rebuttal evidence-based? How does the passage detail answer the viewpoint instead of attacking the person?"

CLASS SLIDE

Garden evidence: overly wet soil, roots needing air, and Kendrix learning to gather information before deciding. Declaration evidence: the promise of equality, the consent of the governed, and groups who were excluded from equal rights.

CROSS-TEXT DISCUSSION

Compare the two passages. In the garden, evidence changes a decision. In the history passage, evidence helps a writer recognize both an important ideal and a limitation in its application.

USE, Understand Then Respond ✓ ASSESS

CLASS SLIDE

Write one claim, one U sentence that mirrors a viewpoint, one R sentence with reasoning and evidence, and one bridge toward the claim and conclusion.

Step 1: Write the claim: careful observation should guide decisions when the cause of a problem is uncertain.

Step 2: Write the U sentence: Some readers may argue Kendrix was reasonable to water more immediately because the plants looked weak and water is normally necessary for growth.

Step 3: Write the R sentence: However, the passage shows that the soil became overly wet and that the roots needed air.

Step 4: Add the bridge: Because observation revealed a condition her assumption missed, gathering evidence before choosing the next action is more reliable.

WRITING REQUIREMENT

Use at least two module vocabulary words, including viewpoint, rebuttal, credible, acknowledge, refine, reasoning, evidence, respond, support, or revise.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the U-R Builder. Check that the viewpoint is fair, the rebuttal includes a relevant passage detail, and the bridge returns toward the claim.

Misconception / teacher move: if the U sentence mocks Kendrix, ask the student to keep the warm weather, weak leaves, and normal need for water. If the R sentence has no proof, reread paragraph [8] and require the detail about roots needing air.

Access without lowering rigor: offer the two sentence frames, but require the student to choose the reason, evidence, and bridge. **Student product:** claim, U sentence, R sentence, bridge, and vocabulary use.

DAY 4 | Award + Target | 15 MINUTES

Day Purpose: recognize fair Understanding Others and evidence-based Rebuttal, then revise a distorted mirror or unsupported response.

Standard	Focus
TEKS	5.11(D)(xvi)-(xix) edit capitalization conventions; 5.11(D)(xxi) edit punctuation, including commas in complex sentences.
ELPS	4(E)(i) write content-area text using conventions; 4(E)(ii) use grammatical structures.

AWARD ✓ ASSESS

CLASS SLIDE

Award: The strongest response is fair, evidence-based, respectful, and connected to the claim.

TEACHER SCRIPT

"Award yourself for one move your writing makes well. Point to the words that show your mirror is fair or your rebuttal uses evidence."

CLASS SLIDE

Take a Step Forward If... Your U sentence is recognizable; your R sentence uses a passage detail; your bridge returns to the claim.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS

CLASS SLIDE

Target: Distorted mirror: "Kendrix was careless and foolish to water the garden." Unsupported rebuttal: "She was wrong."

Students explain why the first sentence attacks a person and why the second sentence lacks evidence. Have each student revise both before revealing the possible revisions.

CLASS SLIDE

Possible Revision: "Some readers may argue Kendrix was reasonable to water more because the plants looked weak. However, the soil became overly wet and the roots needed air, so careful observation was the stronger guide."

Embedded check: students underline the fair reason in U and circle the passage evidence in R. The bridge must return to the claim.

SMALL-GROUP SUPPORT

Build It: The other viewpoint was ___ because ___. Fair Check: Would that reader recognize it? Fix It: The passage shows ___, which supports ___. Say It: "I understand the idea. However, the evidence shows..." Read paragraph [8] again when needed.

Access without lowering rigor: rehearse the viewpoint and evidence aloud; each student writes the revision and completes the Conventions Sweep. **Student product:** an Award reflection, a specific Target, and a revised U-R response.

DAY 5 | Explain + Educate | 15 MINUTES

Day Purpose: teach the two-step U-R habit, explain how it fits CREATURES, and transfer the skill from the garden passage to the Declaration passage.

Standard	Focus
TEKS	5.11(B)(v) develop an engaging idea with specific details; 5.12(C)(iii) compose argumentative text using craft.

ELPS	4(F)(xiii) write with supporting evidence for a specific audience; 4(F)(xiv) write with appropriate style for a specific audience.
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EXPLAIN ✓ ASSESS

CLASS SLIDE

Turn and Teach: mirror first, respond second.

EDUCATE

TEACHER SCRIPT

"Teach your partner the two steps. First, mirror the other viewpoint so accurately that the person who holds it would recognize it. Second, respond to the idea with reasoning and passage evidence."

CLASS SLIDE

Use the CREATURES map. Explain how U and R connect Claim, Reasons, Evidence, Argument, Thinking, Ending, and Significance.

Partners demonstrate the Fairness Check, say a U sentence, and trace a rebuttal through evidence and thinking back to the claim. Listen for accurate representation, relevant proof, and a clear bridge.

Transfer to the Historical Passage

CLASS SLIDE

Defend the position that the Declaration's promise of equality was important while accurately acknowledging that many people were excluded from its protections in 1776.

Students write a claim, a U sentence about the limitation, an R sentence using paragraphs [6], [13], and [14], and a bridge. A secure response may say that the Declaration established important principles and influenced later movements, while acknowledging that enslaved people, Native American nations, and other groups did not receive equal protection.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain why their U sentence is fair and how their evidence answers it. A personal attack or an unsupported denial does not meet the target.

Access without lowering rigor: reread the relevant paragraphs and allow oral rehearsal; the student chooses the evidence, writes the rebuttal, and completes the bridge.

CLASS SLIDE

My Progress Tracker: represent another viewpoint fairly, write a rebuttal with evidence, respond to the idea, and bridge back to the claim.

Return to the Citizenship Connection

Ask one reconnecting question: "How can people use evidence and fairness when they disagree about rights or decisions?"

Return to the Overarching Question

Students compare their First Thinking to their Final Thinking. Use the U-R Builder and Sections 50-52 to identify an accurate mirror, evidence-based rebuttal, and bridge. **Student product:** partner teaching explanation, historical transfer response, and progress reflection.

TEACHER SCRIPT

"Strong argument writers are also strong listeners. Today you proved that considering another viewpoint does not erase your claim. It gives you a chance to make your reasoning more accurate, fair, and convincing."

Student Exemplars

These exemplars use the sentence-statement prompt: Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful.

51. Low / Developing Exemplar

Field	Detail
Student response	Some people think Kendrix was wrong and dumb to water so much.
What the student did successfully	The student tried to name another viewpoint.
What is missing	The mirror is unfair, it mocks the other side, and there is no evidence-based rebuttal.
Why it falls at this level	The response does not represent a reasonable viewpoint that a reader could recognize.
Exact next instructional step	State the other viewpoint fairly: Some readers may argue Kendrix was reasonable to water more because the plants looked weak. Then add evidence.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Some readers may argue Kendrix was reasonable to water more because the plants looked weak. However, she should have waited.
What the student did successfully	The student mirrors the viewpoint accurately and begins a respectful rebuttal.
What is missing	The rebuttal lacks passage evidence and does not explain why waiting was stronger.
Why it falls at this level	The U is fair, but the R is only a conclusion.
Exact next instructional step	Add evidence: the soil became overly wet and the roots needed air. Explain how that detail answers the viewpoint.

53. High / Secure Exemplar

Part	Example
Claim	Careful observation should guide decisions when the cause of a problem is uncertain.
Understanding Others	Some readers may argue that Kendrix was reasonable to water more immediately because plants need water and the leaves looked weak.
Rebuttal	That concern makes sense at first; however, the passage shows that the soil was already overly wet and that the roots needed air.
Bridge	Because observation revealed a condition her assumption missed, gathering evidence before choosing the next action is more reliable.
Why it works	It represents the other viewpoint fairly, answers it with reasoning and passage evidence, and bridges back to the claim.

Additional Secure Exemplars

Type	Focus	Strong Response	Why It Works
	U-R	Some readers may argue that the Declaration's promise of equality was limited because many	Fairly acknowledges a limitation, answers it with

Historical transfer		people were excluded from equal rights in 1776. However, the document established principles that later movements used to argue for greater freedom and equality. The ideals were important, but the nation needed to refine how those rights were applied.	paragraphs [6], [13], [14], and [15], and returns to the claim.
Refined claim	U-R	When a viewpoint raises a valid limitation, a writer can refine the claim instead of abandoning it.	Shows evaluative thinking and a precise bridge.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The passage shows that the soil became overly wet and that roots need air.	Gives exact text proof that answers the viewpoint.
Explanation	This shows that the first guess about water did not fit all the evidence, so careful observation was a stronger guide.	Connects the proof to the claim and rebuttal.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) state another viewpoint accurately and fairly, (2) use a Fairness Check, (3) write a rebuttal with reasoning and evidence, (4) respond to the idea rather than the person, and (5) bridge back toward the claim and conclusion. Accept varied wording when the mirror is recognizable and the rebuttal is grounded in one of the two passages.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Two passage viewpoints gathered and the U-R purpose framed.
T2	Day 1 Reveal	■ TEACH	Fair mirror, evidence-based rebuttal, and bridge modeled.
L3	Day 2 Attempt	○ LEARN	MIRROR AND RESPOND matches use viewpoint and evidence cards.
L4	Day 3 Discuss	○ LEARN	Students explain why a mirror is fair and how evidence answers the idea.
A5	Day 3 Use	✓ ASSESS	Independent U sentence, R sentence, and bridge.
A6	Day 4 Award	✓ ASSESS	Student names accurate understanding or relevant evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a distorted mirror or unsupported rebuttal.
A8	Day 5 Explain	✓ ASSESS	Student teaches mirror first, respond second.
A9	Day 5 Transfer	✓ ASSESS	Student applies U-R to the Declaration's equality claim.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can represent another viewpoint fairly and rebut it with reasoning and evidence.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, anchor charts, viewpoint cards, rebuttal cards, pencils, and student notebooks.
Related TEKS Breakout	[5.11(C)(vi)] revise drafts by rearranging ideas for coherence; [5.12(C)(i)] genre characteristics.
Task	Students play MIRROR AND RESPOND and complete the independent Understand, Then Respond task.
Expected Response	Students write an accurate U sentence, a rebuttal grounded in evidence, and a bridge back toward the claim and conclusion.

Informal Assessment. During the auditory engagement and MIRROR AND RESPOND game, observe whether students can name each CREATURES part and explain why their mirror is fair.

Formative Assessment. The independent Understand, Then Respond practice is the formative check. Students write an accurate U sentence, an evidence-based R sentence, and a bridge.

Transfer Assessment. Day 5 asks students to apply the same U-R habit to the Declaration's promise of equality and the evidence that many people were excluded from its protections in 1776.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Response
Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful.	U-R argument	Some readers may argue Kendrix was reasonable to water more because the plants looked weak. However, the soil became overly wet and roots needed air, so observation was the stronger guide.
Defend the position that the Declaration's promise of equality was important while accurately acknowledging that many people were excluded from its protections in 1776.	U-R argument	The Declaration established important ideals, although many groups were excluded in 1776. Later movements used its words to press the nation to expand liberty and equality.
Defend the position that a rebuttal should answer the idea, not attack the person.	U-R argument	A rebuttal should state the viewpoint fairly, then use reasoning and passage evidence to answer the idea respectfully.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(C)(i) and 5.12(C)(ii) | **Student-Friendly Target:** I can represent another viewpoint fairly and write a rebuttal with evidence.

Directions: Read the viewpoint: "Some readers may argue Kendrix was reasonable to water more immediately because the plants looked weak and water is normally necessary for growth." Use "The Garden That Wouldn't Grow" to write a fair U sentence, an R sentence with evidence, and a bridge back toward the claim.

Prompt: Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful.

1. Understanding Others. Write the other viewpoint accurately and fairly. (3 points)

2. Rebuttal. Answer the viewpoint with reasoning and evidence from the passage. (4 points)

3. Bridge. Connect the rebuttal back toward the claim and conclusion. (2 points)

4. Fairness Check. Explain why someone who holds the other viewpoint would recognize your U sentence as accurate. _____ (1 point)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Secure example: Some readers may argue Kendrix was reasonable to water more immediately because the plants looked weak and water is normally necessary for growth. Award full credit when the viewpoint is recognizable and respectful.	Understanding Others is accurate and fair.	3	<u>5.12(C)(i)</u>
2	Secure example: However, the passage shows that the soil became overly wet and that the roots needed air. Award full credit when the rebuttal uses relevant evidence and reasoning, not a personal attack.	Rebuttal answers the idea with passage proof.	4	<u>5.12(C)(ii)</u>
3	Secure example: Because observation revealed a condition her assumption missed, gathering evidence before choosing the next action is more reliable.	Bridge returns to the claim.	2	<u>5.11(B)(iii)</u>
4	Accept an explanation naming the weak plants, normal need for water, and the	Fairness Check is explicit.	1	<u>5.11(B)(v)</u>

	reason a reader could recognize that concern.			
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59. Scoring Principle

Score the primary TEKS, the accuracy of the mirror, the evidence-based rebuttal, and the bridge. Minor handwriting or convention errors should not remove U-R points if they do not change the meaning. A student who represents the idea fairly and responds with relevant passage evidence earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach fair mirroring, passage evidence, and the bridge with the U-R charts and sentence frames.

61. Recommended Gradebook Label

Gradebook label: "G5 C4 M3 Understanding Others and Evidence-Based Rebuttal."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	[5.12(C)(i)] and [5.12(C)(ii)] argumentative writing; [5.11(B)(v)] specific details.
Spiral TEKS	[5.11(B)(iii)] purposeful structure; [5.11(C)(vi)] coherence; editing standards [5.11(D)(xvi)-(xix)] and [5.11(D)(xxi)] .
Purpose	Students write a claim, a fair U sentence, an evidence-based R sentence, and a bridge toward the claim.
Exact Student Prompt	Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful.
Exact Student Directions	Read both passages. Write a claim. State another viewpoint fairly. Write a rebuttal using reasoning and evidence. Add a bridge back toward the claim and conclusion. Complete the Conventions Sweep.
Non-Negotiable Expectations	The U sentence must be accurate and respectful. The R sentence must answer the idea with relevant evidence. The bridge must connect back toward the claim.

WRITING REQUIREMENT

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Read for the viewpoint and evidence using DOT and TRACKS.
2. Write the claim you will defend.
3. Write one U sentence that accurately represents another viewpoint.
4. Write one R sentence that responds with reasoning and evidence.
5. Add a bridge back toward the claim and conclusion.
6. Check that you respond to the idea instead of attacking the person.
7. Complete the Conventions Sweep.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points, with each criterion worth up to 4. The rubric values a fair mirror, evidence-based rebuttal, coherent argument path, and clear conventions.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Claim and reasons	Clear, defensible claim with logical reasons.	Claim is clear; reasons need development.	Claim is general or partly supported.	Claim missing.
Understanding Others	Fair, accurate, recognizable viewpoint with its reason.	Viewpoint mostly fair; one detail missing.	Viewpoint partly accurate or vague.	Viewpoint mocked or missing.
Rebuttal and evidence	Reasoning and precise passage evidence answer the viewpoint.	Evidence is relevant; reasoning needs more connection.	Evidence is weak or only named.	No evidence or personal attack.
Argument, bridge, significance	Ideas form one connected case and return to the claim.	Connection is present but uneven.	Ideas are listed with a weak bridge.	No coherent path.
Conventions and craft	Controlled sentences, respectful style, and correct capitalization and punctuation.	Mostly correct with minor errors.	Errors sometimes distract.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: refine a claim after considering a valid limitation in the Declaration passage.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on the Fairness Check and evidence-based rebuttal.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "Your mirror is accurate because a reader who holds that view would recognize it."
- Strength: "Your rebuttal uses the passage detail _____ to answer the idea."
- Target: "Run the Fairness Check. Would someone who holds the other view recognize your words?"
- Target: "Add a passage detail that answers the viewpoint instead of simply disagreeing."
- Evidence: "You chose relevant evidence. Now explain how it supports the rebuttal and claim."
- Vocabulary: "Use viewpoint, rebuttal, reasoning, evidence, support, or refine to make your argument precise."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who exaggerate or dismiss another viewpoint, rebut without evidence, or abandon the claim.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Understanding Others chart, Fairness Check, two-part sentence frame, and both passages
Relevant TEKS Breakout	[5.11(C)(vi)] revise drafts by rearranging ideas for coherence; [5.12(C)(i)] genre characteristics
Relevant ELPS	4(F)(i), 4(F)(ix), 4(D)(iii)

Step 1: Name the Viewpoint. Read two restatements of the same idea. Students identify which one is fair and explain why the other exaggerates or distorts it.

CLASS SLIDE

Some readers may think Kendrix was right to water more because the plants looked weak and water is normally necessary for growth.

TEACHER SCRIPT

"I will read two restatements. Choose the one that represents the viewpoint fairly, and explain why the other version exaggerates or distorts it."

Use the Fairness Check. A person who holds the other viewpoint should recognize the reason in the mirror.

Step 2: Build a Rebuttal.

CLASS SLIDE

However, the passage shows that the soil became overly wet and that the roots needed air.

Use the two-part frame: "Some readers may think ____ because ____." Then, "However, the passage shows ____, which supports ____." Require the student to select the passage detail.

Step 3: Fix It. Revise a personal attack into an idea-based response. Change "Kendrix was careless and foolish" to a fair viewpoint about why quick watering might seem reasonable. Then add the wet soil and roots needing air as evidence.

Step 4: Say It. Students rehearse the U and R orally, then write both sentences and a bridge. Ask whether the claim should be defended or refined.

Small Group Teacher Table: Ask "Would someone who holds the view recognize your words?" "What passage evidence answers the idea?" "Are you responding to the idea or the person?" Keep the thinking with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to mirror a viewpoint.	Students restate the other viewpoint accurately.	Students exaggerate or mock the other side.	Ask, "Would someone who holds this view say your description is fair?"
Ask for a rebuttal.	Students respond with reasoning and evidence.	Students attack the person or just say no.	Ask, "What passage evidence answers this viewpoint?"
Ask about the claim.	Students defend or refine the claim.	Students abandon the claim entirely.	Ask, "Does this viewpoint make you refine the claim or defend it?"
Ask about the bridge.	Students connect the rebuttal back toward the claim and conclusion.	Students end after the evidence.	Use the frame, "Because this evidence shows ____, the claim remains ____ or should be refined to ____."

69. Student Support Quick Reference

If a student...	Support to Provide
Exaggerates the other view	Model a fair restatement and use the Fairness Check.
Rebuts without evidence	Ask for a passage detail that answers the viewpoint.
Attacks the person	Redirect to responding to the idea with reasoning.
Masters quickly	Route to Refine, Don't Retreat enrichment.

Supporting Materials in This Guide: the CREATURES map, Understanding Others chart, Rebuttal chart, Fairness Check, sentence frames, viewpoint cards, exemplars, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who master U and R to decide when to defend a claim and when to refine it after a valid limitation appears.
Group Size	Pairs or small groups
Materials	Both passages, notebooks, CREATURES map, viewpoint cards, and rebuttal cards
Relevant TEKS Breakout	[5.12(C)(ii)] use craft; [5.11(C)(vi)] revise drafts by rearranging ideas for coherence.
Relevant ELPS	4(F)(xiii)-(xiv) write with supporting evidence for a specific audience

Part 1: Find the Limitation. Compare the garden's quick action and the Declaration's promise of equality. Identify a viewpoint that raises a reasonable concern in each passage.

CLASS SLIDE

Write the original claim. Consider a strong other viewpoint. Defend or refine. Explain why the revised claim is more precise.

The original claim can be "The Declaration's principles were important." The other viewpoint can be "The promise was limited because many people were excluded in 1776." The student must acknowledge both before deciding.

Part 2: Build U and R. Students write an accurate U sentence, select paragraphs [6], [13], [14], and [15] as evidence, and write a rebuttal that explains why the ideals still mattered while the application needed to expand.

Part 3: Refine. Students may refine "The Declaration immediately created equality for everyone" to "The Declaration established important principles, but the nation needed to expand how those principles applied to different groups." The refinement keeps the important claim and adds a valid condition.

Expert Reflection: have students explain whether the evidence made them defend or refine the claim, and why.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one sentence-statement prompt from the bank: defend careful observation while acknowledging quick action, or defend the Declaration's promise of equality while acknowledging its unequal application in 1776.

Connection to This Module: this week you learned to represent another viewpoint fairly and rebut it with evidence. Use CREATURES: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

Planning Support

1. DOT unfamiliar words and use TRACKS to locate evidence.
2. Write the claim you will defend.
3. Write one U sentence that accurately represents another viewpoint.
4. Write one R sentence that responds with reasoning and evidence.
5. Add a bridge back toward the claim and conclusion.
6. Plan the Ending and Significance.
7. Complete the Conventions Sweep.

WRITING REQUIREMENT

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with the claim, mirror the other viewpoint, rebut it with evidence, and bridge back toward the claim and conclusion.

Success Criteria

- My claim is clear and defensible.
- My U sentence represents another viewpoint fairly.
- My R sentence uses relevant evidence from one of the two passages.
- My bridge connects the rebuttal back to my claim and conclusion.
- My argument is respectful, organized, and precise.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Rearrange the U, R, and bridge so the argument is coherent, then improve one sentence for clarity or word choice ([5.11(C)(vi)]).

Edit. Check capitalization of abbreviations, initials, acronyms, and organizations, plus commas in complex sentences ([5.11(D)(xvi)], [5.11(D)(xvii)], [5.11(D)(xviii)], [5.11(D)(xix)], [5.11(D)(xxi)]).

Share. Read your response to a partner. Your partner identifies the claim, U sentence, R sentence, evidence, bridge, and significance.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around representing a viewpoint fairly, responding with evidence, and bridging back to the claim.

- Read a viewpoint aloud. Students restate it accurately before responding.
- "Say what it means": partners explain the reasonable reason behind the other viewpoint.
- Read a MIRROR AND RESPOND card aloud; students name the passage evidence before writing.
- A student reads a rebuttal aloud; the class listens for reasoning, evidence, and a bridge back to the claim.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: FAIR MIRROR

Would someone who holds the other viewpoint recognize my description as accurate?

PAUSE POINT: ANSWER WITH EVIDENCE

Does my rebuttal use reasoning and passage evidence?

PAUSE POINT: IDEA, NOT PERSON

Am I responding to the idea instead of attacking the person?

PAUSE POINT: DEFEND OR REFINE

Should this viewpoint make me defend my claim or refine it?

75. At-Home Connection

These at-home tasks practice the two-step habit. They need little or no materials and each ends in a short conversation, not a worksheet.

TEACHER INFORMATION: TASK CARD 1

Practice fair representation with a family member's opinion.

Task Card 1: Mirror First. Ask a family member for an opinion. Restate it fairly, then wait for confirmation before answering with a reason. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Practice using passage evidence to answer an idea.

Task Card 2: Evidence Responds. Say, "Some readers may think Kendrix was right to water more because the plants looked weak." Answer with the wet soil and roots needing air. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Practice defending or refining a claim.

Task Card 3: Refine, Don't Retreat. State whether the Declaration's promise of equality was important. Acknowledge that many people were excluded in 1776, then defend or refine the claim with evidence. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As you learn this week, check how you feel about each skill. Be honest with yourself, because this shows how you are growing."

Directions: This tracker is for you. As you read and write this week, check the box that matches your independence.

I Can...	Not Yet	Getting It	I've Got It!
Represent another viewpoint accurately and fairly.			
Write a rebuttal that answers the viewpoint with reasoning and evidence.			
Respond to the idea instead of attacking the person.			
Bridge from a rebuttal back toward the claim.			
Decide whether a valid viewpoint should make me defend or refine my claim.			

77. Student Award

What can I already do? One viewpoint I represented fairly or rebuttal I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for writing a fair mirror, evidence-based rebuttal, or bridge:

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked: How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker? Now we can answer it: Understanding another viewpoint shows that the writer has considered the issue carefully instead of ignoring ideas that differ from the claim. A rebuttal then responds with reasoning and evidence. Together, Understanding Others and Rebuttal make an argument more credible because the writer represents the other side accurately, answers it respectfully, and shows why the original claim remains stronger or should be refined."

80. Essential / Overarching Question, Answered

How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker?

Understanding another viewpoint makes an argument stronger because the writer shows careful listening instead of ignoring a different idea. A fair U sentence gives the other viewpoint its accurate reason. An evidence-based R sentence answers that idea with reasoning and passage details. The bridge then returns to the claim and conclusion, showing whether the writer should defend the claim or refine it. This makes the argument more credible, precise, and respectful.

81. Teacher Reflection

- Which students represented another viewpoint accurately and fairly?
- Which students wrote a rebuttal with reasoning and evidence?
- Which students responded to the idea instead of attacking the person?
- Who defended a claim, and who refined a claim after a valid limitation?
- Who needs Fair or Unfair Mirror intervention, and who is ready for Refine, Don't Retreat enrichment?
- Which student work should I preserve as evidence of U-R mastery?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- MIRROR AND RESPOND viewpoint and evidence matches
- Day 3 independent U-R Builders with bridges
- Day 5 transfer responses about the Declaration's equality claim
- Revised distorted mirrors and unsupported rebuttals
- The Grade 5 Cluster 4 Module 3 My Progress Tracker
- Low, Medium, and High exemplars showing the range of U-R understanding

Production & Implementation Support

83. Module Slide Deck Build Sheet

The 19-slide Module 3 deck, listed in physical slide order. The slides support the high-level U-R lesson.

Slide	Title	Required Content	Lesson Location
1	Understanding Others and Building an Evidence-Based Rebuttal	Grade 5; Cluster 4; Module 3; High level; ECR Opinion / Argumentative	Cover
2	Meet Our Week	U and R learning targets; mirror first, respond second	Learning Destination
3	Two Module Passages	The Garden That Wouldn't Grow and Words That Changed a Nation; DOT and TRACKS	Day 1 Gather
4	CREATURES U and R	Understanding Others and Rebuttal with the Fairness Check	Day 1 Reveal
5	Watch the Mirror	Fairly state the Kendrix viewpoint before responding	Day 1 Reveal
6	Evidence Answers the Idea	Use wet soil and roots needing air to build the rebuttal	Day 1 Reveal
7	MIRROR AND RESPOND	Draw a viewpoint, pass the fairness check, and use evidence	Day 2 Attempt
8	Talk It Over	Why a fair mirror makes an argument more credible	Day 3 Discuss
9	Understand, Then Respond	Write a U sentence, R sentence, and bridge	Day 3 Use
10	The Moment the Argument Became Fair	Award accurate representation and relevant evidence	Day 4 Award
11	What Do I Still Need to Grow	Revise a distorted mirror and unsupported rebuttal	Day 4 Target
12	Turn and Teach	Teach mirror first, respond second, and connect to CREATURES	Day 5 Explain
13	Historical Transfer	Answer the viewpoint about equality and exclusion in 1776	Day 5 Transfer
14	Fair or Unfair Mirror	Choose the accurate restatement and explain why	Intervention
15	Refine, Don't Retreat	Defend or refine a claim after a valid limitation	Enrichment
16	My Progress Tracker	Reflect on U, R, evidence, and bridge	Day 5 reflection
17	Let's Look at an Answer	LOW: unfair mirror and no rebuttal	Section 51
18	Let's Look at Another Answer	MEDIUM: fair mirror but no evidence	Section 52
19	Our Strongest Answer	HIGH: fair U, evidence-based R, and bridge	Section 53

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Remote students still mirror accurately, pass the Fairness Check, rebut with passage evidence, and bridge to the claim.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's U-R Builder and check the mirror and evidence together.
Annotation	Students mark exact passage details from both texts on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms. Partner A states a viewpoint, Partner B mirrors it, Partner A confirms, and Partner B adds a rebuttal.
Oral response	Students say the U and R frames aloud on camera before typing.
Asynchronous option	Use digital viewpoint and evidence cards. Students submit a fair mirror, a rebuttal, and a bridge.
LMS submission	Collect the U-R Builder through a form or shared document for the same feedback used in person.
Digital tracking	Keep the Pause Points and update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Completing the Argument with Ending, Significance, and the Full CREATURES Response

Grade 5 | Cluster 4 | Module 4

Grade: 5

Cluster: 4, Opinion and Argumentative Extended Constructed Response with CREATURES

Module: 4 of the cluster

Primary Instructional Category: Opinion and Argumentative Writing / Extended Constructed Response

Module Title: Completing the Argument with Ending, Significance, and the Full CREATURES Response

Content Connection / Passage Titles: "The Garden That Wouldn't Grow" and "Words That Changed a Nation", Very High stamina

Primary TEKS: [5.12(C)(i)], [5.12(C)(ii)], [5.11(B)(iii)], [5.11(B)(v)]

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand TEKS Woven Into This Module

Strand 7 is the Response strand. These Grade 5 response standards are woven through the reading, discussion, annotation, and writing in this module.

- **5.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **5.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **5.7(C)** use text evidence to support an appropriate response.
- **5.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **5.7(E)** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
- **5.7(F)** respond using newly acquired vocabulary as appropriate.
- **5.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module completes E for Ending and S for Significance, then assembles the full CREATURES response. Keep the focus on a connected case, not a list of isolated parts.

TEACHER SCRIPT

"Writers, CREATURES gives you a path, but your thinking gives the path meaning. You can take a position, prove it, connect the proof, understand another viewpoint, answer it fairly, and end by showing why your ideas matter. That is more than filling in parts. That is learning to build an argument a reader can trust and remember."

Connection: Ending reinforces the Claim and synthesizes the strongest reasoning. Significance is the Bluebird Moment, explaining why the position matters beyond the paper.

2. Why This Module Matters

Students finish a full opinion and argumentative ECR from two Very High stamina passages. An Ending is not a sudden stop or a repeated Claim. It reinforces the Claim and gathers the strongest reasoning. Significance widens the lens while staying grounded in Evidence.

Where it fits: CREATURES gives the reader a Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

Why it matters: writers need to know what they believe, how Evidence supports that belief, and why the idea matters to people, communities, rights, decisions, or the future.

3. Module Essential / Overarching Question

How do a purposeful Ending and a Bluebird Moment of Significance turn a complete argument into a message that matters beyond the paper?

Students record first thinking, study both passages, complete a full CREATURES response, and return to the question on Day 5.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page explains the week's learning, offers open conversation starters, and gives simple activities requiring little or no materials. The focus is a purposeful Ending, grounded Significance, and full CREATURES response.

How to Send It: share the English or Spanish letter according to family preference. Invite the student to point to Claim, Reason, Evidence, Ending, and Significance.

5. Family Letter (English)

Dear Families,

This week your student is completing an opinion and argumentative response. The module focuses on E for Ending and S for Significance in the CREATURES memory map, and then on the full CREATURES response. Your student will write an Ending that reinforces the Claim and synthesizes the strongest reasoning. The Significance statement, called the Bluebird Moment, explains why the position matters beyond the paper.

We are reading "The Garden That Wouldn't Grow," about Kendrix learning that careful observation and Evidence are more reliable than acting on a first guess, and "Words That Changed a Nation," about the 1776 Declaration of Independence, natural rights, consent of the governed, and the continuing conversation about freedom and equality.

Ask your student to show how a purposeful Ending differs from a repeated introduction. Ask which Evidence supports the Bluebird Moment and why the larger idea remains grounded. Your student will plan all nine CREATURES parts, draft one coherent response, revise it, and edit it.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante completará una respuesta de opinión y argumentación. El módulo se concentra en E de Ending, o Cierre, y S de Significance, o Significado, dentro del mapa CREATURES, y después en la respuesta completa. Su estudiante escribirá un Cierre que refuerza la afirmación y reúne el razonamiento más fuerte. La declaración de Significado, llamada el Momento Bluebird, explica por qué la posición importa más allá del escrito.

Leeremos "The Garden That Wouldn't Grow", sobre Kendrix y su aprendizaje de que la observación cuidadosa y la evidencia son más confiables que actuar según una primera suposición, y "Words That Changed a Nation", sobre la Declaración de Independencia de 1776, los derechos naturales, el consentimiento de los gobernados y la conversación continua sobre la libertad y la igualdad.

Pídale a su estudiante que muestre cómo un Cierre con propósito es diferente de repetir la introducción. Pregúntele qué evidencia apoya el Momento Bluebird y por qué la idea más amplia sigue fundamentada. Su estudiante planeará las nueve partes de CREATURES, escribirá una respuesta coherente, la revisará y la editará.

7. Family Conversation Starters

- What is the difference between an Ending that repeats and an Ending that synthesizes?
- What makes a Significance statement matter beyond one paper?
- How did Kendrix's observations change her plan?
- Why do people continue to return to the Declaration's ideas?
- Which CREATURES part is strongest, and what passage detail supports it?

8. Simple Family Activities

Tell a short story about a decision, then end it two ways, one that simply stops and one that pulls the point together and explains why it mattered. Discuss which Ending helps the listener understand the message.

Finish one argument two ways. Write one Significance statement that connects to a person's decision and one that connects to a community, rights, or the future. Explain which Bluebird Moment is better supported by the Evidence.

Teacher Road Map

9. Teacher Navigation Key

Symbols name the instructional role of each part of the lesson.

- **TEACH:** teacher explicitly teaches or models
 - **LEARN:** student practices
 - ✓ **ASSESS:** student demonstrates or transfers
- Teacher Script:** exact language spoken directly to students
- Class Slide:** corresponding visual cue

10. GRADUATE Evidence Alignment

Stage	Role	Evidence
Gather	■ TEACH	Frames E, S, and both passages.
Reveal	■ TEACH	Models synthesis and the Bluebird Moment.
Attempt	○ LEARN	Students build all nine parts.
Discuss	○ LEARN	Students compare repeated and purposeful Endings.
Use	✓ ASSESS	Students draft independently.
Award	✓ ASSESS	Students identify growth.
Target	✓ ASSESS	Students choose a revision.
Explain / Educate	✓ ASSESS	Students teach and transfer.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 4, Module 4
Category	Opinion and Argumentative ECR
Primary TEKS	5.12(C)(i) , 5.12(C)(ii) , 5.11(B)(iii) , 5.11(B)(v)
Focus	Ending, Significance, and full CREATURES
Passages	"The Garden That Wouldn't Grow" and "Words That Changed a Nation"
Time	15 minutes per day, 5 days
Product	My Full CREATURES Argument, revised and edited

Standards, Learning & Rigor

12. Learning Destination

Objective: Students will plan all nine CREATURES parts, write a thesis (central idea) that states the Claim, select relevant Evidence from two passages, write a purposeful Ending, write a grounded Significance, and revise and edit one complete ECR.

I Will

- I will make a Claim and Reasons.
- I will select and explain Evidence.
- I will represent and answer another viewpoint.
- I will synthesize in my Ending.
- I will give the reader a Bluebird Moment.

I Can

- I can name all nine CREATURES parts.
- I can build one connected case.
- I can trace Significance to Evidence.
- I can revise for coherence.

13. Success Criteria

- My Claim answers the task.
- My Reasons organize.
- My Evidence is accurate.
- My Thinking explains how and why the Evidence supports the Claim.
- My Understanding Others and Rebuttal are fair.
- My Ending reinforces and synthesizes without a new Reason.
- My Significance explains why the position matters beyond the paper.

14. Evidence That Will Demonstrate Mastery

- Day 1 labeled Ending and Significance.
- Day 2 CREATURES TRAIL.
- Day 3 plan and draft.
- Day 4 revised draft, Award, and Target.
- Day 5 polished response and partner explanation.

15. TEKS Correlations

TEKS	Student Expectation	Where
5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Days 1 to 5
5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Days 2 to 5
5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1 to 5
5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft	Days 2 to 5
5.11(C)(i)	revise drafts to improve sentence structure	Day 4

5.11(C)(vi)	revise drafts by rearranging ideas for coherence	Day 4
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16. Standards Coverage Matrix

Classification	TEKS	Expectation	Where It Occurs
PRIMARY	5.12(C)(i)-(ii)	Argument genre characteristics and craft	Full lesson
PRIMARY	5.11(B)(iii)	Purposeful structure including a conclusion	E and S modeling
PRIMARY	5.11(B)(v)	Depth of thought with details	T: E, and S
REVISING	5.11(C)(i)-(vi)	Sentence structure, word choice, adding, deleting, combining, rearranging	Day 4

17. ELPS Correlations

ELPS	Domain	Student Expectation	Evidence
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Days 1, 3, and 5
2(E)(i)	Speaking	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 1, 3, and 5
3(G)(ii)	Reading	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	write using high-frequency words and content-area vocabulary	Final response
4(D)(i)	Writing	write using varied sentence lengths	Draft and revision
4(D)(ii)	Writing	write using varied sentence types	Draft and revision
4(D)(iii)	Writing	write using varied transition words	Argument
4(F)(i)	Writing	write to explain, respond, or justify with supporting details	Evidence and Thinking

ELPS Woven Into Intervention

ELPS	Domain	Support	When
4(D)(ii)	Writing	Expand a sentence with a transition.	Days 3 and 4
4(F)(i)	Writing	Explain how a detail supports the Claim.	Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Extension	When
4(D)(iii)	Writing	Revise transitions for one line of Argument.	Days 4 and 5
4(F)(ix)	Writing	Use significance and coherence accurately.	Day 5

18. ELPS Linguistic Accommodations

Need	Teacher Move	Student Output
Vocabulary	Rehearse significance, synthesize, coherence, consent, and grievance.	Uses one word in a sentence.
Perspective	Offer a frame for U and R.	Fair response.
Significance	Offer "This matters beyond the paper because..."	Grounded Bluebird Moment.

19. Language Domains

Domain	Student Does	Evidence
Listening	Listen for synthesis.	Day 3
Speaking	Teach CREATURES.	Day 5
Reading	Annotate both passages.	TRACKS
Writing	Compose, revise, edit.	Final response

20. Rigor Safeguard

Demand	Protected Expectation	Check
Very High stamina	Use two long passages.	Reread without lowering the task.
Full structure	All nine letters remain.	Label every part.
Significance	Bluebird Moment stays grounded.	Point to the passage link.

21. Rigor & Cognitive Demand

Demand	Student Thinking	Evidence
Analyze	Separate Ending from Significance.	Names jobs.
Evaluate	Judge Evidence and Claim.	Cites and explains.
Create	Assemble full response.	Final draft.

22. The Five Thinking Levels

Level	Color	Thinking Stage	Student Must Do	Evidence
1	Red	Literal	Identify E and S.	Names parts.
2	Orange	Understand	Explain jobs.	Oral explanation.
3	Yellow	Apply	Add E and S to a plan.	CREATURES TRAIL.
4	Green	Analyze	Trace Evidence to S.	Draft.
5	Blue	Create	Write and revise.	Final.

The Progression of Thinking

Level	Question	Student Thinking	Focus
Literal	What is E?	I can find it.	Identification
Understand	How is it different?	I can explain synthesis.	Purpose
Apply	Can I complete it?	I can write E and S.	Construction
Analyze	Why is S grounded?	I can trace Evidence.	Reasoning
Create	How can it matter?	I can build a case.	Significance

23. Possible Teacher Misconceptions

Misconception	Looks Like	Correction
Ending means repeating.	Copy of the first sentence.	Combine strongest reasoning.
Significance is any life lesson.	Unrelated statement.	Trace it to Evidence.
U and R are optional.	One viewpoint only.	Keep both.
More Evidence is always stronger.	List without Thinking.	Explain how and why.

24. Possible Student Misconceptions

Misunderstanding	Notice	Correction
Ending and Significance are the same.	One sentence does both.	Separate synthesis and widening.
Conclusion may add a new Reason.	Undeveloped idea appears.	Move or delete it.
Understanding Others means agreeing.	Claim changes.	Represent, then answer.
Bluebird Moment can be exaggerated.	Leaves the passages.	Use a modest Evidence-based idea.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Targets: [5.11\(B\)\(iii\)](#), [5.11\(B\)\(v\)](#), [5.12\(C\)\(i\)](#), and [5.12\(C\)\(ii\)](#). Students organize a coherent argumentative response with depth, craft, an Ending, and Significance.

26. How I Say the Standard!

TEKS says	How I say it
5.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details.	I organize my ideas so my reader can follow my argument, and I end by bringing it together.
5.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I revise sentences so my ideas are complete.
5.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I write a Claim, Reasons, Evidence, and a fair response.

27. This Week I Can...

This week I can write a thesis (central idea), complete all nine CREATURES parts, write an Ending that synthesizes, write a grounded Significance, and revise and edit.

28. Before I Can... Prerequisites

- Read both passages while maintaining meaning.
- Identify Claim, Reasons, Evidence, Thinking, and a response to another viewpoint.
- Explain how a detail supports a position.
- Use complete sentences and transitions.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Name the nine CREATURES parts in order. Tell your partner which part brings the argument together and which part explains why it matters beyond the paper."

Answer key: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.

30. Vocabulary Infusion

Word	Meaning	Use It
synthesize	bring ideas together	My Ending synthesizes.
significance	importance beyond one paper	My Significance explains why.
coherence	ideas fit in clear order	I revise for coherence.
evidence	proof from a passage	Evidence supports my Claim.

31. Conventions Connection

Review capitalization of abbreviations, initials, acronyms, and organizations; commas in complex sentences; and spelling. Apply [5.11\(D\)\(xvi\)](#), [5.11\(D\)\(xvii\)](#), [5.11\(D\)\(xviii\)](#), [5.11\(D\)\(xix\)](#), [5.11\(D\)\(xxi\)](#), [5.11\(D\)\(xxvii\)](#), [5.11\(D\)\(xxviii\)](#), and [5.11\(D\)\(xxix\)](#).

32. Writing Connection

Ending is part of the structure, not an afterthought. It reinforces the Claim and gathers the strongest Reasons, Evidence, and Thinking. Significance gives the reader a Bluebird Moment grounded in the passage.

33. Watch Out!

Misconception: a student may repeat the Claim, add a new Reason, or call any broad statement Significance. **Teacher move:** ask for the Evidence behind the Ending and Bluebird Moment.

34. Ready Check

Read: "Kendrix watered the plants because she guessed they were dry. The garden worsened. After she examined the wet soil, she changed her plan." **Answer key:** Evidence is wet soil and worsening plants; Thinking is that observation changed the plan; Ending synthesizes careful evidence over a quick guess; Significance connects investigation to future decisions.

35. Teacher Look-Fors

- Ending synthesizes rather than repeats.
- Significance is grounded rather than random.
- All nine parts connect to one Claim.
- Evidence is accurate and explained.
- Revision improves coherence and conventions.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These words will help you read both passages, build a fair argument, and explain why your ideas matter."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Definition	Frame
garden	place where people grow plants	The garden ____.
plant	living thing that grows in soil	The plants needed ____.
water	liquid plants need	Too much water ____.
soil	ground in which plants grow	The soil became ____.
rights	things people may have or do	The Declaration named ____.
nation	country and its people	The nation ____.
leader	person who guides a group	The leaders decided ____.
decision	choice a person makes	Kendrix decided ____.
problem	something needing a solution	The problem was ____.
change	to become or make different	Kendrix changed ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words. Use them when you explain how Evidence supports a position and why an idea matters."

Word	Definition	Frame
synthesize	bring important ideas together	I synthesize by ____.
significance	importance beyond one paper	The significance is ____.
conclusion	Ending that brings an argument together	My conclusion ____.
coherence	ideas fit in clear order	My response has coherence.
revise	improve writing by changing it	I will revise ____.
edit	correct conventions	I will edit ____.
elaborate	add thinking that clarifies	I elaborate by ____.
support	strengthen an idea with proof	This supports my Claim.
organize	arrange ideas for a reader	I organize by ____.
argument	connected case supporting a position	My argument shows ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our passages and our argument. Use them to talk like an expert reader and writer."

Word	Say It This Way	Definition
Kendrix	KEN-driks	girl in the garden passage who learns to use Evidence
Bluebird Moment	BLOO-berd MOH-muhnt	Significance that widens meaning
Revolutionary War	rev-uh-LOO-shuh-ner-ee wor	war fought for independence
Loyalists	LOY-uh-lists	colonists loyal to Great Britain
Patriots	PAY-tree-uhts	colonists who supported independence
democracy	dih-MOK-ruh-see	government in which people help choose leaders
abolitionists	ab-uh-LISH-uh-nists	people who argued against slavery
legacy	LEG-uh-see	influence that continues
unalienable	un-AL-yuh-nuh-bul	not able to be taken away
consent	kuhn-SENT	agreement or permission

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

In "The Garden That Wouldn't Grow," Kendrix assumes weak plants need more water. The extra water makes the garden worse because roots cannot get enough air. Her grandmother observes the soil, explains balance among water, air, sunlight, nutrients, and space, and helps Kendrix change the plan. Kendrix records observations, notices patterns, and learns that Evidence-based problem solving is stronger than a first guess.

In "Words That Changed a Nation," leaders approve the Declaration of Independence on July 4, 1776. It explains natural rights, consent of the governed, grievances, and why independence became necessary. It also shows limits in application and later movements returning to its principles.

CREATURES means Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance. E synthesizes. S gives the Bluebird Moment.

40. Materials Needed

Category	Items
Core	Both passages, notebooks, anchor charts
Writing	Pencils, highlighters, sticky notes
Argument	CREATURES reference and station cards
Assessment	Planning, revision, and tracker pages
Access	Vocabulary display, oral frames, enlarged text

41. Preparation Before Day 1

- ☐ Print both Very High stamina passages.
- ☐ Prepare the CREATURES Whole Map with E and S highlighted.
- ☐ Prepare Ending and Significance charts.
- ☐ Prepare nine station cards and planning pages.
- ☐ Mark TRACKS categories in both passages.
- ☐ Display vocabulary for oral rehearsal.
- ☐ Prepare a conventions checklist.
- ☐ Set aside partner-teach space for Day 5.

42. Weekly Timing & Transition Overview

Day	Minutes	Stage	What Happens
1	15	Gather + Reveal	Compare Endings and reveal Significance.
2	15	Attempt	Build nine parts.
3	15	Discuss + Use	Discuss and draft.
4	15	Award + Target	Revise.
5	15	Explain + Educate	Teach, edit, answer.

43. Tiny Times Transition

Use: "Bring the Claim home." Touch E and S on Day 1, move station by station on Day 2, point to Evidence on Day 3, hold up a growth letter on Day 4, and teach the flow on Day 5.

Citizenship & Content Connection**44. The Citizenship Connection**

The Declaration passage invites discussion of rights, consent, fairness, and responsibility. It also shows that a founding statement did not immediately apply equally to everyone. A strong Significance statement can recognize influence and unfinished work.

Content Idea	Writing Connection	Teacher Script
Rights	Explain why people examine whether rights apply to everyone.	"Connect your Bluebird Moment to people, communities, rights, decisions, or the future."
Decisions	Kendrix changes her plan after observing wet soil.	"Ask what Evidence you have before you act."
Fair perspective	Represent another viewpoint accurately.	"Answer fairly without pretending the Evidence disappears."

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Letter	Part	Job
C	Claim	Make a clear position.
R	Reasons	Organize support.
E	Evidence	Select relevant proof.
A	Argument	Build a coherent line.
T	Thinking	Explain how and why proof supports the Claim.
U	Understanding Others	Represent another viewpoint.
R	Rebuttal	Answer the viewpoint.
E	Ending	Reinforce and synthesize.
S	Significance	Give the Bluebird Moment.

Part	Ask	Strong Response
Ending	How do I bring the Claim home?	Ultimately, Kendrix's experience shows that careful observation leads to better decisions.
Significance	Why does it matter beyond the paper?	This matters because people and communities make wiser decisions when they examine Evidence.

Revision Move	Question	Success
Add	What explanation is missing?	Thinking makes Evidence prove.
Delete	What distracts?	Every sentence serves the Claim.
Combine	Which ideas belong together?	Related details read as one.
Rearrange	What order helps?	Argument is clear.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

- **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.

Board text: Dot the word. Discover the meaning. Drop the dot. Apply DOT to passage words such as defensible, evidence, unalienable, consent, and grievance without interrupting the first read for lengthy definitions.

TEACHER SCRIPT

"Build the argument one CREATURES part at a time. Check that every part connects to the same Claim. Your Ending should bring the strongest reasoning together, and your Significance should explain why the position matters beyond the paper."

Students reread both passages, TAP the TRACKS, mark Evidence, plan nine parts, and trace the path from detail to Thinking to the Bluebird Moment.

47. Student Source Passage(s)

Passage use: use the two source texts below at very high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Garden That Wouldn't Grow" (Stamina: Very High)

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

[2] Before planting, Kendrix and her grandmother spent several afternoons preparing the garden. They pulled weeds, loosened the soil, and mixed in compost to improve the growing conditions. Her grandmother explained that healthy soil gives plants the nutrients and support they need to grow. Kendrix enjoyed organizing the seed packets and helping decide where each plant should go. They placed the taller tomato plants where they would not block sunlight from the smaller herbs and peppers. They also left enough space between the plants so each one would have room to grow. By the time they finished, the rows looked neat and organized. Kendrix smiled as she imagined how colorful the garden would become later in the season.

[3] The garden quickly became part of Kendrix's daily routine. Before breakfast, she walked outside to see if anything had changed overnight. She looked for tiny sprouts pushing through the soil and watched as each plant slowly became taller. Every afternoon, she and her grandmother pulled small weeds that appeared between the rows. Her grandmother explained that weeds compete with garden plants for water, sunlight, nutrients, and space. Removing them gave the vegetables a better chance to grow. Kendrix noticed that gardening required patience because progress happened a little at a time.

[4] As the days passed, the tiny seedlings developed more leaves. The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden. Kendrix enjoyed watching bees visit the flowers nearby. Her grandmother explained that many flowering plants depend on pollinators to help them reproduce. Although the tomatoes had not yet produced fruit, small yellow flowers began to appear on several plants. Kendrix became even more excited about the growing season.

[5] After two weeks, however, something changed. Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others seemed to have stopped growing altogether. Kendrix slowly walked down each row, comparing the plants with how they had looked only a few days earlier. She could tell something was wrong, but she was not sure what had caused the change.

[6] Thinking she understood the problem, Kendrix suggested that the plants needed more water. The weather had been warm for several days, and the afternoon sun felt much hotter than it had earlier in the spring. Kendrix reasoned that the heat must have dried out the soil more quickly than usual. Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do. Kendrix glanced at the soil and thought it looked dry enough. Feeling confident in her conclusion, she believed extra water would quickly solve the problem.

[7] The following day, she watered each plant much more than usual. She slowly poured water around every stem until the soil became dark and soaked. She carefully made sure every row received the same amount of water. Later that afternoon, she returned with the watering can again because she wanted to make certain none of the plants became thirsty during the hottest part of the day. Kendrix felt proud of herself for taking extra care of the garden. She imagined the leaves becoming greener overnight and expected to see stronger stems by morning.

[8] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix had finished watering. When she stepped into the garden, her shoes sank slightly into the soft ground. The muddy soil stuck to her boots as she walked from one row to another. Even though the plants had received plenty of water, they

looked less healthy each day. Some leaves curled at the edges, and several stems leaned farther toward the ground.

[9] Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse. She sat quietly beside the garden, trying to think of another explanation. Maybe insects were eating the roots underground where she could not see them. Perhaps the seeds had not been healthy from the beginning. She even wondered whether the weather had simply been too unusual that year. None of her ideas seemed to explain why every plant was struggling.

[10] Her grandmother joined her in the garden and quietly examined the plants. Instead of making an immediate decision, she carefully observed each row. She looked at the leaves, gently pressed the soil with her hands, and examined the stems one by one. Finally, she dug a small hole beside one of the tomato plants. The soil beneath the surface was still very wet even though many hours had passed since Kendrix watered it.

[11] Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. Healthy roots absorb water and nutrients from the soil, but they also need tiny spaces between soil particles where air can reach them. When those spaces fill completely with water, oxygen cannot move through the soil as easily. The roots struggle to do their job, even though water is plentiful.

[12] To help Kendrix understand, her grandmother compared plant roots to people breathing. "Imagine trying to breathe if the air around you disappeared," she said. "Your body would have trouble working properly. Plant roots also need oxygen to stay healthy." Kendrix suddenly realized that she had only been thinking about giving the plants enough water. She had not considered that too much water could create an entirely different problem.

[13] Her grandmother continued explaining that healthy plants depend on several environmental conditions working together. Plants need sunlight to make food in their leaves through photosynthesis. They need nutrient-rich soil to supply minerals that support growth. They need enough space so their roots and stems can develop properly. They also need air in the soil and the right amount of water. When one condition changes too much, the balance is disturbed, and the entire plant can be affected.

[14] Kendrix listened carefully. She remembered learning in science class that scientists collect evidence before drawing conclusions. Instead of making guesses, they observe carefully and test their ideas. She realized she had skipped that important step. She had assumed she knew the cause of the problem without gathering enough information first.

[15] Together, Kendrix and her grandmother decided to change their approach. They stopped watering the garden every day and allowed the soil to dry out naturally between waterings. Each morning, Kendrix gently pressed her finger into the soil before deciding whether the plants needed more water. Sometimes the surface looked dry, but the soil underneath still felt damp. Her grandmother explained that appearances alone do not always tell the whole story.

[16] While waiting for the soil to dry, they continued caring for the garden in other ways. They removed weeds that competed with the vegetables for sunlight, water, and nutrients. They carefully checked the leaves for signs of insects or disease. They made sure taller plants were not blocking sunlight from the smaller herbs. Kendrix also noticed that different plants recovered at different rates. Some tomatoes improved quickly, while a few peppers needed several more days before showing signs of new growth.

[17] Each afternoon, Kendrix wrote short notes in a small gardening notebook. She recorded whether the soil felt dry or damp, whether they watered that day, and how the plants looked. After several days, she noticed patterns. The healthiest plants were not always the ones that received the most water. Instead, they were the ones growing in soil that stayed moist but not soaked. Recording observations helped her notice details she might have forgotten otherwise.

[18] Nearly a week later, the muddy soil gradually became firmer. The puddles disappeared, allowing more air to reach the roots. New leaves slowly appeared, and many of them looked greener than the older yellow ones. The stems became stronger and stood more upright. Although the improvement happened gradually, Kendrix could clearly see that the changes were helping. She learned that healthy growth often takes time and that

problems are not always solved overnight.

[19] As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit. The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves. Bees and butterflies visited the flowers throughout the garden, and birds occasionally stopped nearby before flying away again. The garden looked alive once more.

[20] Harvest season soon arrived. Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together. They filled baskets with vegetables they had grown themselves. As they worked, Kendrix remembered how worried she had been only a few weeks earlier. Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.

[21] Her grandmother smiled and asked, "What do you think was the most important lesson you learned?"

[22] Kendrix thought for a moment before answering. "I learned that solving a problem isn't about making a quick guess. It's about paying attention to what you observe and using evidence before deciding what to do."

[23] Her grandmother nodded. "That's true in gardening, and it's true in many other situations as well."

[24] Kendrix quietly observed the garden one last time before carrying the baskets inside. She noticed the healthy green leaves, the firm stems, and the rich brown soil that now held just the right amount of moisture. She understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space. More importantly, she learned that careful observation, thoughtful investigation, and a willingness to change a plan based on evidence often lead to the best solutions. The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants.

Passage 2: "Words That Changed a Nation" (Stamina: Very High)

[1] In the summer of 1776, leaders from the thirteen colonies met to make an important decision. They had grown frustrated with British rule and believed it was time to form their own nation. After many discussions, they approved the Declaration of Independence on July 4, 1776.

[2] Before this happened, many colonists considered themselves loyal British subjects. They spoke English, traded with British merchants, and followed British laws. Most people did not originally want to separate from Great Britain. Instead, they hoped disagreements with the British government could be resolved peacefully. However, the relationship between the colonies and Great Britain changed over many years as conflicts became more serious.

[3] One major turning point came after the French and Indian War, which ended in 1763. Although Great Britain won the war and gained more land in North America, it also gained a large amount of debt. British leaders believed the colonies should help pay for the cost of defending the land. Parliament passed several new taxes, including the Sugar Act and the Stamp Act. These laws required colonists to pay taxes on goods they used every day.

[4] Many colonists believed these taxes were unfair. They argued that they had no representatives in Parliament, the group that made Britain's laws. Because they could not vote for members of Parliament, they believed it was wrong for Parliament to tax them. Their protest became known by the phrase "taxation without representation." This idea spread quickly through newspapers, speeches, and public meetings. Colonists believed that governments should listen to the people they governed.

[5] As more taxes were passed, protests became stronger. Some colonists refused to buy British goods. Others organized meetings to encourage people to support local businesses instead. Groups such as the Sons of Liberty protested against British policies and encouraged resistance. Although not every colonist agreed with these actions, many shared the belief that their rights were being ignored.

[6] Several important events increased tensions even further. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. News of the event spread quickly and caused many colonists to distrust British authority even more. Three years later, Parliament passed the Tea Act. Although tea became less expensive, the law gave one company special trading rights. Many colonists believed this law still represented unfair taxation.

- [7] To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor. They dumped hundreds of chests of tea into the water during an event that became known as the Boston Tea Party. Great Britain responded by passing the Intolerable Acts, which punished the colony of Massachusetts. Instead of weakening colonial resistance, these laws encouraged the colonies to cooperate with one another.
- [8] Leaders from the colonies gathered at the First Continental Congress to discuss what should happen next. At first, many delegates still hoped they could settle their disagreements peacefully. Fighting began in 1775 at Lexington and Concord, making compromise much more difficult. As the conflict continued, more colonial leaders concluded that independence was the only way to protect the rights they believed belonged to the people.
- [9] In June 1776, the Continental Congress appointed a committee to prepare a declaration explaining why the colonies wanted independence. Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress. Delegates carefully debated the wording because they wanted every sentence to clearly explain their reasons for separating from Great Britain.
- [10] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.
- [11] The Declaration explained that governments exist to protect these rights. According to the document, governments receive "their just powers from the consent of the governed." This means that governments receive authority because the people agree to be governed. If leaders fail to protect people's rights or become destructive, the people have the right to change or replace that government.
- [12] These ideas were influenced by Enlightenment thinkers, especially John Locke. Locke believed that people possess natural rights simply because they are human. He argued that governments should protect life, liberty, and property. If a government failed to protect those rights, citizens could create a better government. Colonial leaders believed these ideas supported their decision to seek independence.
- [13] At the time, these beliefs challenged the way many European countries were governed. Most nations were ruled by kings or queens who inherited power through their families. Some rulers claimed that God had chosen them to govern, an idea called divine right. The Declaration rejected this belief by saying that governments should serve the people instead of ruling over them without their agreement.
- [14] The Declaration also included a long list of complaints against King George III. Colonial leaders believed he had repeatedly violated their rights. They accused him of refusing to approve important colonial laws, dissolving colonial legislatures, interfering with courts, maintaining standing armies during peacetime, quartering soldiers, placing unfair taxes on the colonies, and denying colonists many of the rights they believed English citizens deserved.
- [15] By listing these grievances, the authors hoped to explain their decision not only to the colonists but also to other countries. They wanted foreign nations to understand that independence was not a sudden decision. Instead, they argued that it became necessary after years of unsuccessful attempts to solve their disagreements peacefully.
- [16] The Declaration was organized carefully. It began by explaining why the colonies were writing the document. Next, it described the basic principles of government and natural rights. After that, it listed complaints against King George III. Finally, it officially declared that the colonies were "Free and Independent States." This organization helped readers understand both the ideas behind independence and the reasons for declaring it.
- [17] Approving the Declaration was only the beginning. Signing the document required tremendous courage. If Great Britain defeated the colonies, the delegates who signed it could have been arrested for treason. They risked losing their property, their freedom, and even their lives. Even with these dangers, they believed creating an independent nation was worth the risk.
- [18] Winning independence also required years of fighting. The Revolutionary War continued until 1783.

Soldiers faced shortages of food, clothing, weapons, and supplies. Families sacrificed by growing food, making clothing, raising money, and supporting the war effort in many different ways. The struggle for independence required the efforts of both soldiers and civilians.

[19] Not everyone in the colonies supported independence. People who remained loyal to Great Britain were called Loyalists. They believed the colonies should continue to be part of the British Empire. Others, known as Patriots, supported independence and believed the colonies should govern themselves. Families and neighbors sometimes disagreed strongly about which side to support.

[20] Not everyone in the colonies believed the ideas in the Declaration were being fully applied. Abigail Adams, the wife of John Adams, wrote a famous letter urging leaders to "Remember the Ladies." She argued that women should receive greater rights and protections. Although women could not vote at that time, Abigail Adams believed they deserved a stronger voice in the new nation.

[21] Other groups also recognized that the promises in the Declaration did not apply equally to everyone. Enslaved African Americans remained in bondage despite the statement that "all men are created equal." Many enslaved people hoped that the ideas of liberty would eventually lead to freedom, but slavery continued for many years after independence.

[22] Native American nations also faced difficult challenges during this period. Many tribes had lived on the land long before European settlers arrived. As the new nation expanded westward, conflicts over land became more common. Some Native American groups sided with the British during the Revolutionary War because they hoped Britain would slow colonial expansion. Others remained neutral or made different choices based on their own circumstances.

[23] Free Black Americans also recognized the difference between the Declaration's promises and everyday life. Many believed that if the nation truly believed in equality, those principles should apply to everyone. Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments.

[24] Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles. Abolitionists used its language to argue against slavery. Women's rights advocates pointed to its promises while seeking equal treatment. Civil rights leaders later reminded Americans that the nation's founding ideals should apply to all citizens.

[25] The influence of the Declaration reached beyond the United States. People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights. Some nations created governments based on similar principles, while others used its ideas to support their own movements for independence.

[26] Today, the Declaration of Independence remains one of the most important documents in American history. Students continue to study its words because they explain the nation's founding principles. The document reminds people that governments exist to protect rights and that citizens play an important role in shaping their government.

[27] Even as the ink dried on the document, the conversations it started did not disappear. In homes, churches, newspapers, schools, town meetings, and letters, people continued discussing what freedom, equality, and natural rights truly meant. Those conversations have continued for more than two centuries. Americans have often disagreed about how these ideas should be applied, but the principles written in 1776 have remained at the center of those discussions.

[28] The Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country. Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government. While the nation has changed in many ways since 1776, the ideas expressed in the Declaration continue to shape American democracy and inspire people to work toward the promise of equal rights and freedom for all.

48. Student Annotation Guide

The Garden That Wouldn't Grow

TRACKS	Evidence to Mark
T	Each spring, after two weeks, nearly a week later, harvest season.
R	Kendrix felt puzzled and later realized she had skipped Evidence.
A	She overwatered, observed, recorded, and changed her plan.
C	Kendrix, her grandmother, roots, and balance.
K	Too much water prevents roots from getting air.
S	Garden rows, muddy soil, puddles, recovering plants.

Words That Changed a Nation

TRACKS	Evidence to Mark
T	1776, 1763, 1770, 1775, 1783, today.
R	Frustration, "taxation without representation," "Remember the Ladies."
A	Protests, Boston Tea Party, Declaration, later movements.
C	Leaders, Abigail Adams, Loyalists, Patriots, rights, consent.
K	Natural rights, equality, consent of the governed.
S	Colonies, Boston Harbor, Parliament, new nation.

49. TRACKS Evidence Highlighting

Students TAP six measurable categories of Evidence.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

DAY 1 | Gather + Reveal | 15 MINUTES

Standard	Student Expectation
5.11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
5.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics
4(C)(i)	write using high-frequency words and content-area vocabulary
4(F)(i)	write to explain, respond, or justify with supporting details

Gather: Read the final ideas of both passages. Ask students to listen for meaning beyond the immediate events. **Reveal:** Compare an abrupt, repetitive, and purposeful Ending. Model: "Ultimately, Kendrix's experience shows that careful observation and Evidence lead to better decisions than a quick assumption. This matters because people and communities make wiser decisions when they examine conditions before acting." The first sentence is E; the second is S.

TEACHER SCRIPT

"Today we bring the Claim home, then give the reader the Bluebird Moment, the reason this thinking matters beyond our paper."

Check: Students label E and S and explain the difference. Product is a labeled close and nine-letter map.

DAY 2 | Attempt | 15 MINUTES

Standard	Student Expectation
5.12(C)(ii)	compose argumentative texts, including opinion essays, using craft
5.11(B)(v)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details
4(D)(iii)	write using transition words
4(F)(ix)	write using newly acquired vocabulary

Attempt, CREATURES TRAIL: Students move through C, R, E, A, T, U, R, E, S with the Kendrix position. Expected content: wet soil and worsening plants are Evidence; observation and notebook patterns are Thinking; quick action is a reasonable other view; the failed watering plan supports the Rebuttal; Ending synthesizes; Significance gives the Bluebird Moment.

Station	Expected Addition
C	Evidence-based problem solving is more reliable than assumptions.
R	Observation reveals conditions a first guess can miss.
E	Soil stayed wet and plants worsened after extra water.
A	Problem, assumption, Evidence, changed plan, result.
T	Observation gave a stronger basis for action.
U	Someone might think quick action would help.

R	Results show the quick choice made the problem worse.
E	Investigation builds a reliable path to a solution.
S	People make wiser decisions when they examine Evidence.

TEACHER SCRIPT

"Claim stays constant. Reasons organize. Evidence proves. Thinking connects. Understanding Others and Rebuttal show fairness. Ending synthesizes. Significance leaves the Bluebird Moment."

DAY 3 | Discuss + Use | 15 MINUTES

Standard	Student Expectation
5.11(C)(vi)	revise drafts by rearranging ideas for coherence
5.11(C)(iii)	revise drafts by adding ideas for coherence
4(D)(ii)	write using varied sentence types
4(F)(x)	write to explain relationships among ideas

Discuss: A longer argument may use several Reasons and Evidence details, but E still synthesizes and S still widens. Students choose a prompt about Evidence-based problem solving or the Declaration's continuing influence, plan all nine parts, and draft.

TEACHER SCRIPT

"Plan all nine parts before you draft. Your Ending synthesizes, and your Significance gives the reader the Bluebird Moment."

Model for the Declaration prompt: Claim about continuing influence; Reasons about natural rights and later movements; Evidence about rights, consent, Abigail Adams, abolitionists, women's rights advocates, and civil rights leaders; U recognizes limits; R explains later use. Check that E and S are separate.

DAY 4 | Award + Target | 15 MINUTES

Standard	Student Expectation
5.11(C)(i)	revise drafts to improve sentence structure
5.11(C)(iv)	revise drafts by deleting ideas for coherence
4(E)(ii)	write content-area text using grammatical structures
4(F)(ii)	write to explain and justify with supporting details

Award: choose the CREATURES letter showing greatest growth and cite a line. **Target:** add Thinking, delete repetition, combine ideas, rearrange for coherence, strengthen E, or ground S. Near miss: "The Declaration was important. It was important because rights are good." Revision: "Taken together, the Declaration's ideas about rights and consent were important because later movements used those principles to argue for expanded equality." Add a passage-grounded Bluebird Moment.

TEACHER SCRIPT

"Make the connection clearer. Name the revision move and show the improved line."

DAY 5 | Explain + Educate | 15 MINUTES

Standard	Student Expectation
5.11(D)(xxi)	edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences
5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words
4(F)(xiii)	write to explain relationships among ideas
4(F)(xiv)	write to justify ideas with supporting Evidence

Explain: Partners teach CREATURES from C through S and explain the two E jobs. **Educate:** edit capitalization, commas, spelling, and high-frequency words, then submit the polished response.

TEACHER SCRIPT

"With your notes closed, teach CREATURES to a partner from C through S. Explain the job of each letter and show how your Evidence supports your Claim."

Final success: all nine parts are present, U and R are fair, E synthesizes without a new Reason, and S is a grounded Bluebird Moment. Ending makes the final message clear; Significance shows why it matters beyond the paper.

Student Exemplars

51. Low / Developing Exemplar

Student Response	What Needs Improvement
"Kendrix learned to use Evidence. The Declaration was important. This matters because people should think."	Parts are not connected; Evidence and Thinking are thin; Ending repeats and Significance is not grounded.

52. Medium / Approaching Exemplar

Student Response	What Needs Improvement
"Careful Evidence is better than guessing because the soil was wet and the garden got better after Kendrix changed her plan. Some people might think watering more helped, but it did not. In the end, Evidence is important. This matters because people need good choices."	Claim and Evidence are present. Strengthen Thinking, the Argument, and the specificity of the Bluebird Moment.

53. High / Secure Exemplar

Student Response	Why It Meets the Target
"Careful evidence-based problem solving is more reliable than acting on assumptions because observation can reveal conditions that a first guess misses. In 'The Garden That Wouldn't Grow,' Kendrix assumes the weak plants need more water, but the soil becomes muddy, puddles remain, and leaves turn yellow. Her grandmother examines the soil and explains that too much water keeps roots from getting enough air. Kendrix records observations and changes her plan. Someone might argue that quick action is useful, but the results show that a fast decision without enough information can make a problem worse. Ultimately, Kendrix's experience shows that careful investigation builds a reliable path from a problem to a solution. This matters because people and communities make wiser decisions when they observe conditions, use Evidence, and remain willing to change a plan."	Full CREATURES flow, accurate Evidence, explained Thinking, fair U and R, synthesized Ending, grounded Bluebird Moment.

Additional Secure Exemplars

Prompt	Ending and Significance
Declaration influence	"The Declaration's ideas remained influential because later movements used them to argue for expanded equality. This matters because shared principles help communities examine unfair treatment."
Careful argument	"The Declaration connected principles, grievances, and a decision so readers could understand independence. This matters because public decisions are more trustworthy when leaders explain reasoning."

Secure Response: Evidence and Explanation

Part	Secure Evidence and Explanation
Evidence	Later movements returned to the Declaration's principles.
Thinking	People used the ideas to argue for broader equality.
Ending	It synthesizes rights, consent, and later influence.
Significance	It widens meaning to communities and future decisions.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept a clear position about Evidence-based problem solving, the continuing influence of the Declaration, or a paired-passage position. Require accurate Evidence, explained Thinking, fair U and R, a synthesized Ending, and grounded Significance.

55. Standards Evidence Trail

Artifact	TEKS	Look For
CREATURES map	5.11(B)(iii)	Nine parts and purposeful Ending.
CREATURES TRAIL	5.12(C)(i)	Genre characteristics.
Full response	5.11(B)(v)	Specific details and depth.
Revision	5.11(C)(i) , 5.11(C)(vi)	Improved sentences and order.
Polished response	5.12(C)(ii)	Craft, transitions, E, and S.

56. Assessment Opportunities

Opportunity	Type	Success Criteria
Day 1 label	Informal	E synthesizes; S explains beyond the paper.
Day 2 station check	Informal	Points to relevant Evidence.
Day 3 plan	Formative	All nine parts connect.
Day 4 revision	Formative	Names and shows a revision.
Day 5 final	Formative	Bluebird Moment is grounded.

Assessment Prompt Bank

Prompt	Expected Response
Evidence is more reliable than assumptions.	Kendrix, wet soil, changed plan, E, and S.
Declaration ideas continued to matter.	Rights, consent, later movements, U, R, E, and S.
Strong arguments need E and S.	Synthesis and lasting importance have separate jobs.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: Defend the position that a purposeful Ending and a Bluebird Moment make an argumentative response stronger.

1. Name the job of Ending.

2. Name the job of Significance.

3. Write an Ending for the Kendrix argument.

4. Write a grounded Significance.

5. Label C, R, E, A, T, U, R, E, S.

58. Exit Ticket Answer Key

Item	Answer Key	Points
1	Ending reinforces the Claim and synthesizes the strongest reasoning.	2
2	Significance explains why the position matters beyond the paper and stays grounded.	2
3	Example: "Ultimately, Kendrix's experience shows that careful observation leads to better decisions."	2
4	Example: "This matters because people and communities make wiser decisions when they examine Evidence."	2
5	Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.	2

59. Scoring Principle

Score the connected case, not a memorized sentence. Secure work has accurate Evidence, explained Thinking, fair U and R, a synthesized Ending, and a grounded Bluebird Moment.

60. Gradebook Conversion

Level	Descriptor	Evidence
High / Secure	Complete and grounded	All nine parts connect.
Medium / Approaching	Mostly complete	One link needs strengthening.
Low / Developing	Partial or list-like	Close and connected case are missing.

61. Recommended Gradebook Label

G5 C4 M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Element	Requirement	Success
Prompt	Defend a position from one or both passages.	Claim answers task.
Development	Plan nine parts.	Reasons, Evidence, Thinking, U, and R connect.
Ending	Reinforce and synthesize.	No new Reason or repeat.
Significance	Give a Bluebird Moment.	Grounded importance.
Revision	Improve coherence and conventions.	Revised and edited.

63. Student Planning Frame

C: Claim: _____

R: Reasons: _____

E: Evidence: _____

A, Argument: _____

T: Thinking: _____

U: Understanding Others: _____

R: Rebuttal: _____

E: Ending: _____

S: Significance: _____

64. Writing Assignment Rubric

Criterion	3, Secure	2, Approaching	1, Developing
Claim and Reasons	Clear and logical.	Clear but thin.	Unclear.
Evidence and Thinking	Relevant and explained.	Present with limited explanation.	Missing.
U and R	Fair and reasoned.	Brief.	Missing.
Ending	Synthesizes.	Repeats.	Missing.
Significance	Grounded Bluebird Moment.	Related but broad.	Random or missing.
Coherence	Connected and edited.	Some work needed.	Difficult to follow.

65. Writing Gradebook Conversion

Score Band	Interpretation	Next Action
16 to 18	Secure	Extend to paired-passage synthesis.
10 to 15	Approaching	Reteach weakest link and revise.
6 to 9	Developing	Use station cards and oral rehearsal.

66. Teacher Feedback Shortcuts

- Bring the Claim home by synthesizing.
- Point to the Evidence behind this sentence.
- Make U fair, then make R answer it.
- Move a new Reason into the body or delete it.
- Widen the lens, but keep the Bluebird Moment grounded.

Response to Student Need

67. Intervention: Name the Thinking

Need	Teacher Move	Success
Ending repeats	Combine strongest reasoning.	New synthesis.
Significance is random	Ask for Evidence link.	Grounded S.
Argument is a list	Use transitions.	Clear line.
U and R missing	Rehearse a fair viewpoint.	Accurate U and R.

TEACHER SCRIPT

"Make the connection clearer. Point to the Evidence, explain the Thinking, and decide whether the Ending or Significance needs repair."

68. Embedded Checks & Student Support

Check	Expected	Correction
Label E and S	E synthesizes; S widens.	Compare jobs.
Trace Evidence	Cite and explain.	Ask, "This shows ____ because ____."
Build U and R	Represent and answer.	Restate neutrally.
Ground S	Connect to passage and world.	Ask for passage link.

69. Student Support Quick Reference

Need	Frame	Check
Claim	I defend the position that ____ because ____.	Answers task.
Thinking	This proves ____ because ____.	Explains how and why.
U	Some readers may think ____.	Accurate.
R	However, the passage shows ____.	Evidence-based.
Ending	Ultimately, ____.	Synthesizes.
Significance	This matters beyond the paper because ____.	Grounded.

70. Enrichment: Connect Across Texts

Task	Expected Thinking
Compare Kendrix and the Declaration.	Both show ideas grow stronger when people examine Evidence.
Write two Endings.	Individual and community connections, both synthesizing.
Write two Bluebird Moments.	Each is grounded in a passage.

Ask students to defend which Bluebird Moment best fits the Claim and why.

71. Additional Writing Opportunity: Plan and Draft

Prompt: Defend the position that the Declaration remains significant because its principles continue to shape arguments about rights and equality.

1. Write a Claim.
2. Plan Reasons.
3. Select Evidence.
4. Explain each detail.
5. Represent a viewpoint about limits.
6. Write a Rebuttal.
7. End with synthesis and a grounded Bluebird Moment.

WRITING REQUIREMENT

Use at least three module vocabulary words.

Success criteria: Claim answers, Evidence is accurate, Thinking explains, U and R are fair, Ending synthesizes, Significance matters beyond the paper.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: improve sentence structure, word choice, and coherence using [5.11(C)(i)] through [5.11(C)(vi)]. **Edit:** check capitalization, commas, spelling, and high-frequency words. **Share:** a partner names Claim, Evidence, Thinking, Ending, and Bluebird Moment.

Engagement & Home Connection

73. Auditory Engagement Moments

- Read an Ending and listen for synthesis.
- Read a Bluebird Moment and name its Evidence.
- Rehearse C through S.
- Judge U and R for fairness.
- Explain one revision aloud.

74. Pause Points

BEFORE ENDING

Have I synthesized without adding a new Reason?

BEFORE SIGNIFICANCE

Which Evidence makes this reasonable?

BEFORE SUBMITTING

Can a reader follow Claim through Significance?

75. At-Home Connection

TASK CARD 1

Explain the difference between a repeated and synthesized Ending.

TASK CARD 2

Say a Bluebird Moment and point to its Evidence.

TASK CARD 3

Teach the nine CREATURES letters and the two E jobs.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Check what you can do independently, and choose one next step that will make your argument clearer and stronger."

I Can...	Not Yet	Getting It	I've Got It!
Name all nine CREATURES parts.			
Select accurate Evidence.			
Explain how Evidence supports my Claim.			
Represent U fairly.			
Write R with reasoning.			
Write an Ending that synthesizes.			
Write grounded Significance.			
Revise for coherence.			
Edit conventions.			

77. Student Award

Name the CREATURES letter showing greatest growth and cite one line.

78. Student Target

Name one specific revision target.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked: How do a purposeful ending and a Bluebird Moment of significance turn a complete argument into a message that matters beyond the paper? Now we can answer it: A purposeful ending reinforces the claim and synthesizes the most important reasoning without simply repeating earlier sentences. Significance then creates the Bluebird Moment by explaining why the position matters beyond the immediate response, to decisions, communities, rights, responsibilities, or the world around us. When E and S complete the full CREATURES structure, the reader understands both what the writer believes and why the argument is worth remembering."

80. Essential / Overarching Question, Answered

How do a purposeful Ending and a Bluebird Moment of Significance turn a complete argument into a message that matters beyond the paper?

A purposeful Ending reinforces the Claim and synthesizes the strongest Reasons, Evidence, and Thinking, so the reader sees one connected case. A Bluebird Moment widens the lens and explains why the position matters to people, communities, rights, decisions, or the future. Kendrix's experience shows that careful observation and Evidence lead to stronger decisions than a quick assumption. The Declaration passage shows how ideas about rights and consent continued to influence arguments for equality. A complete argument matters when its close is purposeful, its larger meaning is grounded, and its Evidence remains visible.

81. Teacher Reflection

- Which students distinguished Ending from Significance?
- Which students traced a Bluebird Moment to Evidence?
- Which students built all nine parts?
- Which revision move improved coherence?
- Who needs another pass with U and R?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- TRACKS notes for both passages
- CREATURES TRAIL cards
- Planning pages and drafts
- Revised response and named revision move
- Award and Target statements
- Partner teaching notes
- Exit tickets at three levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Completing the Argument	Grade 5, Cluster 4, Module 4, Very High stamina	Cover
2	Meet Our Week	Ending, Significance, full CREATURES	Launch
3	Two Passages	Kendrix and Declaration	Day 1
4	Ending Synthesizes	Repeat versus synthesis	Day 1
5	Bluebird Moment	Grounded Significance	Day 1
6	CREATURES Flow	All nine parts	Day 1
7	CREATURES TRAIL	Nine stations	Day 2
8	Discuss the Difference	E versus S	Day 3
9	My Full CREATURES Argument	Plan and draft	Day 3
10	Award Your Growth	Choose strongest letter	Day 4
11	Choose a Target	Revision moves	Day 4
12	Turn and Teach	Teach C through S	Day 5
13	Edit and Submit	Conventions check	Day 5
14	Build It, Fix It, Say It	Repair E or S	Intervention
15	Two Bluebird Endings	Individual and community meaning	Enrichment
16	Progress Tracker	Reflection	Ownership
17	Developing Response	Missing links	Exemplar
18	Approaching Response	Weak Thinking and S	Exemplar
19	Secure Response	Full CREATURES	Exemplar

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only delivery.

Element	Adaptation
Shared document	Trace Evidence to Thinking to the Bluebird Moment.
Annotation	Mark TRACKS in a shared document.
Breakout discussion	Compare repeated and synthesized Endings.
Oral response	Teach CREATURES before typing.
Asynchronous option	Submit plan, draft, revision note, and final response.
Digital tracking	Update the Progress Tracker.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write in the right column.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	
Open notes	