

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 6

Argumentative Correspondence with CREATURES

Grade 5

Module 1 Decision Prompts: Claim, Reasons, and Evidence

Module 2 Coherent Argument and Thinking

Module 3 Understanding, Rebuttal, Ending, and Significance

Module 4 Full CREATURES in Argumentative Correspondence for a Real Audience

Overarching question: How do writers declare a why, grow it with CREATURES, and deliver the argument both as a paper and as a persuasive letter?

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Teacher Lesson Plan Guide

Decision Prompts: Claim, Reasons, and Evidence

Grade 5 | Cluster 6 | Module 1

Grade: 5

Cluster: 6, argumentative correspondence with the CREATURES framework

Module: 1 of the cluster

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

Module Title: Decision Prompts: Claim, Reasons, and Evidence

Content Connection / Passage Titles: "A Voice in the Community" and "A Gift That Welcomed Millions" (Week 1, Low Stamina, argumentative correspondence)

Primary TEKS: 5.11(B)(ii), 5.12(C)(i), 5.12(C)(ii), and 5.12(D)(i)

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 opens the Grade 5 Cluster 6 habit: if you have to decide, you must declare the WHY. Students move from a decision statement to a defensible claim, distinct reasons, and evidence that directly matches each reason.

TEACHER SCRIPT

"When students learn that an argument begins with a choice they can defend, writing becomes purposeful instead of uncertain."

Connection to this week's type of thinking: students read both passages, choose a supportable side, magnify three different reasons, and select exact evidence before they transfer the C-R-E foundation into an argumentative letter.

2. Why This Module Matters

Students learn that a decision statement creates an argumentative task. They use "A Voice in the Community" and "A Gift That Welcomed Millions" to choose a defensible side, write a claim with because, generate three nonrepeating reasons, and match specific evidence to each reason.

Where it fits into writing: the C-R-E foundation gives the full CREATURES argument a clear beginning. The later correspondence task delivers that argument as a letter with a Greeting, an introduction, a body, a conclusion, and a Closing.

Why it matters beyond this assignment: a writer who declares the WHY can explain a decision fairly, listen to another viewpoint, and support a claim with evidence instead of collecting random facts.

3. Module Essential / Overarching Question

How does choosing a defensible side and supporting it with reasons and evidence begin a strong argumentative response?

Students record their first thinking about the decision prompt and return to the question after they build and explain the C-R-E foundation.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This communication explains that Grade 5 students are building C-R-E, the first three parts of CREATURES, from two low-stamina informational passages. It gives families open-ended questions and short activities that ask a student to choose a side, state distinct reasons, and match evidence.

How to Send It: share the English or Spanish letter in the family's preferred language. Conversation starters and activities can be shared as a paper handout or in a class stream.

5. Family Letter (English)

Dear Families,

This week your fifth grader begins Cluster 6, argumentative Extended Constructed Response writing. Students will learn the first three parts of the CREATURES framework: Claim, Reasons, and Evidence. They will read "A Voice in the Community" and "A Gift That Welcomed Millions" first for meaning and again with TRACKS annotations to locate exact evidence.

Your student will choose a defensible position, write a claim with because, develop three different reasons, and select details that truly prove each reason. We will discuss civic participation, opportunity, freedom, and the meaning the Statue of Liberty held for Rosa's family. The goal is not one right opinion. The goal is an accurate argument grounded in the passages.

At home, invite your student to make a claim about a familiar decision, name two different reasons, and explain which fact supports each reason. Ask, "How does that detail prove your reason?" Thank you for partnering with us as students build evidence-based voices.

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

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

Estimadas familias:

Esta semana su estudiante de quinto grado comienza el Grupo 6, una respuesta construida extensa argumentativa. Aprenderá las primeras tres partes de CREATURES: afirmación, razones y evidencia. Leerá "A Voice in the Community" y "A Gift That Welcomed Millions" para comprenderlos y después volverá a ellos con anotaciones TRACKS para localizar evidencia exacta.

Su estudiante elegirá una postura defendible, escribirá una afirmación con porque, desarrollará tres razones diferentes y escogerá detalles que realmente demuestren cada razón. Hablarán sobre la participación cívica, la oportunidad, la libertad y el significado que tuvo la Estatua de la Libertad para la familia de Rosa. La meta es construir un argumento justo y basado en los pasajes.

En casa, invite a su estudiante a expresar una afirmación sobre una decisión familiar, dar dos razones diferentes y explicar qué hecho apoya cada razón. Pregunte: "¿Cómo demuestra ese detalle tu razón?" Gracias por colaborar mientras los estudiantes desarrollan voces basadas en evidencia.

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

7. Family Conversation Starters

- In "A Voice in the Community," which way of participating seems most important to you, and what detail supports that choice?
- Why might one person believe civic participation matters while another person decides not to participate?
- In "A Gift That Welcomed Millions," what did the Statue of Liberty represent to Rosa's family before they knew what would happen at Ellis Island?
- Which exact detail would you use to support a claim about opportunity, freedom, or responsibility?

8. Simple Family Activities

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

Family Activity: Claim, Reason, Evidence

Choose a small family decision, such as how to spend a free afternoon. Have your student make a clear claim, give two different reasons, and name one real detail that supports each reason. Ask which detail fits each reason best and why.

Family Activity: Evidence Match

Read one sentence from either passage together. Ask your student to name a claim the sentence could support, then explain why it does not support every possible claim. Finish with, "What would make this evidence match even more clearly?"

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 connects each GRADUATE stage to the visible C-R-E or correspondence evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students hear the decision statement and name the signature habit.
Reveal	■ TEACH	The teacher models a claim, three reasons, and matched passage evidence.
Attempt	○ LEARN	Partners test a side and build one C-R-E match from a passage.
Discuss	○ LEARN	Students explain why a detail proves a particular reason.
Use	✓ ASSESS	Each student writes a claim, distinct reasons, and matched evidence.
Award	✓ ASSESS	Students identify a precise C-R-E move they controlled.
Target	✓ ASSESS	Students select one next step for clearer reasoning.
Explain / Educate	✓ ASSESS	Students teach C-R-E and transfer it into argumentative correspondence.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 6, Module 1, Low Stamina
Module Category	Argumentative Writing / Extended Constructed Response and Argumentative Correspondence
Primary TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.12(C)(ii) , and 5.12(D)(i)
Primary Breakout	Develop a focused, structured, coherent argument, compose an argumentative text using genre characteristics and craft, and compose correspondence that requests information.
Spiral TEKS	5.11(C)(i) through 5.11(C)(x) for revision and the assigned Grade 5 editing expectations.
Recursive TEKS	Evidence matching, passage annotation, accurate vocabulary, and sentence-level revision.

Content Connection	"A Voice in the Community" and "A Gift That Welcomed Millions"
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)	Decision statement response; C-R-E organizer; evidence-match relay response; independent argument; persuasive letter; My Progress Tracker
Formal Assessment Product	Student C-R-E response, standards application check, and argumentative letter plan

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will recognize a decision statement as an argumentative task, write a defensible claim that declares the WHY, generate three distinct reasons, select directly matched evidence from both passages, and transfer the C-R-E foundation into a persuasive letter.

I Will Statements

- I will read both assigned passages closely before I choose a side.
- I will write a claim that names my decision and declares the WHY.
- I will develop three reasons that are different from one another.
- I will select exact evidence that directly matches each reason.
- I will carry my C-R-E foundation into an argumentative letter.

I Can Statements

- I can recognize a decision statement as an argumentative task.
- I can write a clear, defensible claim that takes a side.
- I can generate at least three logical reasons.
- I can select evidence that actually supports my reason.

CLASS SLIDE

Daily Deck M1-01: Cluster 6, Module 1, Low Stamina, Decision Prompts, Claim, Reasons, and Evidence.

13. Success Criteria

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

- My claim clearly chooses a side and declares why.
- My reasons are distinct rather than repeated.
- My evidence is accurate, specific, and matched to a reason.
- I explain why each selected detail proves its reason.
- I use the C-R-E foundation in a clear argumentative correspondence.

14. Evidence That Will Demonstrate Mastery

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

- Day 1 guided response: one decision, one claim, three reasons, and an evidence match.
- Day 2 partner practice: one relay card completed with a clear C-R-E foundation.
- Day 3 independent product: a claim about reliable information, three different reasons, two accurate passage details, and one evidence-match explanation.
- Day 4 revision: a more precise claim, stronger reason wording, or better matched evidence, named as a target.
- Day 5 transfer: a C-R-E explanation taught to a partner and a persuasive letter plan with Greeting, introduction, body, conclusion, and Closing.

15. TEKS Correlations

The following chart separates the Grade 5 writing process, genre, and correspondence expectations named in the lesson plan.

TEKS	Strand	Student Expectation, lesson-plan wording	Where Taught	Where Practiced	Where Assessed
5.11(B)(ii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Days 1 and 2	Days 3 and 5	C-R-E response and letter plan
5.12(C)(i)	Argumentative Genre	compose argumentative texts, including opinion essays, using genre characteristics	Day 1	Days 2 through 5	C-R-E response
5.12(C)(ii)	Argumentative Craft	compose argumentative texts, including opinion essays, using craft	Day 2	Days 3 through 5	Argumentative response and letter
5.12(D)(i)	Correspondence	compose correspondence that requests information	Day 5	Letter planning and drafting	Persuasive letter transfer
5.11(C)(i) to 5.11(C)(x)	Revising	revise drafts to improve sentence structure, word choice, coherence, and clarity by adding, deleting, combining, and rearranging ideas	Day 4	Day 5	Standards application check

16. Standards Coverage Matrix

This is separate from the TEKS Correlations chart. It classifies the Grade 5 standards by their instructional role and names the evidence produced in this module.

Classification	TEKS	Expectation or skill	Where It Occurs
PRIMARY	5.11(B)(ii)	Develop a focused, structured, coherent argument with purposeful structure and transitions.	Claim, reasons, evidence, and letter sequence
PRIMARY	5.12(C)(i)	Compose an argumentative text using genre characteristics.	Decision prompt and C-R-E response
PRIMARY	5.12(C)(ii)	Compose an argumentative text using craft.	Precise claim, distinct reasons, and explanation
PRIMARY	5.12(D)(i)	Compose correspondence that requests information.	Argumentative correspondence transfer
RECURSIVE	5.11(C)(i) to 5.11(C)(x)	Revise sentence structure, word choice, coherence, and clarity by changing ideas.	Day 4 target and Day 5 standards check
RECURSIVE	Grade 5 editing	Edit sentence structure, verb forms, adjectives, adverbs, prepositions, conjunctions, spelling, and high-frequency words.	Day 5 standards application check
RECURSIVE	CREATURES	Use Claim, Reasons, Evidence, Argument, Thinking, Understanding others, Rebuttal, Ending, and Significance as the full argumentative framework.	Anchor chart, response, and letter plan
RECURSIVE	TRACKS	Mark Time, Reactions, Actions, Character, Concept, or Creature, Key Knowledge, and Scenery or Setting.	Second read of both passages

17. ELPS Correlations

Matched to the language demands of this module: students listen for a defensible side, explain a claim and reasons, read for exact evidence, and write an evidence-based argument and letter.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Comprehension	Demonstrate listening comprehension from information presented orally by restating, responding, paraphrasing, summarizing, or asking for clarification.	Days 1 through 5
2(B)(i)	Speaking	Content Vocabulary	Speak using content-area vocabulary during formal classroom interactions.	Days 1 through 5
2(E)(i)	Speaking	Reasoning	Narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity.	Days 2 through 5
2(F)(i)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal classroom interactions.	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 high-frequency words and content-area vocabulary.	Days 3 through 5
4(D)(ii)	Writing	Syntax	Write content-area texts using a variety of sentence types.	Day 5
4(D)(iii)	Writing	Transitions	Write content-area texts using a variety of transition words.	Days 3 through 5
4(F)(ix)	Writing	Justification	Write to justify with supporting evidence using appropriate content for a specific purpose.	Argument and letter

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Restate the decision, claim, and evidence match after oral rehearsal.	Intervention, after Day 3
2(B)(i)	Speaking	Use claim, reason, evidence, civic, and viewpoint in a partner response.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)(i)	Speaking	Explain why one detail is stronger evidence for a reason.	Enrichment, after Day 4
4(F)(ix)	Writing	Justify an opposing or qualified claim with supporting passage evidence.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways for choosing a side, naming reasons, matching evidence, and composing correspondence.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the side card, the reason card, and the matching evidence card while rehearsing the decision.
Beginning	Complete orally: "I claim _____ because _____."
Intermediate	Use the frame, "This detail proves my reason because _____."
High Intermediate	Explain in complete sentences why a selected detail matches one reason and not another.
Advanced	Independently write a claim, three reasons, matched evidence, and a letter opening for the intended audience.

Language Supports

- Provide a three-column C-R-E organizer and let students point, sort, say, and then write.
- Offer oral rehearsal before writing: "I claim _____ because _____." and "This detail proves my reason because _____."
- Keep both passage texts intact. Read them aloud while students track the exact print.
- Display claim, reason, evidence, defensible, civic, liberty, viewpoint, and opportunity with examples from the passages.
- Invite students to explain their decision and evidence match 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 a defensible side and selects evidence that directly supports a reason.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear two argumentative openings and identify which C-R-E foundation is more defensible.
Speaking	Students defend a side and explain why evidence matches a reason.
Reading	Students read both passages closely and mark exact TRACKS evidence.
Writing	Students write a claim, three reasons, matched evidence, and a persuasive letter plan.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Reread both passages, model one C-R-E match, and provide a three-column organizer and oral frame.	Choose the student's side, supply the reasons, preselect all evidence, or write the claim and letter for the student.

The student must still select the side, generate distinct reasons, and justify each evidence match.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
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Remember	Name C, R, and E and the job of each part.	Supported during modeling.	Correct labels in the organizer.
Understand	Explain that a claim takes a side, a reason tells why, and evidence gives proof.	Guided during Day 1.	Oral explanation using module vocabulary.
Apply	Build a C-R-E response from one decision statement.	Guided, then independent.	Clear claim, distinct reason, and matched detail.
Analyze	Compare two accurate details and decide which one better proves a reason.	Independent in the relay and writing task.	Evidence-match explanation.
Evaluate/Create	Defend and refine a position, then shape it as a persuasive letter.	Independent by Day 5.	Revised argument and letter plan with the correspondence parts.

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: Apply, Analyze, and Evaluate/Create. Students choose a defensible side, test evidence matches, and transfer the C-R-E foundation to argumentative correspondence.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A decision prompt is an invitation to summarize.	The teacher may accept a passage retell without requiring a side.	Return to the word whether. Require a clear decision and a claim with because.
Three reasons means three versions of the claim.	The teacher may count repeated wording as separate support.	Model one reason about influence, one about daily-life decisions, and one about participation, then check that each does a different job.
Any true passage detail is evidence.	The teacher may award a detail that does not prove the selected reason.	Ask, "Which exact words prove this reason?" Set aside true but mismatched details.
A letter is only an argument copied into a new format.	The teacher may omit the audience and correspondence parts.	Require a Greeting, introduction, body, conclusion, and Closing, with a request for information.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A claim is only the topic.	The student writes "Community participation" without choosing a side.	Use the frame, "Community participation should _____ because _____." Require a decision and WHY.
Reasons can repeat one another.	The student lists voting, elections, and votes as three reasons.	Ask what each reason adds. Combine repeated ideas and generate a different reason from the passages.
Evidence is any sentence from a passage.	The student chooses a true detail about Rosa's ship when the reason is about civic responsibility.	Read the reason aloud, point to the exact detail, and complete, "This detail proves my reason because _____."
The other viewpoint must be erased.	The student says people who do not participate are simply wrong.	Return to the passage's reasons some people choose not to get involved, then state an accurate understanding before responding.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval for the C-R-E foundation, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **5.11(B)(ii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; **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 **5.12(D)(i)** compose correspondence that requests information. Students use these expectations to build C-R-E and a persuasive letter.

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 claim, reasons, and evidence so a reader can follow my argument.
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 choose a side, write a claim with because, give different reasons, and use evidence that proves each reason.
5.12(D) compose correspondence that requests information.	I can put my argument into a letter with a Greeting, introduction, body, conclusion, and Closing.

27. This Week I Can...

This week I can recognize a decision statement, write a defensible claim that declares the WHY, generate three logical reasons, and select evidence that directly supports my reason.

28. Before I Can... Prerequisites

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

- Read two grade-level informational passages and summarize each without changing its meaning.
- Recognize a decision statement as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text and can be matched to a reason.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner the decision in our prompt, one side a writer could choose, and one detail from either passage that could support a reason."

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
claim	the writer's clear, defensible position	My claim takes a side.
reason	a logical why that supports the claim	My reason explains why.
evidence	specific proof from a source	My evidence matches my reason.
defensible	able to be supported with reasoning and evidence	My side is defensible.

31. Conventions Connection

Recursive conventions review for the week: a claim and each reason are complete sentences or complete parts of a structured response. Retrieve capitalization, end punctuation, subject-verb agreement, irregular past tense, comparative adjectives, conjunctive adverbs, prepositions, conjunctions, and spelling. On Day 5, students use the standards application check to revise and edit a C-R-E response.

32. Writing Connection

Recognizing a decision statement is what makes an argumentative response accurate. When students choose a side before collecting details, their claim declares the WHY, their reasons organize the argument, and their evidence gives each reason proof. This is the habit that turns a personal reaction into a defensible C-R-E response.

33. Watch Out!

Common misconception: students choose a side but write only the topic, repeat one reason three times, or attach a true but mismatched detail. **Teacher move:** return to the decision, require because, sort the reasons, and ask, "How does that detail prove your reason?"

34. Ready Check

Read the formal decision statement aloud: "Explain whether community participation should be treated as an important responsibility for people who are able to take part." Ask students to name the decision, state one possible side, and point to one detail from a passage that could support a reason. Use responses to decide who needs the C-R-E organizer and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students recognize that whether requires a decision.
- Students write a claim with because and a supportable side.
- Students generate three reasons that are distinct rather than repeated.
- Students point to exact passage evidence and explain its match.
- Students revise the reasoning before editing the surface.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Preview these words aloud. You will repeat each word, explain it in your own words, and use it in an argument sentence."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read both passages and talk about a decision clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
choose	to pick one option	I choose a defensible side.
side	the position a person supports	My side is _____.
fair	reasonable and respectful to people and ideas	A fair argument _____.
help	to make a situation better	This detail can help prove _____.
voice	a chance to share an idea	People can share a voice by _____.
change	to make something different	Community action can change _____.
share	to give an idea or information to others	I share my reason with _____.
important	having a strong effect or value	This detail is important because _____.
together	with other people	People can work together to _____.
match	to fit or belong with something	My evidence matches my reason.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use when you build and defend an argument. Use each word precisely."

Word	Student-Friendly Definition	Oral Rehearsal Frame
claim	the writer's clear, defensible position	My claim takes a side.
reason	a logical why that supports the claim	My reason explains why.
evidence	specific proof from a source	My evidence proves my reason.
defensible	able to be supported with reasoning and evidence	My side is defensible because _____.
viewpoint	a way of thinking about an issue	Another viewpoint is _____.
participation	taking part in an activity or decision	Participation can include _____.
civic	related to people, communities, and public life	Civic life includes _____.
liberty	freedom protected or valued in a society	Liberty means _____.
opportunity	a chance to do or achieve something	An opportunity can _____.
community	a group of people connected by place or shared life	Our community can _____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the passage-specific words that help you speak accurately about civic life, immigration, the Statue of Liberty, and the evidence in our texts."

Word	Say It This Way	Student-Friendly Definition
civic	SIV-ik	related to community and public life
liberty	LIB-er-tee	freedom protected or valued in society
democracy	dih-MOK-ruh-see	government in which people participate in choosing leaders
immigration	im-uh-GRAY-shuhn	movement into a country to live there
Ellis Island	EL-is EYE-luhnd	historic entry station in New York Harbor
Statue of Liberty	STACH-oo uhv LIB-er-tee	monument symbolizing liberty and hope
national	NASH-uh-nuhl	related to an entire country
election	ih-LEK-shuhn	a process for choosing leaders by voting
volunteer	vol-uhn-TEER	a person who freely offers to help
independence	in-dih-PEN-duhns	freedom from control by another power

Use these terms during the C-R-E response and the persuasive letter transfer.

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-stamina module uses "A Voice in the Community" and "A Gift That Welcomed Millions." The first passage presents civic participation at local, state, and national levels and acknowledges reasons people may or may not participate. The second follows Rosa's 1907 arrival in New York Harbor and uses the Statue of Liberty as a symbol of hope, freedom, opportunity, and democracy.

Important conceptual background. A decision statement requires a supportable side. A claim is a decision plus because plus reasons. Reasons must be distinct, and evidence must directly match the reason it is meant to prove. The passages do not require one "right" opinion; they require a fair, accurate argument grounded in the texts.

Content context and connection to writing instruction. The first passage supports arguments about civic responsibility, viewpoints, information, and community change. The second supports arguments about opportunity, liberty, belonging, and the meaning of a symbol. Students read each passage cleanly, then use TRACKS to mark exact evidence before they build C-R-E and transfer the argument into correspondence.

The CREATURES Habit

Before writing, students use the first three parts of CREATURES: C = Claim, R = Reasons, and E = Evidence. The full framework also names A = Argument, T = Thinking, U = Understanding others, R = Rebuttal, E = Ending, and S = Significance. In this module, C-R-E is the foundation. **5.12(C)(i)** **5.12(C)(ii)**

40. Materials Needed

Category	Items
Core print materials	Clean and TRACKS-highlighted copies of both low-stamina passages; interactive notebooks; anchor chart paper
Activity materials	Response cards; ten C-R-E Evidence Match Relay cards and answer key; highlighters; scissors; glue
Writing materials	Pencils; interactive notebooks; student tracking chart
Assessment materials	C-R-E response page; standards application check; argumentative letter planning page
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Three-column C-R-E organizer; oral rehearsal frames; vocabulary display; read-aloud copies; bilingual discussion

41. Preparation Before Day 1

- ☐ Copy clean and TRACKS-highlighted versions of "A Voice in the Community" and "A Gift That Welcomed Millions."
- ☐ Post the CREATURES chart with C = Claim, R = Reasons, and E = Evidence visible for the week.
- ☐ Prepare the formal decision statement about community participation and ten C-R-E Evidence Match Relay cards.
- ☐ Prepare the response cards, highlighters, interactive notebooks, pencils, scissors, and glue.
- ☐ Prepare the low, medium, and high response exemplars and mark the evidence-to-reason match in each.
- ☐ Prepare the student tracking chart and cumulative Grade 5 standards diagnostic.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Read the decision statement, choose a side, preview both passages, and model C-R-E.
Day 2	15	Attempt	Listen to two argumentative openings and complete a C-R-E Evidence Match Relay card with a partner.
Day 3	15	Discuss + Use	Compare evidence choices, defend a match, and write independently about reliable information before community action.
Day 4	15	Award + Target	Recognize a precise C-R-E move, revise one part of the argument, and name the next target.
Day 5	15	Explain + Educate	Apply Grade 5 revision and editing, teach C-R-E, and transfer the argument into a persuasive letter.

43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.

- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

Element	This Module
Suitability	A natural fit. One passage presents participation and viewpoints in community life; the other presents opportunity, liberty, and belonging through Rosa's arrival.
Focus	Responsible participation, informed decisions, opportunity, freedom, and community connection.
Content Connection	"A Voice in the Community" names voting, meetings, volunteering, sharing opinions, schools, roads, safety, rules, and laws. "A Gift That Welcomed Millions" follows Rosa in New York Harbor and at Ellis Island.
Perspective Connection	The first passage acknowledges that some people participate and others do not. The second shows a family's hope for a new life and the meaning of the Statue of Liberty.
Literacy-to-Citizenship Connection	Reading both viewpoints carefully helps a writer choose a fair position and support it with exact evidence.
Citizenship Question	"What responsibility can people have when they are able to take part in community life?"
Teacher Script	<i>"You can listen to more than one viewpoint, choose a defensible side, and explain the WHY with evidence from the passages."</i>
Source Note	Use only the two low-stamina passages printed in this guide for examples, models, and student responses.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

C-R-E Foundation Key

C	R	E
Claim: the decision plus because plus reasons	Reasons: three distinct, logical whys	Evidence: exact proof that directly matches each reason

Decision Prompt Chart

Prompt Part	Formal Module Prompt	Writer's Job
Decision	Explain whether community participation should be treated as an important responsibility for people who are able to take part.	Choose a supportable side.
WHY	because plus reasons	Declare why the side is defensible.
Evidence	exact details from both passages	Prove each reason directly.

CREATURES Framework

Letter	Part	What It Means
C	Claim	The defensible decision and WHY.
R	Reasons	Distinct, logical support for the claim.
E	Evidence	Exact passage proof that matches a reason.
A	Argument	The order in which the reasoning grows.
T	Thinking	The explanation connecting proof to the reason.
U	Understanding others	Accurate representation of another viewpoint.
R	Rebuttal	A response to another reasonable position.
E	Ending	A conclusion that brings the argument together.
S	Significance	Why the decision matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Dot unfamiliar words, discover their meaning, and drop the dot when the word belongs to you. Then read both passages for a decision, reasons, and evidence."

CLASS SLIDE

DOT = I am not sure about this word yet. Discover the meaning in context and return to the passage.

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

CREATE THE ANCHOR CHART

Build an anchor chart titled "C-R-E: Claim, Reasons, Evidence." Add the formal decision statement, the signature habit, the claim frame "I claim _____ because _____," and the evidence frame "This

detail proves my reason because _____.\" Keep the full CREATURES wording visible for later modules.

47. Student Source Passage(s)

Source Note: Use only these two low-stamina informational passages for every model, example, annotation, and response in this module.

A Voice in the Community

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[3] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[4] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

A Gift That Welcomed Millions

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[5] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[6] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had

made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

48. Student Annotation Guide

The evidence students learn to identify in each source. Mark exact words during the second read.

A Voice in the Community

TRACKS	Evidence
T Time	over time
R Reactions	They may think one person's vote will not make much of a difference
A Actions	voting, attending meetings, volunteering, or sharing opinions
C Character/ Concept/Creature	communities are shaped by the people who live in them
K Key Knowledge	local, state, or national level
S Scenery/Setting	schools, roads, safety, and other parts of daily life

A Gift That Welcomed Millions

TRACKS	Evidence
T Time	In the spring of 1907
R Reactions	Some looked excited. Others looked nervous.
A Actions	Her family had traveled for weeks from Italy
C Character/ Concept/Creature	The Statue of Liberty
K Key Knowledge	the torch stood for hope and freedom
S Scenery/Setting	New York Harbor

49. TRACKS Evidence Highlighting

Students first read each passage as a clean copy. On the second read, students TAP the TRACKS and mark exact evidence that could support a claim or reason.

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 SCRIPT

"TAP the TRACKS in both passages. Mark exact words, then explain which reason each detail can prove."

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

Day Purpose: meet the argumentative-correspondence cluster, state the signature habit, and model the C-R-E foundation from the two passages.

Standard	Focus
Day	Day 1
TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.11(C)(vii) , 5.11(D)(i)
ELPS	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)

GATHER ■ TEACH**CLASS SLIDE**

Daily Deck M1-01: Cluster 6, Module 1, Low Stamina, Decision Prompts, Claim, Reasons, and Evidence.

TEACHER SCRIPT

"When a writing statement asks you to decide whether something should or should not happen, your brain should hear WHY."

CLASS SLIDE

Daily Deck M1-02: "A Voice in the Community" and "A Gift That Welcomed Millions." Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.

Students DOT unfamiliar words on the first read, summarize each passage orally, identify one possible decision, and record one remembered detail from each source.

CLASS SLIDE

Fresh Recall: name C, R, and E and describe the job of each letter.

REVEAL ■ TEACH**CLASS SLIDE**

Formal Writing Prompt: Explain whether community participation should be treated as an important responsibility for people who are able to take part.

CLASS SLIDE

Gather: decide and declare. Move to AGREE or DISAGREE, state one reason, listen to a different reason, and may change positions when evidence changes your thinking.

TEACHER SCRIPT

"Say the possible side aloud, then tell a partner which passage detail could help a writer defend it."

Use the formal decision statement, not a new topic. The purpose is to make the required choice visible before students collect proof.

Reveal: Model the C-R-E Foundation**CLASS SLIDE**

CREATURES is a memory system, but each letter must do real work. Today we build Claim, Reasons, and Evidence.

TEACHER SCRIPT

"Today we begin with claim, distinct reasons, and evidence that directly matches a reason. Listen for the decision the prompt requires before you write."

C: Claim: Community participation should be treated as an important responsibility because people can influence decisions that affect everyday life. **R: Reasons:** people can vote, speak to leaders, volunteer, or attend meetings. **E: Evidence:** the passage explains that participation can affect schools, roads, safety, laws, and other parts of daily life.

TEACHER SCRIPT

"A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason."

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Students name C, R, and E, state the signature habit, and identify one detail that could support a reason.

Misconception / teacher move: if a student gives a topic instead of a claim, return to the decision and require because plus a reason.

Access without lowering rigor: read both passages aloud and allow oral rehearsal; students still choose the side and evidence. **Student product:** first-read notes and a C-R-E model.

DAY 2 | Attempt | 15 MINUTES

Day Purpose: listen for a defensible C-R-E foundation, then attempt a claim, distinct reason, and matched evidence with a partner.

Standard	Focus
Day	Day 2
TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.11(C)(vii) , 5.11(D)(i)
ELPS	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)

ATTEMPT ○ **LEARN**

CLASS SLIDE

Daily Deck M1-07, Listen, Decide, and Defend. Listen for which explanation creates a defensible C-R-E foundation and why.

TEACHER SCRIPT

"I will read two possible argumentative beginnings. Do not write while I read. After both are finished, show A or B, then defend your choice to a partner."

CLASS SLIDE

A: People should participate because participation is good. B: People should participate in civic life because voting, speaking at meetings, and volunteering can influence community decisions.

Students show A or B with a response card. Partners finish, "I chose ____ because the claim, reasons, or evidence are stronger when ____." Answer key: B is stronger because it takes a clear position and names supportable ways people can participate. A is too vague to guide evidence selection.

CLASS SLIDE

Daily Deck M1-o8, Key Concept: CREATURES is a memory system, but each letter must do real work in the response.

TEACHER SCRIPT

"The word whether tells me I must decide. I choose yes. Now I declare the why in a defensible claim."

Model the formal prompt, three nonrepeating reasons, and one passage detail matched to each reason. Deliberately show one true but mismatched detail and reject it.

Attempt Routine and Sample Card

Step	Action	Check
1	Read the sentence-statement card.	Both partners hear the decision.
2	Choose a side and write one claim.	The claim takes a defensible side.
3	Add one logical reason.	The reason explains why.
4	Locate or paraphrase passage evidence.	The detail is accurate.
5	Earn one point only when the evidence supports the reason.	The match is direct, not merely true.
6	Explain the evidence match in a complete sentence.	"This detail proves my reason because ____."
7	Rotate roles and save the strongest response.	Both partners build C-R-E.

Teacher guidance: accept either side when the claim is defensible and the evidence directly supports a distinct reason. Do not award credit for evidence that is true but does not support the chosen reason.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding the relay point, listen for a claim, a distinct reason, and an evidence match.

Misconception / teacher move: if a student uses a true but mismatched detail, place it aside and keep looking for proof that fits the reason.

Access without lowering rigor: reread one paragraph at a time and allow oral rehearsal; students still choose the side and match the evidence. **Student product:** one completed relay card.

DAY 3 | Discuss + Use | 15 MINUTES

Day Purpose: discuss why evidence matches a reason, then independently build a C-R-E response about reliable information before community action.

Standard	Focus
Day	Day 3
TEKS	[5.11(B)(ii)], [5.12(C)(i)], [5.11(C)(vii)], [5.11(D)(i)]
ELPS	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)

DISCUSS ○ LEARN

CLASS SLIDE

Daily Deck M1-10, C-R-E Evidence Match Relay. Read the sentence statement, choose a side, write one claim, add one reason, locate evidence, and earn a point only when the evidence supports the reason.

TEACHER SCRIPT

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

TEACHER SCRIPT

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

Use the ten relay prompts from the lesson plan. Accept either side only when the claim is defensible and the evidence directly supports a distinct reason.

CLASS SLIDE

Daily Deck M1-11, Model Card: Explain whether respectful disagreement can make a community stronger. Possible claim: Respectful disagreement can strengthen a community because people can question ideas while continuing to work together.

DISCUSS CHECK ○ LEARN

Ask partners to identify the decision, claim, reason, and exact evidence. Require an accurate representation of another viewpoint before a response.

Connect the two passages by comparing how people affect community life in the first passage and how Rosa's family interprets opportunity and freedom in the second. Keep the discussion grounded in the printed words.

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Daily Deck M1-13, Independent Writing Prompt: Explain whether reliable information should be considered necessary before people act on a community issue.

Step 1: Write one defensible claim.

Step 2: Write three distinct reasons.

Step 3: Select at least one accurate passage detail for two reasons.

Step 4: Write one sentence explaining why the strongest evidence matches the reason.

Step 5: Label C, R, and E in the margin.

CLASS SLIDE

A claim takes a side and declares the WHY. A reason explains why. Evidence is strong only when it directly proves the reason.

Independent C-R-E Check

Possible response: Reliable information should be considered necessary before people act on a community issue because it helps people understand how a decision may affect daily life, consider more than one viewpoint, and choose a responsible action. "A Voice in the Community" explains that decisions

can affect schools, roads, safety, and laws. That detail supports the first reason because people need to understand what may change. The passage also says some people feel unsure because they do not have enough information, which supports the second reason.

WRITING REQUIREMENT

Use claim, reason, evidence, defensible, civic, liberty, viewpoint, or opportunity accurately in the response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the C-R-E response. Check the side, three distinct reasons, two accurate details, and one evidence-match explanation.

Misconception / teacher move: if reasons repeat, ask what new job each reason does. If evidence is merely true, ask how it proves the selected reason.

Access without lowering rigor: reread one paragraph at a time and offer the frame "This detail proves my reason because _____"; the student still chooses and labels the match. **Student product:** independent C-R-E response.

DAY 4 | Award + Target | 15 MINUTES

Day Purpose: award a precise C-R-E move, target one next step, and revise reasoning for a real reader.

Standard	Focus
Day	Day 4
TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.11(C)(vii) , 5.11(D)(i)
ELPS	1(E)(i), 2(E)(i), 4(C)(i), 4(F)(ix)

AWARD ✓ ASSESS

CLASS SLIDE

Daily Deck M1-16, Award. Highlight one sentence that best shows today's C-R-E focus. Star one evidence-to-reason match. Give a specific partner compliment and update the tracker.

TEACHER SCRIPT

"Award one precise move, not a vague compliment. Point to the words that made the writing stronger."

Students point to their own claim, reasons, or evidence as proof for the strength they name.

TARGET ✓ ASSESS

CLASS SLIDE

Daily Deck M1-17, Target. Choose one: make my claim more precise; develop reasons that are different from one another; choose evidence that directly proves the reason; explain the match between reason and evidence.

TEACHER SCRIPT

"Target one next step that will make the reasoning clearer for a real reader."

TEACHER SCRIPT

"Revise the idea before you edit the surface. Ask whether every sentence still serves the claim."

TEACHER SCRIPT

"Keep the source open. A revision is stronger when you can verify the evidence again."

Embedded check: students revise one claim, reason, or evidence match and name the exact change. **Student product:** a precise Award reflection and a specific Target.

Access without lowering rigor: reread the matching passage paragraph and rehearse the change aloud; each student writes the revision.

DAY 5 | Explain + Educate | 15 MINUTES

Day Purpose: apply the Grade 5 standards check, explain C-R-E to a partner, and transfer the argument into argumentative correspondence.

Standard	Focus
Day	Day 5
TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.12(C)(ii) , 5.12(D)(i)
ELPS	1(E)(i), 2(E)(i), 4(D)(ii), 4(D)(iii), 4(F)(ix)

EXPLAIN ✓ ASSESS

CLASS SLIDE

Daily Deck M1-18, Explain. Teach a partner how C, R, and E work together. Round 1 may use notes. Round 2 happens from memory. The listener asks one clarifying question.

TEACHER SCRIPT

"Teach a partner how claim, distinct reasons, and evidence that directly matches a reason works in your own words."

TEACHER SCRIPT

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

EDUCATE

Students transfer the argument into a persuasive letter. The letter includes a Greeting, an introduction that states the claim, a body that develops reasons and evidence, a conclusion that explains significance or requests information, and a Closing.

TEACHER SCRIPT

"Close your notes for Fresh Recall, then reconstruct the writing move from memory."

TEACHER SCRIPT

"Name your next target clearly so you know what to practice in the next response."

CLASS SLIDE

Argumentative Correspondence: Greeting, introduction, body, conclusion, Closing. Carry the C-R-E foundation into the letter.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Listen for a complete explanation of C-R-E, one exact passage detail, and a letter plan that contains all five correspondence parts.

Access without lowering rigor: allow one round with notes and reread both passages; the second explanation and letter plan remain student work.

Return to the Citizenship Connection

Ask one reconnecting question: "What responsibility can people have when they are able to take part in community life?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use the C-R-E response and letter plan to identify growth. **Student product:** partner teaching explanation, standards application check, persuasive letter plan, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can choose a defensible side, declare the WHY, and prove a reason with exact evidence.

Student Exemplars

Use this formal prompt for the response exemplars: Explain whether community participation should be treated as an important responsibility for people who are able to take part.

51. Low / Developing Exemplar

Field	Detail
Student response	Community participation is important. People can vote and volunteer.
What the student did successfully	Names a position and two actions from the passage.
What is missing	The response does not declare the WHY, distinguish the reasons, or match exact evidence.
Why it falls at this level	The position is broad and the details are listed without explaining how they prove a reason.
Exact next instructional step	Complete "Community participation should _____ because _____." Add one specific detail and explain its match.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Community participation should be treated as an important responsibility because people can affect decisions near them. The passage explains that decisions can affect schools, roads, and safety.
What the student did successfully	Takes a clear side, states one logical reason, and selects related evidence.
What is missing	Two more distinct reasons and a sentence explaining why the evidence is the strongest match.
Why it falls at this level	The claim and first match are defensible, but the argument is not yet fully developed.
Exact next instructional step	Add two different reasons and explain, "This detail proves my reason because _____."

53. High / Secure Exemplar

Part	Example
Decision	Community participation should be treated as an important responsibility for people who are able to take part.
Strong claim	Community participation should be treated as an important responsibility because people can influence decisions that affect daily life, contribute through more than one form of participation, and help communities hear different voices.
Distinct reasons	Decisions affect schools, roads, safety, and daily life; people can vote, attend meetings, volunteer, or share opinions; every action can still have an effect over time.
Matched evidence	"A Voice in the Community" names voting, attending meetings, volunteering, and sharing opinions, and explains that decisions can affect schools, roads, safety, and other parts of daily life.

Why it works	It chooses a side, declares the WHY, gives nonrepeating support, and uses passage evidence that directly matches the reasons.
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Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Passage 1 evidence	Participation can affect how a community changes over time.	Supports a reason about influence.	It directly names the effects of participation.
Passage 2 evidence	The torch stood for hope and freedom, and Rosa's family hoped to build a new life.	Supports a reason about opportunity and belonging.	It directly matches the meaning of the family's journey.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	"These actions can happen at the local, state, or national level, and they can affect how a community changes over time."	Gives text proof that participation can influence community change.
Explanation	This detail supports the reason that participation is a responsibility because it shows that a person's action can contribute to decisions and change over time.	Connects the proof to the defensible claim.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can recognize a decision statement, choose a defensible side, write a claim with because, generate three distinct reasons, select accurate evidence that directly matches each reason, explain one match, and carry the argument into a letter. Accept varied wording when the C-R-E logic is accurate and grounded in the two passages.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Decision statement, signature habit, and two passage purposes introduced.
T2	Day 1 Reveal	■ TEACH	Claim, three distinct reasons, and matched evidence modeled.
L3	Day 2 Attempt	○ LEARN	Two argumentative openings compared and defended.
L4	Day 3 Discuss	○ LEARN	Partners explain why a detail proves one reason.
A5	Day 3 Use	✓ ASSESS	Independent claim, three reasons, two details, and an evidence-match explanation.
A6	Day 4 Award	✓ ASSESS	Student names a precise C-R-E move with evidence from the response.
A7	Day 4 Target	✓ ASSESS	Student revises one reasoning move and names a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches C-R-E accurately with an exact passage detail.
A9	Day 5 Educate	✓ ASSESS	Student transfers C-R-E into a letter plan with five correspondence parts.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can recognize a decision statement, choose a defensible side, build C-R-E, and transfer it into correspondence.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, response cards, C-R-E Evidence Match Relay cards, pencils, highlighters, and both passages.
Related TEKS Breakout	5.11(B)(ii) , 5.12(C)(i) , 5.12(C)(ii) , 5.12(D)(i) .
Task	Students choose a side, write a claim with because, generate three distinct reasons, select matched evidence, explain one match, and plan a letter.
Expected Response	

	The claim takes a defensible side; each reason does a different job; evidence is accurate and direct; the letter contains a Greeting, introduction, body, conclusion, and Closing.
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Informal Assessment. During Day 1, watch students choose AGREE or DISAGREE, state one reason, listen to another reason, and point to a possible supporting detail.

Formative Assessment. The Day 3 independent C-R-E response is the formative check. Students write a claim about reliable information before community action, three distinct reasons, two accurate details, and one evidence-match explanation.

Exit Ticket Assessment. The Day 5 standards application check asks students to revise and edit a C-R-E response, explain five decisions, and transfer the argument into a persuasive letter plan.

Assessment Prompt Bank (Teacher Reference)

Decision Statement	Possible Side	Matched C-R-E Evidence
Explain whether community members should learn about an issue before speaking publicly about it.	Yes	The passage says some people feel unsure because they do not have enough information about the issues.
Explain whether one person's vote or voice can still matter in a large community.	Yes	Every action can still have an effect over time.
Explain whether the Statue of Liberty should be taught as both a historical monument and a symbol of hope.	Yes	The tablet recalled July 4, 1776, and the torch stood for hope and freedom.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(C)(i), 5.12(C)(ii), and 5.12(D)(i) | **Student-Friendly Target:** I can write a defensible claim, distinct reasons, and matched evidence, then plan a persuasive letter.

Directions: Reread the two passages. Complete the C-R-E response and use the same claim in the letter frame.

Prompt: Explain whether reliable information should be considered necessary before people act on a community issue.

1. Decision and claim. Choose a side and write one claim with because. (2 points)

2. Reasons. Write three distinct reasons. (3 points)

3. Evidence. Select one accurate detail for two reasons and label the match. (3 points)

4. Correspondence. List the Greeting, introduction, body, conclusion, and Closing you will use to deliver the argument. (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Either side is acceptable when the claim takes a defensible side and includes because. A strong example is: Reliable information should be considered necessary before people act on a community issue because it helps people understand effects, consider viewpoints, and choose a responsible action.	Decision plus WHY.	2	<u>5.12(C)(i)</u>
2	Three distinct reasons, such as understanding how a decision may affect daily life, considering more than one viewpoint, and choosing a responsible action.	Reasons are logical and nonrepeating.	3	<u>5.12(C)(ii)</u>
3	Accept accurate details from either passage when each detail is labeled with the reason it proves. One strong detail is	Evidence directly matches the reason.	3	<u>5.11(B)(ii)</u>

	that decisions can affect schools, roads, safety, and laws.			
4	Greeting, introduction, body, conclusion, and Closing are all present, and the letter carries the claim and C-R-E foundation into a request for information.	Correspondence has the required parts.	2	5.12(D)(i)

59. Scoring Principle

Score the decision, C-R-E foundation, evidence match, and correspondence structure. Minor handwriting or convention errors should not remove reasoning points if they do not change the meaning. A student may choose either side when the side is defensible and the passage evidence directly supports the reasons.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Extend with a letter that represents another viewpoint accurately.
7-8	70-89%	Developing	Reteach the evidence-to-reason match and revise one reason.
5-6	50-69%	Emerging	Use a three-column C-R-E organizer and oral rehearsal.
0-4	Below 50%	Beginning	Reread one passage at a time and model one claim, reason, and matched detail.

61. Recommended Gradebook Label

Gradebook label: "G5 C6 M1 Decision Prompts, Claim, Reasons, and Evidence."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(B)(ii) ; 5.12(C)(i) ; 5.12(C)(ii) ; 5.12(D)(i)
Spiral TEKS	5.11(C)(i) through 5.11(C)(x) ; Grade 5 editing expectations
Purpose	Students write a well-supported argument and deliver the C-R-E foundation as a persuasive letter.
Exact Student Prompt	Explain whether community participation should be treated as an important responsibility for people who are able to take part.
Exact Student Directions	Read both passages. Write a claim that takes a side and declares the WHY, three distinct reasons, and evidence that directly matches each reason. Then plan a letter with a Greeting, introduction, body, conclusion, and Closing.
Non-Negotiable Expectations	A defensible claim, three distinct logical reasons, accurate evidence from the passages, one explanation of a match, and correspondence parts that deliver the argument to a real reader.

WRITING REQUIREMENT

Use at least two module vocabulary words, such as claim, reason, evidence, defensible, civic, liberty, viewpoint, or opportunity.

63. Student Planning Frame

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

1. DOT unfamiliar words and reread both passages.
2. Write the decision the prompt requires and choose a defensible side.
3. Complete: "I claim _____ because _____."
4. Generate three reasons that are different from one another.
5. Select one exact detail for two reasons and label each match.
6. Complete: "This detail proves my reason because _____."
7. Plan a Greeting, introduction, body, conclusion, and Closing for the letter.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The argument and correspondence criteria stay grounded in the two low-stamina passages.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Claim	Clear, defensible side with because and a precise WHY.	Side is present but broad.	Position is unclear or unsupported.	No claim.
Reasons	Three distinct logical reasons.	Two distinct reasons.	Reasons partly repeat or drift.	No usable reasons.
Evidence and explanation	Accurate details directly match reasons, with a clear explanation.	Details generally relate; explanation is partial.	True details are weakly matched.	No evidence or explanation.
Correspondence	Greeting, introduction, body, conclusion, and Closing carry the argument clearly.	Most parts are present.	Some parts are missing or out of order.	No recognizable letter structure.
Conventions and vocabulary	Grade 5 conventions support clarity; uses module vocabulary.	Mostly controlled; meaning remains clear.	Some errors obscure a connection.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure argumentative writer	Enrichment: represent another viewpoint accurately and respond with matched evidence.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on claim, distinct reasons, and evidence matching.
Below 10	Below 50%	Beginning	Reread one passage at a time and rehearse the C-R-E frame.

66. Teacher Feedback Shortcuts

- Strength: "You made a clear decision and declared the WHY in _____."
- Strength: "Your three reasons are different because _____."
- Target: "Make this claim more precise by naming the side and the WHY."
- Target: "Check this evidence because it does not yet prove the selected reason."
- Evidence: "You chose a relevant detail. Now explain how it proves your reason."
- Vocabulary: "Add one module vocabulary word to strengthen your argument."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help choosing a side, declaring the WHY, generating distinct reasons, or matching evidence.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Three-column C-R-E organizer, response cards, sentence frames, highlighters, and both provided passages
Relevant TEKS Breakout	5.11(B)(ii) , 5.12(C)(i) , 5.11(C)(vii)
Relevant ELPS	1(E)(i), 2(B)(i), 4(F)(ix)

Step 1: Name the Decision. Read the formal prompt and ask students to point to whether. Students say, "I have to choose a side." Give two defensible side cards and require a reason for the choice.

CLASS SLIDE

I claim _____ because _____.

TEACHER SCRIPT

"You may choose either side when you can support it. Your job is to declare the WHY and point to proof."

Use one paragraph at a time. Students choose a side, say the claim, and point to a detail that could support one reason.

Step 2: Build Distinct Reasons. Students write three reasons. Ask what new job each reason does. Combine repeated reasons before adding evidence.

CLASS SLIDE

My reasons are different because _____, _____, and _____.

Use the passage's ideas about effects on daily life, ways to participate, information, viewpoints, and action over time. The student chooses which ideas support the selected side.

Step 3: Match Evidence. Students place one detail beside each reason and complete the frame, "This detail proves my reason because _____." Set aside true but mismatched details.

Step 4: Say It. Students turn to a partner and rehearse the claim, one reason, and one evidence match before writing. Each student then completes the response independently.

Small Group Teacher Table: Ask "What side did you choose?" "What is your WHY?" "How are your reasons different?" "What exact detail proves this reason?" Return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the decision.	Students identify the required choice.	Students summarize the topic without choosing.	Return to whether and ask for one defensible side.
Ask students to list reasons.	Students produce three distinct logical reasons.	Students repeat one idea three times.	Ask what new job each reason does and combine repeated ideas.
Ask students to match evidence.	Students connect an exact detail to one reason.	Students select a true but unrelated detail.	Use the frame, "This detail proves my reason because _____."
Ask students to plan the letter.	Students list Greeting, introduction, body, conclusion, and Closing.	Students copy the response without an audience or request.	Ask what the reader needs to know and what information the letter requests.

69. Student Support Quick Reference

If a student...	Support to Provide
Chooses a side but cannot declare the WHY	Rehearse "I claim _____ because _____" and require one passage detail.
Repeats reasons	Have the student explain the different job of each reason before adding evidence.
Selects a true but mismatched detail	Read the reason aloud, then search one paragraph for proof that directly matches it.
Masters quickly	Write opposite defensible claims and judge which side has stronger passage evidence.

Supporting Materials in This Guide: the CREATURES chart, C-R-E organizer, response cards, relay cards, sentence frames, exemplars, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students to write defensible claims on opposite sides of one issue, compare evidence strength, and use both passages in an argument.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	5.12(C)(i) , 5.12(C)(ii) , 5.11(C)(vii)
Relevant ELPS	2(E)(i) explain and justify; 4(F)(ix) write to justify with supporting evidence

Part 1: Compare Viewpoints. Compare the reasons people may or may not participate in "A Voice in the Community" with the opportunity and freedom described in "A Gift That Welcomed Millions." Keep each statement tied to exact passage language.

CLASS SLIDE

Write one claim supporting participation and one claim qualifying the responsibility.

Students rank three accurate details from strongest to weakest evidence for one selected claim and defend the ranking.

Part 2: Evaluate Matches. Students create a new sentence-statement decision prompt from one passage and provide a C-R-E answer key. The key must include a defensible claim, three distinct reasons, and one directly matched detail for each reason.

Part 3: Transfer to Correspondence. Students deliver the stronger argument as a letter with a Greeting, introduction, body, conclusion, and Closing. The conclusion requests information connected to the community issue.

Expert Reflection: have students explain why one detail proves a reason more directly than another accurate detail.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain whether opportunity can be meaningful even when a journey is difficult.

Connection to This Module: use "A Gift That Welcomed Millions" to write a claim with because, three distinct reasons, and evidence that directly matches at least two reasons. Then plan the argument as a letter.

Planning Support

1. DOT unfamiliar words and reread the passage.
2. Choose a defensible side and complete "Opportunity can be meaningful because _____."
3. Write three distinct reasons about Rosa's family, the journey, and the meaning of the Statue of Liberty.
4. Select exact details that prove two reasons.
5. Explain each match with "This detail proves my reason because _____."
6. Plan a Greeting, introduction, body, conclusion, and Closing.
7. Use at least two module vocabulary words accurately.

WRITING REQUIREMENT

Use at least two module vocabulary words in the response and letter plan.

Drafting Space: write the argument, then carry the claim, reasons, and evidence into a letter with the five correspondence parts.

Success Criteria

- My claim clearly chooses a side and declares the WHY.
- My three reasons are distinct and grounded in the passage.
- My evidence is accurate and directly matched.
- I explain why each detail proves its reason.
- My letter includes a Greeting, introduction, body, conclusion, and Closing.

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

Revise. Read your argument aloud. Improve one sentence for coherence, clarity, word choice, or the evidence-to-reason connection using [5.11(C)(i)] through [5.11(C)(x)].

Edit. Check complete simple and compound sentences, irregular past tense, collective nouns, comparative adjectives, conjunctive adverbs, prepositions, conjunctions, spelling, and high-frequency words.

Share. Read your letter to a partner. Your partner identifies the Greeting, claim, reasons, evidence, conclusion, and Closing.

Success criteria: the final letter stays grounded in the two passages and asks for information in a clear correspondence format.

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 choosing a side, declaring the WHY, matching evidence, and explaining the letter structure.

- Read the formal decision statement aloud. Students show AGREE or DISAGREE after listening.
- Echo-read one precise claim with because.
- Partner A states a reason; Partner B supplies a matching detail.
- Partners explain why a true but mismatched detail is weak evidence.
- Students chant, "Choose it, reason it, prove it, C, R, E!"

74. Pause Points

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

PAUSE POINT: BEFORE CHOOSING

What side can the passages support? State the decision before collecting details.

PAUSE POINT: MIDWAY

Are my reasons different? Point to the exact detail that matches each reason.

PAUSE POINT: BEFORE YOU FINISH

Does my letter include a Greeting, introduction, body, conclusion, and Closing? Does the conclusion request information?

75. At-Home Connection

These at-home tasks practice C-R-E with little or no materials. Each ends in an open-ended conversation rather than a worksheet.

TEACHER INFORMATION: TASK CARD 1

Choose one small family decision. The student makes a claim, gives two different reasons, and names one real detail that supports each reason.

Task Card 1: Claim, Reason, Evidence. Ask, "Which side do you choose, and why?" Follow with, "Which detail supports each reason, and how?" Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Read one sentence from either passage together. The student names a claim the sentence could support and explains why it does not support every possible claim.

Task Card 2: Evidence Match. Ask, "What would make this evidence match even more clearly?" Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Invite the student to teach the five parts of argumentative correspondence.

Task Card 3: Letter Transfer. Ask, "How would you turn your claim and reasons into a letter with a Greeting, introduction, body, conclusion, and Closing?" Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. After you practice each skill, check the box that matches your work. Be honest with yourself so you can see your growth."

Directions: This tracker is for YOU. Check each skill after you practice it and record the evidence that shows your current understanding.

I Can...	Not Yet	Getting It	I've Got It!
Recognize a decision statement as an argumentative task.			
Write a clear, defensible claim that takes a side and declares the WHY.			
Generate three logical reasons that are different from one another.			
Select evidence that directly supports my reason.			
Explain why one detail is stronger evidence than another.			
Use evidence from both low-stamina passages.			
Revise my argument for clarity and coherence.			
Explain C, R, and E to another student.			
Plan a letter with a Greeting, introduction, body, conclusion, and Closing.			

77. Student Award

What can I already do? One claim, reason, evidence match, or letter part I completed successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for making my claim, reasons, evidence, or letter clearer:

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You built the foundation of an argument today. A clear claim, distinct reasons, and strong evidence give your thinking something solid to stand on. You can carry that foundation into a persuasive letter. Keep choosing ideas you can prove."

80. Essential / Overarching Question, Answered

How does choosing a defensible side and supporting it with reasons and evidence begin a strong argumentative response?

Choosing a defensible side creates a clear claim. Distinct reasons explain why the claim makes sense, and accurate evidence gives each reason proof from the passages. Together, Claim, Reasons, and Evidence create a strong foundation for the full CREATURES argument and for argumentative correspondence.

81. Teacher Reflection

- Which students recognized the decision statement without prompting?
- Which students wrote a claim with because and three distinct reasons?
- Which students selected evidence that directly matched a reason?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs C-R-E intervention, and who is ready to compare evidence strength across both passages?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Day 1 decision response and C-R-E model
- Day 2 evidence-match relay response
- Day 3 independent claim, reasons, and matched evidence
- Day 5 standards application check and letter plan
- 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	Decision Prompts, Claim, Reasons, and Evidence	Module 1; Grade 5 Cluster 6; Week 1; Low Stamina; argumentative correspondence	Cover
2	Meet Our Week	Signature habit, learning destination, and C-R-E target	Learning Destination
3	Decide and Declare	Formal decision statement, AGREE or DISAGREE, and one reason	Day 1 Gather
4	Read for Evidence	Both low-stamina passages, first read, and DOT unfamiliar words	Day 1 Reveal
5	Build the Claim	Decision plus because plus reasons	Day 1 Reveal
6	CREATURES	Claim, Reasons, Evidence, Argument, Thinking, Understanding others, Rebuttal, Ending, Significance	Day 1 Reveal
7	Listen, Decide, and Defend	Compare two argumentative openings and defend B	Day 2 Attempt
8	Evidence Match Relay	Choose a side, add a reason, locate matched evidence	Day 2 Attempt
9	Talk It Over	Explain why a detail proves a reason	Day 3 Discuss
10	Try It On Your Own	Reliable information before community action; claim, reasons, and evidence	Day 3 Use
11	The Moment They Figured It Out	Award one precise C-R-E move	Day 4 Award
12	What Do I Still Need to Grow	Target a more precise claim, distinct reasons, or matched evidence	Day 4 Target
13	Standards Application Check	Revise and edit the C-R-E response	Day 5
14	Turn and Teach	Explain C-R-E from memory with one exact detail	Day 5 Explain
15	Argumentative Correspondence	Greeting, introduction, body, conclusion, and Closing	Day 5 Educate
16	My Progress Tracker	Reflect on claim, reasons, evidence, and letter planning	Day 5 reflection
17	Let's Look at an Answer	Low response: position named but WHY and matched evidence missing	Section 51
18	Let's Look at Another Answer	Medium response: claim and one match, but reasons incomplete	Section 52
19	Our Strongest Answer	High response: defensible claim, distinct reasons, and matched evidence	Section 53
20	Letter Transfer	C-R-E argument delivered as correspondence	Sections 62 and 71

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Preserve the exact passages, decision statement, C-R-E expectations, and correspondence parts.

Element	Adaptation
Shared-screen adaptation	Share one student's claim, three reasons, and one evidence match for live feedback.
Annotation	Students mark TRACKS evidence in a shared document while reading the exact passages.
Breakout discussion	Send pairs to defend a side, test one evidence match, and explain why the detail proves the reason.
Oral response	Students say the C-R-E frame aloud before typing.
Asynchronous option	Students submit a claim, three reasons, two matched details, and a letter outline.
LMS submission	Collect the response and letter plan through a form or shared document.
Digital tracking	Students update My Progress Tracker digitally and record one evidence match that shows growth.

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

Coherent Argument and Thinking

Grade 5 | Cluster 6 | Module 2

Grade: 5

Cluster: 6, Extended Constructed Response with CREATURES and Argumentative Correspondence

Module: 2 of the cluster

Primary Instructional Category: Argumentative writing and persuasive correspondence

Module Title: Coherent Argument and Thinking

Content Connection / Passage Titles: "A Voice in the Community" and "A Gift That Welcomed Millions"

Signature Habit: If you have to decide, you must declare the WHY. A claim is a decision + because + reasons.

CREATURES Spotlight: A = Argument and T = Thinking that explains how evidence supports a reason.

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

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

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Response Strand (7-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!

Strong writers do not pile up facts. They build a path the reader can follow from claim to proof to meaning. In this module, students turn the parts of an argument into a coherent argument and then carry that argument into a persuasive letter.

TEACHER SCRIPT

"Strong writers do not pile up facts. They build a path the reader can follow from claim to proof to meaning."

Use the two Medium stamina passages to make the habit visible. The civic passage gives local, state, and national examples of participation. The passage about Rosa gives a sequence of hope, uncertainty, persistence, and opportunity. Students use only accurate details from those sources when they build a path.

2. Why This Module Matters

An argument becomes coherent when the reader can follow the decision, the reasons, the evidence, and the Thinking that explains the evidence. Module 2 focuses on the A and T of CREATURES. Students order the Argument, choose transitions that name real relationships, and write Thinking sentences that answer how and why evidence proves a reason.

The work also prepares students to use Argumentative Correspondence. A persuasive letter still needs a Greeting, an introduction, a body, a conclusion, and a Closing. The form changes the audience and purpose, but the argument path still has to connect.

3. Module Essential / Overarching Question

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

Return to this question after students build cards, draft a response, revise a sentence, and teach the pathway to a partner. Strong reasons give distinct support. Transitions make relationships visible. Thinking interprets the evidence so the reader can follow the claim from proof to meaning.

Family Communication**4. Parent Communication Purpose**

This week, families can help students trace an argument path aloud: claim, reason, evidence, and Thinking. The home conversation should ask how a detail proves a reason and why the detail matters. The purpose is not to collect more facts. It is to help the student hear whether each idea advances the claim.

Invite a family member to ask for one opinion about a community or family decision, one reason, one specific example, and one transition. The student can use the same reasoning with the two module passages while noticing choices, responsibilities, opportunity, and significance.

5. Family Letter (English)

Dear Families,

This week your student will read the Medium stamina versions of "A Voice in the Community" and "A Gift That Welcomed Millions." Students are learning that an argument is a connected path: a claim leads to reasons, evidence, and Thinking that explains why the evidence matters. They will use purposeful transitions so the reader can follow their ideas rather than encounter a pile of disconnected facts.

As students discuss civic participation and Rosa's family's journey, they will choose accurate evidence and explain how it supports a reason. We will also practice revising for clarity by combining or rearranging ideas when a paragraph does not yet make sense.

At home, invite your student to share an opinion about a community or family decision. Ask for one reason, one specific example, and a transition that connects the ideas. Then ask, "How does that example prove your reason, and why does it matter?" Thank you for helping your student build clear, evidence-based arguments.

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

As you read together, have your student trace an argument path aloud: claim, reason, evidence, and Thinking. In the civic passage, notice how a town may respond after residents share ideas. In Rosa's passage, ask which detail explains why the family hoped for opportunity even though the inspection was uncertain.

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

Estimadas familias:

Esta semana su estudiante leerá las versiones de resistencia media de "A Voice in the Community" y "A Gift That Welcomed Millions". Los estudiantes están aprendiendo que un argumento es un camino conectado: una afirmación lleva a razones, evidencia y pensamiento que explica por qué importa la evidencia. Usarán transiciones intencionales para que el lector pueda seguir sus ideas en vez de encontrar una lista de hechos desconectados.

Mientras hablan sobre la participación cívica y el viaje de la familia de Rosa, elegirán evidencia precisa y explicarán cómo apoya una razón. También practicaremos la revisión para lograr claridad al combinar o reorganizar ideas cuando un párrafo todavía no tiene sentido.

En casa, invite a su estudiante a compartir una opinión sobre una decisión de la familia o comunidad. Pida una razón, un ejemplo específico y una transición que conecte las ideas. Después pregunte: "¿Cómo demuestra ese ejemplo tu razón y por qué importa?" Gracias por ayudar a su estudiante a construir argumentos claros y basados en evidencia.

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

Al leer juntos, pida a su estudiante que trace en voz alta un camino de argumento: afirmación, razón, evidencia y pensamiento. En el pasaje cívico, observen cómo un pueblo puede responder después de que los residentes comparten ideas. En el pasaje de Rosa, pregunte qué detalle explica por qué la familia esperaba oportunidades aunque la inspección era incierta.

7. Family Conversation Starters

Send these questions home with the letter or post them in the class stream. Each question asks the student to explain a relationship, not answer with only yes or no.

- What makes an argument feel like a path instead of a pile of facts?
- Which transition best connects a reason to evidence about civic participation, and what relationship does it name?
- How does a detail about Rosa's journey prove a reason instead of merely repeating the passage?
- Why might an idea about opportunity or responsibility matter to a community?

8. Simple Family Activities

Family Activity: Build a Path

Write Claim, Reason, Evidence, and Thinking on four cards. Arrange them in an order that makes sense, say a transition between each part, and explain why the order works. Rearrange one card and discuss how the meaning changes.

Family Activity: Transition Hunt

Find a transition in a book, message, or conversation: because, however, for example, or therefore. Ask what relationship it signals. Together, make a new sentence about the passages using that transition and explain whether the connection is accurate.

End both activities with the question, "How does that evidence prove your reason, and why does it matter?"

Teacher Road Map

9. Teacher Navigation Key

- **TEACH** : teacher explicitly teaches or models the TEKS.
 - **LEARN** : student practices or develops the TEKS.
 - ✓ **ASSESS** : teacher collects evidence of independent control.
- Teacher Script** : exact recommended teacher language appears in quotation marks.
- Class Slide** : a concise display cue for the Daily Deck.

Read each section by its own heading. The standards charts identify different work: correlations name the standards and locations, while the coverage matrix classifies their instructional role.

10. GRADUATE Evidence Alignment

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

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students hear a four-part pathway and identify claim, reason, evidence, and Thinking.
Reveal	■ TEACH	The teacher makes the A and T of CREATURES visible with a coherent model.
Attempt	○ LEARN	Teams build and defend a pathway with transitions from the two passages.
Discuss	○ LEARN	Students explain how a selected detail proves a reason.
Use	✓ ASSESS	Each student writes ordered reasons, evidence, Thinking, and one clarity revision.
Award	✓ ASSESS	Students identify one controlled move in their own writing with proof.
Target	✓ ASSESS	Students choose one measurable next step for clearer reasoning.
Explain / Educate	✓ ASSESS	Students teach the pathway from memory and transfer the reasoning to a persuasive letter.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 6, Module 2
Module Category	Argumentative Extended Constructed Response and Argumentative Correspondence
Stamina	Medium
Big Goal	Students build a coherent line of argument rather than a list of disconnected facts.
Formal Writing Prompt	Explain whether people should participate in civic life even when one person's action seems small.

CREATURES Spotlight	A = Argument; T = Thinking that explains how and why evidence supports the claim.
Reading Habit	Notice choices, responsibilities, opportunity, viewpoint, and significance.
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain and Educate.
Final Product	A coherent argument and a persuasive letter with a Greeting, introduction, body, conclusion, and Closing.

Standards, Learning & Rigor**12. Learning Destination**

Module Learning Objective: Students will organize a purposeful argumentative structure, connect reasons with accurate transitions, select specific facts and details, and explain how and why each piece of evidence supports a claim. They will revise by combining or rearranging ideas for clarity and carry the argument into correspondence.

I Will Statements

- I will listen, sketch, discuss, write, revise, and explain.
- I will use specific facts and details from the passages.
- I will update my tracking chart with evidence from my work.

I Can Statements

- I can arrange reasons in a logical order.
- I can use transitions that show real relationships.
- I can explain how evidence proves a reason.
- I can combine or rearrange ideas for clarity.

CLASS SLIDE

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

13. Success Criteria

A successful response answers the decision with a clear claim, places distinct reasons in purposeful order, uses evidence from the assigned passages, and follows each evidence detail with Thinking. Transitions must name a relationship such as cause and effect, contrast, addition, or example. The response must read as a path, not a pile.

- My claim answers the decision.
- My reasons are distinct and ordered for a purpose.
- My evidence is specific and relevant.
- My transitions accurately connect ideas.
- My Thinking explains how and why the proof matters.
- I combine or rearrange at least one idea for clarity before editing conventions.

14. Evidence That Will Demonstrate Mastery

Collect visible work across the week rather than relying on one final response. Day 1 gives an auditory pathway sketch. Day 2 gives a defended card sequence. Day 3 gives an independent argument with two ordered reasons, two evidence details, two Thinking sentences, and one clarity revision. Day 4 gives an evidence-based Award and a specific Target. Day 5 gives a partner teaching explanation and a fresh-recall pathway.

For the correspondence transfer, look for the same reasoning inside a letter. The student must address an audience respectfully, state a concern or position, support it with a fact, explain the connection, and close with a clear request or significance.

15. TEKS Correlations

The chart identifies the Grade 5 TEKS, the wording from the lesson plan, and the separate places where each standard is taught, practiced, and assessed.

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
5.11(B)(i)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.	Sections 12, 45, 50	Sections 62, 63	Sections 56, 64
5.11(B)(ii)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.	Sections 45, 46, 50	Sections 52, 62	Sections 56, 64
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.	Sections 32, 45, 50	Sections 62, 63	Sections 56, 64
5.11(B)(iv)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts.	Sections 14, 39, 46	Sections 49, 50, 62	Sections 53, 56
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.	Sections 14, 39, 46	Sections 48, 50, 62	Sections 53, 56
5.12(C)(i)	Writing Genre	Compose argumentative texts, including opinion essays, using genre characteristics.	Sections 2, 12, 45	Sections 50, 62	Sections 56, 64
5.12(C)(ii)	Writing Genre	Compose argumentative texts, including opinion essays, using craft.	Sections 32, 45, 46	Sections 50, 62	Sections 56, 64
5.12(D)(i)	Writing Genre	Compose correspondence that requests information.	Sections 2, 32, 44	Sections 62, 71	Sections 64, 72
5.11(C)(ix)	Revising	Revise drafts combining ideas for clarity.	Sections 31, 50	Sections 56, 72	Sections 64, 66
5.11(C)(x)	Revising	Revise drafts by rearranging ideas for clarity.	Sections 31, 45	Sections 50, 56, 72	Sections 64, 66
5.11(D)(xxii)	Editing	Edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue.	Sections 31, 62	Section 56	Sections 64, 72

5.11(D)(xxiii)	Editing	Edit drafts using standard English conventions, including punctuation marks, including italics for titles.	Section 31	Sections 56, 62	Section 64
5.11(D)(xxiv)	Editing	Edit drafts using standard English conventions, including punctuation marks, including italics for emphasis.	Section 31	Sections 56, 62	Section 64
5.11(D)(xxv)	Editing	Edit drafts using standard English conventions, including punctuation marks, including underlining for titles.	Section 31	Sections 56, 62	Section 64
5.11(D)(xxvi)	Editing	Edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis.	Section 31	Sections 56, 62	Section 64

16. Standards Coverage Matrix

This chart is separate from the correlation chart. It classifies the work as primary, spiral, or recursive and names the evidence produced.

Classification	TEKS	Student Expectation, abbreviated	Evidence Location
PRIMARY	5.11(B)(ii)	Purposeful transitions make the argument path visible.	Day 2 cards and Day 3 independent response.
PRIMARY	5.11(B)(iv) , 5.11(B)(v)	Specific facts and details develop an engaging idea with depth.	TRACKS notes, evidence matches, and exemplars.
PRIMARY	5.12(C)(i) , 5.12(C)(ii)	Argumentative genre characteristics and craft guide the response.	Formal response and persuasive letter rehearsal.
PRIMARY	5.12(D)(i)	Correspondence requests information for a specific audience.	Section 71 correspondence rehearsal and Section 72 revision.
SPIRAL	5.11(B)(i) , 5.11(B)(iii)	Introduction and conclusion frame the coherent line.	Planning frame and formal response.
RECURSIVE	5.11(C)(ix) , 5.11(C)(x)	Combining and rearranging ideas improve clarity.	Revision Practice Set and Day 4 Target.
RECURSIVE	5.11(D)(xxii) through 5.11(D)(xxvi)	Editing choices control quotations, titles, emphasis, and underlining.	Editing pass after meaning and structure are revised.

17. ELPS Correlations

The ELPS work supports language access without supplying the reasoning. Students still select evidence, name relationships, and explain meaning independently.

Language Domain	ELPS Breakout	Full Breakout	Module Evidence
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Day 1 Gather and Reveal and Day 5 Explain
1(C)	Listening	Follow oral directions with accuracy.	Day 2 Attempt and intervention
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Day 3 Discuss and Day 5 Explain
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1 and 3 partner talk
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1 passage reading
Writing	4(C)(i)	Write using a combination of both high-frequency words and content-area vocabulary.	Argument pathway and vocabulary sentences.
Writing	4(D)(i)	Write content-area texts using a variety of sentence lengths.	Evidence-to-thinking sentences and letter draft.
Writing	4(D)(ii)	Write content-area texts using a variety of sentence types.	Claim, evidence, explanation, and request forms.
Writing	4(D)(iii)	Write content-area texts using a variety of transition words.	Transition bank and defended pathway.
Writing	4(E)(i)	Write content-area specific text using conventions.	Editing after revision.
Writing	4(E)(ii)	Write content-area specific text using grammatical structures.	Clarity revision and correspondence.
Writing	4(F)(ix)	Write to justify with supporting evidence using appropriate content for a specific purpose.	Formal argument about civic participation.
Writing	4(F)(xiii)	Write to justify with supporting evidence using appropriate content for a specific audience.	Persuasive letter to a community audience.
4(F)(i)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose	Days 3 and 5

ELPS Woven Into Intervention

Support	Language Purpose	Teacher Evidence
Oral rehearsal	Use complete relationship sentences before drafting.	Student says how evidence proves the reason.
Transition choices	Compare because, however, for example, and therefore by relationship.	Student selects a fitting word and justifies it.
Home-language planning notes	Keep reasoning available while English wording develops.	Independent English response still shows the thinking trace.

ELPS Woven Into Enrichment

Extension	Language Demand	Visible Product
Two reason orders	Defend why one sequence is more coherent.	Spoken comparison with transition language.
Second Thinking sentence	Explain significance without repeating the evidence.	New interpretation tied to the claim.
Transition map	Label cause/effect, contrast, addition, and example.	Accurate map with passage-based sentences.

18. ELPS Linguistic Accommodations

Need	Accommodation	Rigor Preserved
Access to long passages	Provide enlarged text, read aloud, and permit a short oral rehearsal.	The student still selects a relevant detail and explains the match.
Transition language	Provide the transition bank after the student names the relationship.	The student chooses the relationship before choosing the word.
Production	Permit speech-to-text or home-language planning notes.	The independent visible Thinking trace remains required.
Audience	Offer a letter frame with Greeting, introduction, body, conclusion, and Closing.	The student supplies the argument and the request.

Do not provide a completed order, a selected evidence detail, or a ready-made explanation. Support access to the same passage, prompt, and cognitive target.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen with pencils down for the four-part path: claim, reason, evidence, Thinking.
Speaking	Students rehearse a pathway and explain the relationship named by each transition.
Reading	Students locate evidence, viewpoint, decisions, opportunities, responsibilities, and significance.
Writing	Students arrange ideas, connect them with transitions, and explain evidence.

20. Rigor Safeguard

Potential Support	What the Student Must Still Do
Pathway cards	Decide the strongest order and defend why the sequence works.
Transition bank	Name the relationship before selecting a transition.
Sentence frame	Supply the evidence match and the how and why explanation.
Oral rehearsal	Transfer the spoken relationship into independent writing.
Color coding	Produce a visible Thinking trace without supplied content.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of Thinking
Identify	Name the claim, reason, evidence, and Thinking jobs.	Supported during the launch.	Correctly labeled pathway.
Connect	Select a transition that names a real relationship.	Guided, then independent.	Coherent sentence-to-sentence link.
Analyze	Compare two possible orders for reasons and evidence.	Independent during task cards.	Defended sequence.
Synthesize	Build and explain a complete argument path.	Independent in the formal response.	

			Coherent response with evidence-to-thinking explanation.
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22. The Five Thinking Levels

Level	Color	Student Move	Evidence of Thinking
Recall	Red	Name claim, reason, evidence, and Thinking.	Correct labels.
Explain	Orange	Tell what one detail means.	Evidence-to-thinking sentence.
Connect	Yellow	Select a transition that names a relationship.	Coherent link.
Analyze	Green	Compare two possible orders.	Defended sequence.
Synthesize	Blue	Build and explain a complete argument path.	Independent response.

The Progression of Thinking

First Move	Next Move	Module Application
Label the parts	Connect the parts	Students move from card names to transition relationships.
Notice a detail	Interpret the detail	Students move from evidence to a sentence explaining why it matters.
Arrange one sequence	Defend the stronger sequence	Students compare orders and preserve the claim's purpose.
Write an argument	Teach the argument and transfer it to a letter	Students demonstrate control for a new audience.

23. Possible Teacher Misconceptions

Teacher Misconception	Correction From This Module
More facts automatically make a stronger argument.	Ask what each fact proves and remove details that do not advance the chosen reason.
Any transition improves coherence.	Ask what exact relationship the transition signals before accepting it.
Thinking is a repeat of evidence.	Require a new sentence that explains how and why the proof matters.
Chronological order is always the best order.	Invite students to compare purposeful sequences and defend the stronger path.
Letter format replaces argument structure.	Keep the same claim, reasons, evidence, and Thinking inside the Greeting, introduction, body, conclusion, and Closing.

24. Possible Student Misconceptions

Misconception	Teacher Response
Piling up facts without a line of reasoning.	Ask the student to name what each fact proves, then keep only details that support the chosen reason.
Inserting a transition randomly.	Ask what exact relationship the transition signals and replace it if the relationship is not accurate.
Repeating evidence instead of writing Thinking.	Ask how and why the evidence matters. Have the student add an interpretation that is different from the proof.
Confusing a reason with a passage detail.	Sort the why from the proof. A reason supports the claim; evidence is the specific passage detail.
Arranging ideas chronologically when another order is stronger.	Compare two purposeful sequences and ask which path helps a reader understand the claim.
Treating a small civic action as meaningless because it does not change the whole country.	Return to the local examples of a repaired playground or a stop sign and explain why local effect still matters.
Assuming hope guarantees an easy journey.	Use the passage's uncertainty at Ellis Island and the ending's distinction between opportunity and an easy life.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Students will develop a focused, structured, coherent argument by using purposeful structure, transitions, a conclusion, specific facts, and specific details. They will compose an argumentative text using genre characteristics and craft, compose correspondence that requests information, revise by combining or rearranging ideas for clarity, and edit the finished draft using the listed conventions.

The CREATURES focus is not a new list to memorize. The A is a connected line of argument. The T explains how and why the evidence proves the reason and 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 begin by introducing my claim so my reader knows what decision my argument will explain.
[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 combine ideas when one sentence does not clearly show how they belong together.
[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 make a decision, state reasons, use proof, and answer the decision clearly.
[5.12(D)] compose correspondence that requests information.	I can write a respectful letter that states my purpose, supports it, and asks for information.

27. This Week I Can...

I can arrange reasons in a logical order, use transitions that show real relationships, explain how evidence proves a reason, and combine or rearrange ideas for clarity. I can also teach the difference between evidence and Thinking and use the argument path in a persuasive letter.

28. Before I Can... Prerequisites

- Before I can order reasons, I can identify the claim and the job of each reason.
- Before I can choose evidence, I can locate a specific fact or detail in one of the two passages.
- Before I can write Thinking, I can say how and why the evidence matters.
- Before I can choose a transition, I can name the relationship: cause and effect, contrast, addition, or example.
- Before I can revise for clarity, I can read my response as a reader and locate the point where the path breaks.
- Before I can write correspondence, I can name an audience and a purpose for requesting information.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Listen for the four-part path: claim, reason, evidence, and Thinking. First listen with pencils down. Then sketch a road or staircase with four stops. Add a relationship arrow and explain one arrow to a partner."

For fresh recall, turn the page over and redraw the pathway from memory. A complete retrieval names the four jobs and shows that Thinking is not a repeated detail. It explains how and why the evidence supports the reason.

30. Vocabulary Infusion

Word	Evidence-to-Thinking Sentence	Teacher Listen-For
claim	My claim is that people should participate because small actions can affect a community.	Decision plus because plus reasons.
reason	One reason is that community members can share information leaders need.	Reason supports the claim.
evidence	For example, the passage explains that a town may repair a playground after people share ideas.	Specific detail from the source.
transition	For example introduces the playground detail as evidence.	Word names a real relationship.
explanation	This proves that one voice can begin a practical change close to home.	Thinking interprets rather than repeats.
coherent	My response is coherent because each sentence helps the reader follow the claim.	Parts work together.

31. Conventions Connection

Revise the idea before editing the surface. First combine or rearrange ideas for clarity. Then edit quotation marks in dialogue, italics for titles, italics for emphasis, underlining for titles, and underlining for emphasis. In the passage about Rosa, the dialogue includes quotation marks. Titles of the two

passages can be formatted consistently. A transition such as however needs punctuation that lets the reader see the contrast.

The editing standards are **5.11(D)(xxii)**, **5.11(D)(xxiii)**, **5.11(D)(xxiv)**, **5.11(D)(xxv)**, and **5.11(D)(xxvi)**.

32. Writing Connection

In an ECR, students organize a claim, reasons, evidence, Thinking, rebuttal, ending, and significance. In Argumentative Correspondence, students deliver the same argument as a letter with a Greeting, introduction, body, conclusion, and Closing. The letter can request information from a community leader while still declaring a decision and the WHY.

Use the civic passage for a letter about how people can take part or how a community can make participation more accessible. Use the Rosa passage for a letter that explains why a symbol or opportunity mattered while acknowledging that the journey was not easy.

33. Watch Out!

- Watch for a pile of true details with no line of reasoning. Ask what each detail proves.
- Watch for a transition chosen because it sounds academic. Ask what relationship it names.
- Watch for a sentence that repeats the evidence. Ask how and why the detail matters.
- Watch for a reason that is actually a detail. Sort the support idea from the proof.
- Watch for chronological order used automatically. Ask whether another order would make the claim clearer.
- Watch for an absolute statement that erases barriers. Return to transportation, time, information, work, and family responsibilities in the civic passage.

34. Ready Check

Ask students to point, not just say yes.

- Point to your claim.
- Circle one reason.
- Star one source detail.
- Underline the Thinking that interprets the star.
- Draw an arrow labeled with a transition.
- Box one sentence you could combine or move for clarity.

35. Teacher Look-Fors

Look for a visible choice. A student who understands the module can defend why one reason comes before another, explain why a transition fits, identify the exact evidence that supports a reason, and write a Thinking sentence that adds meaning. The student can also name a point where a reader might lose the path and revise that point.

During oral work, listen for "because," "for example," "however," "therefore," "as a result," and "in addition" used accurately. During written work, look for a distinction between evidence and Thinking.

Vocabulary, Content & Preparation

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	Passage or Task Use
path	a route from one point to another	the route from claim to proof to meaning
connect	to join ideas so their relationship is clear	connect a reason to evidence
order	the way ideas are arranged	choose a purposeful sequence
explain	to tell how or why something happens	write Thinking after evidence
link	a connection between two ideas	name the link with a transition
strong	able to do its job well	a strong reason supports the claim
detail	a small, specific piece of information	select a source detail
build	to put parts together into a whole	build the argument path
clear	easy for another person to understand	revise for clarity
matter	to be important or have an effect	explain why evidence matters

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	Sentence Frame
claim	the writer's position	My claim is that ____ because ____.
reason	an idea that supports a claim	One reason is ____.
evidence	specific proof from a source	For example, the passage says ____.
transition	a word or phrase that shows a relationship	____ fits because it shows ____.
explanation	thinking that tells how or why evidence matters	This proves ____ because ____.
coherent	organized so ideas make sense together	My path is coherent because ____.
structure	the purposeful arrangement of parts	I ordered ____ before ____ so ____.
relevant	directly connected to the claim or reason	This detail is relevant because ____.
support	to strengthen an idea with proof	This evidence supports ____.
significance	why an idea matters beyond one detail	This matters because ____.

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	Pronunciation	Student-Friendly Definition
civic	SIV-ik	connected to a community and its citizens
democracy	dih-MOK-ruh-see	government in which people participate in choosing leaders
participation	par-tis-uh-PAY-shuhn	taking part in an activity or decision
election	ih-LEK-shuhn	a process for choosing leaders by voting
national	NASH-uh-nuhl	related to an entire country
liberty	LIB-er-tee	freedom protected or valued in society
immigration	im-uh-GRAY-shuhn	movement into a country to live there
Ellis Island	EL-is EYE-luhnd	historic entry station in New York Harbor
opportunity	op-er-TOO-nuh-tee	a chance to do or achieve something
independence	in-dih-PEN-duhns	freedom from control by another power

DAILY DECK SLIDE

path | connect | order | explain | claim | evidence | transition | civic | liberty | opportunity

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

39. Background Knowledge & Teacher Context

A Voice in the Community presents ways people participate at local, state, and national levels and also explains barriers and differing views. A Gift That Welcomed Millions follows Rosa's 1907 arrival in New York Harbor and her family's experience at Ellis Island.

The Argument Habit

Argument is not volume or disagreement. It is a connected line in which each reason supports the claim, each detail supports a reason, and each Thinking sentence interprets the proof. The civic passage includes both participation and barriers, so students should not turn the text into an absolute statement. The Rosa passage includes hope and uncertainty, so students should not turn the statue into a promise that life will be easy.

Use TRACKS to help students locate evidence, but keep the Module 2 emphasis on A and T: the path and the explanation.

40. Materials Needed

Material or Preparation	Purpose
Both Medium stamina passages, printed or projected	Students read both sources and select relevant evidence.
Interactive notebooks, pencils, highlighters, scissors, and glue	Supports annotation, sorting, and writing.
CREATURES anchor chart with A = Argument and T = Thinking	Keeps the argument pathway visible.
Pathway cards and sentence-statement task cards	Lets teams build and defend coherent sequences.
Student tracking chart	Records evidence of individual growth.
Daily Deck slides M2-01 through M2-20	Supports modeling, practice, and retrieval.

41. Preparation Before Day 1

- ☐ Print or project both Medium stamina passages.
- ☐ Prepare the CREATURES anchor chart with A = Argument and T = Thinking.
- ☐ Cut the Claim, Transition, Reason, Evidence, and Thinking pathway cards.
- ☐ Prepare sentence-statement task cards for the civic and Rosa examples.
- ☐ Place the transition bank where students can see because, therefore, however, for example, as a result, and in addition.
- ☐ Copy the Student Progress Tracking Chart.
- ☐ Open Daily Deck slides M2-01 through M2-20.
- ☐ Plan the five 15-minute blocks and the Fresh Recall close.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
1	15	Gather and Reveal	Listen to a model, sketch the four stops, identify A and T, and reconstruct the pathway.
2	15	Attempt	Build, read aloud, check relationships, rearrange, explain, and record a pathway.
3	15	Discuss and Use	Discuss the evidence match and write an independent response with one clarity revision.
4	15	Award and Target	Recognize one controlled move and revise one sentence for clearer reasoning.
5	15	Explain and Educate	Teach evidence versus Thinking, reconstruct the path from memory, and transfer it to correspondence.

43. Tiny Times Transition

Use the transition between each small task to preserve the argument path. After listening, students sketch. After sketching, partners explain one arrow. After cards, students record the order. After the independent response, students revise meaning before editing the surface.

TEACHER SCRIPT

"A reader should be able to follow your argument like a path, not jump across a pile of disconnected facts."

Citizenship & Content Connection

44. The Citizenship Connection

Element	This Module
Community participation	People may vote, attend meetings, volunteer, share opinions, write letters, sign petitions, or learn about issues.
Responsibility	People can read different sources and listen to more than one viewpoint before forming an opinion.
Barriers	Transportation, time, access to information, work, and family responsibilities can make participation difficult.
Opportunity	Rosa's family traveled and continued through inspection because they hoped to build a new life.
Argument Link	Students use facts and details to explain how a decision, opportunity, or responsibility matters.
Correspondence Link	A persuasive letter can state a concern, support it with one fact, explain the relationship, and request more information.

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

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CREATURES Spotlight

Letter	Job	Module 2 Look-For
C	Claim	State the decision and the WHY with reasons.
R	Reasons	Choose distinct support for the decision.
E	Evidence	Select a specific fact or detail from a passage.
A	Argument	Connect claim, reasons, evidence, Thinking, rebuttal, ending, and significance.
T	Thinking	Explain how the evidence proves the reason and why it matters.
U	Understanding others	Represent another viewpoint accurately.
R	Rebuttal	Respond to a different idea without misrepresenting it.
E	Ending	Return the reader to the decision and significance.
S	Significance	Explain why the argument matters beyond one detail.

Purposeful Structure

Introduction	Reasons	Evidence	Thinking	Ending
State the claim.	Give a distinct WHY.	Use a specific source detail.	Explain how and why the proof supports the reason.	Return to significance.

Transition Bank

Transition	Relationship It Names	Module Example
because	cause or reason	People should participate because local input can lead to change.
therefore	result	National issues are complex; therefore, people should read different sources.
however	contrast	The statue gave hope; however, it did not promise an easy life.
for example	specific illustration	For example, a town might repair a playground.
as a result	effect	People shared their ideas; as a result, leaders could learn about needs.
in addition	an added reason or detail	In addition, people can learn about issues before forming a position.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Strong writers do not pile up facts. They build a path the reader can follow from claim to proof to meaning."

Model the path in four moves. First, state the claim. Second, name the reason that supports it. Third, cite a specific detail. Fourth, write Thinking that explains how and why that detail proves the reason. Only then decide whether the next reason should be added with in addition, contrasted with however, or connected by a result such as therefore.

When students revise, ask them to read as a real reader. If the reader cannot tell why the second sentence follows the first, combine or rearrange the ideas. If a transition does not name the relationship, replace it. If the Thinking only repeats the evidence, add the meaning.

47. Student Source Passage(s)

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

Passage 1: "A Voice in the Community" (Stamina: Medium)

- [1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.
- [2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.
- [3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.
- [4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.
- [5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.
- [6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.
- [7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.
- [8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.
- [9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

Passage 2: "A Gift That Welcomed Millions" (Stamina: Medium)

- [1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.
- [2] "It's even bigger than I imagined," Rosa whispered.
- [3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."
- [4] Rosa leaned against the rail and studied every detail. The statue stood in the harbor. From far away, it seemed to rise straight out of the water. Seven rays stretched from its crown.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby. Two boys waved their caps. An elderly man removed his hat. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[7] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[8] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew what would happen.

[9] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[10] Inside the building, officials called names while doctors examined travelers. Families stayed close together as they moved from one line to another. Rosa answered questions about her age and where she had come from. She worried that she might say something wrong, but her father gave her an encouraging smile.

[11] After many hours, Rosa's family was allowed to leave. They stepped onto a ferry that would take them into the city. Rosa turned for one last look at the statue. The torch was still visible above the harbor.

[12] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

48. Student Annotation Guide

Read each clean passage without highlighting. Reread the TRACKS-highlighted copy. Label what each marked detail helps you understand. Star evidence that can support a reason. Write one Thinking note: "This matters because..."

A Voice in the Community

TRACKS	Evidence to Notice
T Time	actions affect how a community changes over time
R Reactions	some people think one person's vote will not make much difference
A Actions	voting, attending meetings, volunteering, and sharing opinions
C Character, Concept, Creature	communities are shaped by the people who live in them
K Key Knowledge	participation can happen at local, state, or national levels
S Setting	schools, roads, safety, and other parts of daily life

A Gift That Welcomed Millions

TRACKS	Evidence to Notice
T Time	the spring of 1907
R Reactions	some travelers looked excited and others looked nervous
A Actions	Rosa's family traveled for weeks and waited through questioning
C Character, Concept, Creature	the Statue of Liberty and the idea of liberty
K Key Knowledge	the torch stood for hope and freedom
S Setting	New York Harbor and Ellis Island

49. TRACKS Evidence Highlighting

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

In this module:

- **T (Time):** over time; the spring of 1907
- **R (Reactions):** some voices are uncertain; travelers looked nervous
- **A (Actions):** people share ideas; a family travels and waits
- **C (Character, Concept, Creature):** communities, Rosa, liberty
- **K (Key Knowledge):** local decisions affect people quickly; the torch stands for hope
- **S (Scenery / Setting):** schools and roads; New York Harbor and Ellis Island

TRACKS marks the evidence in the passage. CREATURES organizes the argument after the evidence is selected. Do not confuse the two jobs. A highlighted detail becomes useful only when the writer gives it a reason and Thinking connection.

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: Students identify the A and T jobs and reconstruct the claim-reason-evidence-thinking pathway from an auditory model.

Focus	Evidence
TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.11(C)(ix) , 5.11(D)(xxii)
ELPS	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)
Materials	Passages, notebook, Daily Deck, pathway cards, and tracking chart.
Student Product	Four-stop sketch, one relationship arrow, and fresh-recall pathway.

GATHER and REVEAL

CLASS SLIDE

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

TEACHER SCRIPT

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

Read an auditory model that names a claim about civic participation, a reason about local information, a detail about a town repairing a playground after community members share ideas, and Thinking that explains the connection. Students listen with pencils down, listen again while sketching, compare sketches, and redraw the pathway after turning the page over.

Check for Understanding: Listen for a complete relationship, inspect the visible thinking trace, and ask one student to explain how the evidence proves the reason.

Misconception / teacher move: A student may copy the detail without locating the path. Ask the student to point to the claim and draw the arrow from evidence to Thinking.

Access without lowering rigor: offer four blank boxes labeled Claim, Reason, Evidence, and Thinking. The student supplies the relationship and the explanation.

TEACHER SCRIPT

"Today we begin with a coherent path from claim to reason, evidence, and Thinking. Listen for the decision the prompt requires before you write."

TEACHER SCRIPT

"Say the possible side aloud, then tell a partner which passage detail could help a writer defend it."

TEACHER SCRIPT

"A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason."

TEACHER SCRIPT

"Close your notes and name the one move you can already control."

Day Purpose: Students physically assemble claim, reason, evidence, Thinking, and transition pieces into a coherent line of argument.

Focus	Evidence
TEKS	[5.11(B)(ii)], [5.12(C)(i)], [5.11(C)(ix)], [5.11(D)(xxii)]
ELPS	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)
Materials	Passages, notebook, Daily Deck, pathway cards, and tracking chart.
Student Product	Five-part pathway, oral defense of order, and recorded transition.

ATTEMPT

CLASS SLIDE

Build, read aloud, check relationships, rearrange, explain, and record.

Give each team cards labeled Claim, Transition, Reason, Evidence, and Thinking. Teams draw a sentence-statement task card, build a five-part path, read it aloud, and rearrange it if it sounds disconnected. One teammate must explain the order before the next card.

Card	Claim and Reason	Evidence	Thinking Move
Local Playground	Residents should share concerns with local leaders because leaders need information about neighborhood needs.	A town might repair a playground because community members shared their ideas.	Explain how the detail proves that one voice can begin a practical change. Use for example.
Safer Streets	Local participation can improve daily life because a small request may identify a safety problem.	The passage names adding a stop sign as a possible result of community input.	Explain why a nearby change can matter even if it does not affect the whole country. Use therefore or as a result.
More Than Voting	Civic participation includes more than elections because people can contribute in several ways.	The passage names meetings, volunteering, petitions, letters, and learning about issues.	Explain how the variety of actions strengthens the claim. Use in addition.
Informed Choices	People should learn before forming a position because national issues can be complex.	People may need to read different sources and listen to more than one viewpoint.	Explain why information makes participation more responsible. Use because or therefore.
Barriers Matter	Communities should make participation more accessible because willing people may face practical barriers.	Some people lack transportation, time, information, or knowledge of whom to contact.	Explain how schools, libraries, and organizations can reduce barriers. Use for example.
Disagreement	Disagreement can still be part of civic life because participation gives people a way to discuss different ideas.	People may ask questions and work toward solutions without agreeing.	Explain why respectful disagreement can strengthen a community. Use however.

Rosa's First View	The statue represented hope to arriving families because its symbols connected liberty with a possible future.	Rosa's father explains that the raised torch stood for hope and freedom.	Explain why the symbol mattered before the family knew the result of inspection. Use at first.
A Difficult Process	Rosa's family accepted uncertainty for the possibility of opportunity because their journey required persistence.	They traveled for weeks and waited through questioning and examination.	Explain how the evidence supports the claim without pretending the process was easy. Use in addition.
Shared Reaction	The statue held meaning across language differences because many passengers responded when they saw it.	People pointed, lifted a baby, waved caps, removed a hat, and smiled.	Explain what the varied reactions suggest. Use for example.
Liberty and Choice	Liberty influenced the family's decision to immigrate because Rosa understood liberty as freedom to make choices and build a future.	Her parents had left their old home partly for that possibility.	Explain the relationship among belief, choice, and action. Use because.
No Easy Promise	Hope does not guarantee an easy life because a symbol can inspire action without promising a result.	Years later, Rosa remembers that the statue did not promise life would be easy.	Explain why this distinction makes the argument honest. Use however.
Opportunity and Belonging	Rosa's family judged the difficult journey worthwhile because they wanted new opportunities and membership in a democratic country.	The ending connects their journey to freedom, democracy, and becoming part of the country.	Explain why the ending gives significance to earlier challenges. Use ultimately or therefore.

TEACHER SCRIPT

"A transition earns its place only when it names a real relationship."

Check for Understanding: Listen for a complete relationship, inspect the visible Thinking trace, and ask one student to explain how the evidence proves the reason.

Misconception / teacher move: A student may use a true detail that does not prove the reason. Ask the student to place it aside and keep looking for a matching detail.

Access without lowering rigor: let students orally rehearse before writing and offer the transition bank only after the relationship is named.

TEACHER SCRIPT

"Use the passages to test whether a small civic action can matter; do not decide before you can point to support."

TEACHER SCRIPT

"Talk through your choice first. Your partner should be able to hear the link between your claim and your evidence."

TEACHER SCRIPT

"If a detail is true but it does not prove your reason, place it aside and keep looking."

TEACHER SCRIPT

"Before you move on, explain the evidence match in a complete sentence."

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: Students write an independent argument with ordered reasons, relevant evidence, purposeful transitions, Thinking after evidence, and one clarity revision.

Focus	Evidence
TEKS	[5.11(B)(ii)], [5.12(C)(i)], [5.11(C)(ix)], [5.11(D)(xxii)]
ELPS	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)
Student Task	Explain whether Rosa's family's hope for opportunity was strong enough to justify the difficult process of adapting to a new country.
Student Product	Introduction with claim, two ordered reasons, two evidence details, two Thinking sentences, and one clarity revision.

DISCUSS and USE**CLASS SLIDE**

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

Students discuss which details about Rosa's hope, the inspection, and the ending support a reason. They then write independently. The response must acknowledge that the journey was uncertain while explaining why the family continued. After drafting, students underline one sentence they combined or rearranged for clarity.

TEACHER SCRIPT

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

TEACHER SCRIPT

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

TEACHER SCRIPT

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

TEACHER SCRIPT

"Write independently now. Your job is to make the thinking visible, not to copy a model."

Check for Understanding: Inspect the visible Thinking trace and ask one student to explain how the evidence proves the reason.

Misconception / teacher move: A student may treat "the family was allowed to leave" as proof that the process was easy. Ask the student to include the weeks of travel, questioning, examination, nervousness, and hope.

Access without lowering rigor: provide the four-part organizer and allow oral rehearsal, but require the student to select the evidence and write the explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: Students identify one controlled argument move and revise one idea by combining or rearranging it for clarity.

Focus	Evidence
TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.11(C)(ix) , 5.11(D)(xxii)
ELPS	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)
Revision Focus	Combine or rearrange ideas for clarity. Check quotation marks in dialogue and formatting of titles or emphasis.
Student Product	One evidence-based Award, one measurable Target, and one revised sentence or sequence.

AWARD and TARGET

CLASS SLIDE

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

TEACHER SCRIPT

"Strong writers notice specific evidence of growth."

TEACHER SCRIPT

"Award one precise move, not a vague compliment. Point to the words that made the writing stronger."

TEACHER SCRIPT

"Target one next step that will make the reasoning clearer for a real reader."

TEACHER SCRIPT

"Revise the idea before you edit the surface. Ask whether every sentence still serves the claim."

TEACHER SCRIPT

"Keep the source open. A revision is stronger when you can verify the evidence again."

Check for Understanding: Ask one student to explain how the evidence proves the reason and identify the exact clarity change.

Misconception / teacher move: A student may make only a spelling change. Ask whether the reader's understanding of the argument changed; if not, return to combining or rearranging ideas.

Access without lowering rigor: offer two possible sentence orders and require the student to choose and defend the clearer one.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: Students teach the difference between evidence and Thinking, explain why transitions matter to Argument, and transfer the pathway to persuasive correspondence.

Focus	Evidence
TEKS	5.11(B)(ii) , 5.12(C)(i) , 5.11(C)(ix) , 5.11(D)(xxii)

ELPS	4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix)
Student Task	Teach a partner the pathway, close notes for Fresh Recall, and write a brief persuasive note requesting information.
Student Product	Partner teaching explanation, fresh-recall sketch, and correspondence rehearsal.

EXPLAIN and EDUCATE

CLASS SLIDE

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

TEACHER SCRIPT

"If you can teach the pathway clearly, you understand how its parts work together."

TEACHER SCRIPT

"Teach a partner how a coherent path from claim to reason, evidence, and Thinking works in your own words."

TEACHER SCRIPT

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

TEACHER SCRIPT

"Close your notes for Fresh Recall, then reconstruct the writing move from memory."

TEACHER SCRIPT

"Name your next target clearly so you know what to practice in the next response."

For correspondence, the writer addresses an audience, states a concern or position, gives a relevant fact, explains how the fact supports the request, and closes respectfully. The letter's format does not remove the argument path.

Check for Understanding: Listen for a complete relationship, inspect the visible Thinking trace, and ask one student to explain how the evidence proves the reason.

Misconception / teacher move: A student may define evidence and Thinking but not demonstrate either. Ask for one exact detail and one new sentence interpreting it.

Access without lowering rigor: provide the letter headings Greeting, introduction, body, conclusion, and Closing, while the student supplies the argument and request.

Use the formal decision about civic participation and the assigned passages. The levels show how the argument path grows from a topic statement to a coherent line with evidence and Thinking.

Student Exemplars

51. Low / Developing Exemplar

Field	Detail
Student response	People should participate. There are meetings and voting. It can help.
What the student did successfully	Names the decision and refers to two forms of participation.
What is missing	The reasons are not ordered, the evidence is not tied to a source, and no Thinking explains why the details matter.
Why it falls at this level	The response is a list of ideas rather than a path from claim to proof to meaning.
Exact next instructional step	Choose one reason, add a specific detail such as the playground change, and write "This proves ____ because ____."

52. Medium / Approaching Exemplar

Field	Detail
Student response	People should participate because community members can share needs with leaders. For example, the passage says a town may repair a playground after people share ideas. This evidence shows that speaking up can affect a local decision.
What the student did successfully	States a decision, gives a reason, uses a relevant detail, and adds an evidence-to-thinking sentence.
What is developing	The response needs a second ordered reason, a conclusion, and a clearer transition to the next part of the argument.
Exact next instructional step	Add a distinct reason about informed participation or choices, connect it with in addition, and explain its significance.

53. High / Secure Exemplar

Part	Example
Claim	People who are able should participate in civic life because even a small action can give leaders useful information and build change over time.
Reason 1 and evidence	For example, "A Voice in the Community" explains that "a town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."
Thinking	This evidence proves that participation can turn a concern into a practical improvement close to home.
Reason 2 and evidence	In addition, people who learn about issues and listen to more than one viewpoint help a community make more informed choices.
Thinking and ending	Individual action may seem limited at first; however, connected actions create a path toward solutions that leaders and neighbors can follow.

Additional Secure Exemplars

Text	Claim	Why It Works
Civic participation		

	People should participate because local voices can provide information, affect decisions, and help communities work toward solutions.	Answers the decision with distinct reasons that can be developed with evidence.
Rosa's journey	Rosa's family continued through uncertainty because the hope of liberty and opportunity gave meaning to their difficult journey.	Holds hope and difficulty together without claiming the process was easy.

Secure Response: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works
Evidence	A town might repair a playground after community members share their ideas.	Gives a specific detail from the civic passage.
Explanation	This proves that a small action can supply leaders with information and lead to a change close to home.	Explains how the detail supports the reason rather than repeating it.
Correspondence move	Please share how residents can bring a concern to the people who make local decisions.	Requests information respectfully for a specific audience.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

An adequate final understanding includes a clear claim, two ordered reasons, relevant evidence, accurate transitions, and Thinking after each detail. Accept varied wording when the response stays grounded in the two assigned passages. A student may argue either side of a decision if the claim is supportable and the evidence-to-thinking relationships are accurate.

For the civic prompt, strong evidence can show local changes after residents share ideas, the many forms of participation, the need to read different sources, or the barriers that make participation difficult. For the Rosa prompt, strong evidence can show the family's weeks of travel, the torch's meaning, the uncertainty at Ellis Island, the encouraging smile, or the ending's connection to opportunity, freedom, and democracy.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students identify the claim-reason-evidence-thinking pathway.
T2	Day 1 Reveal	■ TEACH	The A and T jobs of CREATURES are modeled.
L3	Day 2 Attempt	○ LEARN	Teams build and defend purposeful sequences.
L4	Day 2 transition check	○ LEARN	Students name a relationship before choosing a transition.
A5	Day 3 Use	✓ ASSESS	Students write an independent path with evidence-to-thinking explanations.
A6	Day 4 Award	✓ ASSESS	Students identify a demonstrated strength with proof.
A7	Day 4 Target	✓ ASSESS	Students revise for a clearer argument.
A8	Day 5 Explain	✓ ASSESS	Students teach the difference between evidence and Thinking.
A9	Day 5 correspondence	✓ ASSESS	Students transfer the path to a letter that requests information.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a coherent line from claim to reason to evidence to Thinking.
Who Administers It	The classroom teacher during the five 15-minute blocks.
Materials Needed	Student notebooks, pathway cards, task cards, pencils, the transition bank, and both assigned passages.
Related TEKS	

	5.11(B)(i) , 5.11(B)(ii) , 5.11(B)(iii) , 5.11(B)(iv) , 5.11(B)(v) , 5.12(C)(i) , 5.12(D)(i) , 5.11(C)(ix) , 5.11(C)(x)
Task	Students arrange reasons, choose relevant evidence, name relationships, write Thinking, and revise for clarity.
Expected Response	A reader can follow the decision from claim through proof to meaning, and a letter carries the same path to a specific audience.

Informal Assessment. During Days 1 and 2, watch students build pathways and listen as they identify the relationship between each part.

Formative Assessment. The Day 3 response is the formative check. Inspect the ordered reasons, source details, Thinking sentences, and clarity revision.

Assessment Prompt Bank

Prompt	Expected Focus	Evidence to Accept
Explain whether people should participate in civic life even when one person's action seems small.	Local effect and informed participation	playground, stop sign, community ideas, learning from more than one viewpoint
Explain whether Rosa's family's hope for opportunity was strong enough to justify the difficult process.	Hope, uncertainty, persistence, and opportunity	weeks of travel, torch, inspection, encouragement, freedom and democracy
Write to a community leader to request information about one way residents can participate.	Argumentative correspondence	Greeting, purpose, one fact, explanation, respectful request, Closing

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Grade 5 . Cluster 6 . Module 2

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

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

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

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

58. Exit Ticket Answer Key

Item	Answer Guidance	Expected Thinking	Points	TEKS Evidence
1	Claim must answer the decision and include because with a supportable reason.	Recognizes a decision rather than a topic.	2	5.12(C)(i)
2	Evidence may name a playground repair, stop sign, local meeting, or another accurate detail from the civic passage.	Selects specific proof.	2	5.11(B)(iv) , 5.11(B)(v)
3	Transition must accurately name cause, result, contrast, addition, or example.	Connects ideas rather than decorating the sentence.	2	5.11(B)(ii)
4	Thinking must explain how the detail proves the reason and why it matters.	Interprets proof instead of repeating it.	2	5.11(B)(iv) , 5.11(B)(v)
5	Revision must combine or rearrange an idea for clearer meaning.	Makes a purposeful clarity change before editing conventions.	2	5.11(C)(ix) , 5.11(C)(x)

59. Scoring Principle

Score the reasoning before surface polish. A student earns full evidence-to-thinking credit when the chosen detail is accurate and the explanation tells how and why it proves the reason. A small convention

error should not erase the argument evidence if the meaning remains clear. A transition earns credit only when it names the relationship the writer actually means. A revision earns credit when it combines or rearranges ideas so the reader can follow the path.

60. Gradebook Conversion

Score	Descriptor	Teacher Entry
4: Secure	Claim, ordered reasons, relevant evidence, accurate transitions, Thinking, and clarity revision are controlled.	Independent coherent argument.
3: Approaching	Most parts are present; one relationship or explanation needs strengthening.	Coherent path with one precise next step.
2: Developing	Some parts are present, but the response reads partly as a list or repeats evidence.	Needs guided card sort and oral rehearsal.
1: Beginning	Topic or details are named without a connected line of argument.	Needs explicit modeling of the four jobs.

61. Recommended Gradebook Label

Gradebook label: "G5 C6 M2 Coherent Argument and Thinking."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Formal Prompt	Explain whether people should participate in civic life even when one person's action seems small.
Primary TEKS	5.11(B)(i) , 5.11(B)(ii) , 5.11(B)(iii) , 5.11(B)(iv) , 5.11(B)(v) , 5.12(C)(i) , 5.12(C)(ii)
Correspondence Transfer	5.12(D)(i) Write to a community leader to request information about one way people can participate.
Required Argument Path	Claim, two ordered reasons, specific evidence, transitions, Thinking after evidence, conclusion, and significance.
Required Revision	Combine or rearrange at least one idea for clarity, then edit conventions.

Students may draw evidence from either assigned passage, but every detail must be accurate. A strong response can acknowledge a different viewpoint, such as the idea that one person's vote may not make much difference or that some people face barriers. The writer must represent that viewpoint accurately before explaining the claim.

63. Student Planning Frame

Claim: People should or should not participate in civic life because

_____.

Reason 1:

Evidence 1: For example, the passage says

_____.

Thinking 1: This proves

_____.

Transition: I will use _____ because it shows

_____.

Reason 2:

Evidence 2: The passage also explains

_____.

Thinking 2: This matters because

_____.

Understanding others: Another viewpoint is

_____.

Response: However,

_____.

Ending and significance: Therefore,

_____.

Clarity revision: I combined or rearranged

_____ because
_____.

64. Writing Assignment Rubric

Criterion	4: Secure	3: Approaching	2: Developing	1: Beginning
Argument	Every part advances the claim.	Most parts connect.	Some links are clear.	Lists parts.
Reasons and order	Distinct reasons are arranged purposefully.	Reasons are mostly distinct.	Order is partly purposeful.	No defensible order.
Evidence and facts	Specific, accurate, relevant support.	Mostly relevant support.	General or uneven support.	Little or no source support.
Thinking	Explains how and why each detail proves the reason.	Explains most connections.	Gives partial meaning.	Repeats evidence or omits explanation.
Transitions	Precisely name relationships.	Usually accurate.	Some are random.	Missing.
Revision and conventions	Purposeful clarity revision and controlled editing.	One clear revision and mostly controlled editing.	Surface edits or one unclear change.	No meaningful revision.
Correspondence	Audience, purpose, request, and argument path are controlled.	Most letter parts are present.	Letter parts are uneven.	No clear audience or request.

65. Writing Gradebook Conversion

Rubric Total	Conversion	Next Instructional Use
24-28	Secure	Enrich with two reason orders or a second Thinking sentence about significance.
18-23	Approaching	Target one relationship, evidence match, or clarity revision.
11-17	Developing	Return to four movable cards and oral rehearsal.
7-10	Beginning	Model Claim, Reason, Evidence, and Thinking with one passage detail.

66. Teacher Feedback Shortcuts

- **Path:** "Show where the reader moves from your claim to your reason."
- **Evidence:** "Point to the exact passage detail that supports this reason."
- **Thinking:** "Explain how and why this detail proves the reason."
- **Transition:** "What relationship does this word name?"
- **Revision:** "Would combining or moving these ideas help a reader follow you?"
- **Correspondence:** "Does your request fit your audience and purpose?"

Response to Student Need

67. Intervention: Name the Thinking

Student Need	Teacher Move	Student Product
Argument feels like a pile.	Use four movable cards: Claim, Reason, Evidence, Thinking. Have the student arrange them before drafting.	Ordered cards and an oral path.
Transition is random.	Ask the student to say the relationship aloud before offering transition choices.	Relationship plus accurate transition.
Evidence is repeated.	Ask the student to say the Thinking sentence aloud: "This matters because..."	New interpretation after proof.
Student cannot locate a break.	Use the reader-confusion check: "Where did the path break?"	One combined or rearranged idea.
Letter loses the argument.	Rebuild Greeting, introduction, body, conclusion, and Closing around the same path.	Letter with a clear request.

TEACHER SCRIPT

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

Preserve the same prompt, passages, and reasoning demand. Support access to the work without supplying the answer.

68. Embedded Checks & Student Support

Check	Prompt	Evidence of Control
Claim check	What decision are you making?	Claim answers the sentence-statement prompt.
Reason check	What WHY supports that decision?	Reason is not merely a copied detail.
Evidence check	Where is the proof?	Student points to an accurate passage detail.
Transition check	What relationship does this word show?	Transition matches cause, contrast, addition, result, or example.
Thinking check	How and why does the proof matter?	Explanation adds meaning.
Clarity check	Where might a reader lose the path?	Student combines or rearranges an idea.

69. Student Support Quick Reference

If the student...	Offer...	Still require...
cannot start	four labeled boxes	the student supplies the content
has a true but unrelated detail	two possible passage locations	the student chooses the matching proof
repeats the evidence	the stem "This proves ____ because ____"	a new interpretation
needs language rehearsal	partner talk or home-language planning	an independent visible Thinking trace
needs letter structure	Greeting, introduction, body, conclusion, Closing	the argument and request

70. Enrichment: Connect Across Texts

Enrichment Move	Student Demand	Evidence
Write two reason orders	Defend the stronger sequence.	Comparison uses purposeful structure.
Add a second Thinking sentence	Explain significance without repetition.	New meaning connects to the claim.
Create a transition map	Label cause/effect, contrast, addition, and example.	Labels and sentences match.
Scramble a pathway	Find the exact point where the path breaks.	Student identifies the missing relationship.
Connect the passages	Argue whether participation and Rosa's journey share an idea about opportunity and responsibility while preserving their differences.	Evidence from both sources is accurately interpreted.

71. Additional Writing Opportunity: Plan and Draft

Quick Write: Explain which form of community participation could create the most visible local change. Use one reason, one detail, and one Thinking sentence.

Passage-to-Passage Connection: Argue whether civic participation and Rosa's family journey share a meaningful idea about opportunity and responsibility. Use evidence from both passages while preserving their differences.

Correspondence Rehearsal: Write a brief note to a community leader that states a concern, supports it with one fact, explains how the fact matters, and respectfully requests more information. Include a Greeting, introduction, body, conclusion, and Closing.

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

Begin by revising the ideas. Combine or rearrange sentences when the argument path is unclear. Then edit quotation marks in dialogue, titles, emphasis, capitalization, punctuation, and sentence boundaries. Read the letter aloud to a partner. The listener names one place where the path is easy to follow and one place where a transition or Thinking sentence could make the relationship clearer.

Share the final response or letter only after the student can point to the claim, reasons, evidence, Thinking, and clarity revision.

Engagement & Home Connection**73. Auditory Engagement Moments**

Listening Target: Listen for the four-part path that turns a claim into a coherent argument.

1. Pencils down while the teacher reads claim, reason, evidence, and Thinking.
2. Listen again and sketch a road or staircase with four stops.
3. Add transitions between stops.
4. Compare sketches and explain one arrow.
5. Turn the page over and redraw from memory.

DAILY DECK SLIDE

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

Use a model drawn from the passages. A civic model can move from a claim about participation to a reason about leaders learning community needs, a playground detail, and Thinking about practical change. A Rosa model can move from a claim about hope to a reason about liberty, a torch detail, and Thinking about opportunity during uncertainty.

74. Pause Points

Path or Pile: Does each sentence lead logically to the next?

Transition Integrity: Does the transition name the relationship I mean?

Evidence Match: Does this detail actually prove the reason?

Thinking: Did I explain how and why, or merely repeat the evidence?

DAILY DECK SLIDE

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

75. At-Home Connection

Ask a student to make a small argument about a community or family decision. The student should state a claim, give one reason, identify one specific example, and use a transition. Ask, "How does that example prove your reason, and why does it matter?"

Families can also find a transition in a book, message, or conversation. The student names whether the word shows cause, contrast, addition, result, or example. The family then makes a new sentence about one of the passages and checks whether the connection is accurate.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

77. Student Award

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

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

78. Student Target

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

I will explain how and why my evidence matters.

I can arrange reasons in a logical order, use transitions that show real relationships, and combine or rearrange ideas for clarity.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You turned separate pieces into a path a reader can follow. That is a major step in becoming an independent writer. Strong arguments are built through connection, order, and explanation."

Use the closing words after students teach the pathway and update the tracker. The teacher closure must leave students with the A and T language: a connected Argument and Thinking that explains how and why evidence supports a reason.

80. Essential / Overarching Question, Answered

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

Strong reasons give the argument distinct support, transitions make relationships visible, and Thinking interprets evidence so the reader can follow the claim from proof to meaning. Purposeful order keeps the path coherent, and clarity revision repairs a break before editing the surface.

81. Teacher Reflection

After the five days, consider the evidence gathered from the pathway sketches, cards, independent writing, Award and Target, and Fresh Recall.

- Which students can choose an order independently?
- Which students select transitions by relationship?
- Which students interpret evidence rather than repeat it?
- Which students can carry the argument path into a persuasive letter?
- Which students need the four cards, oral rehearsal, or the reader-confusion check next?

82. Teacher Artifacts of Effectiveness

- Day 1 four-stop listening sketches.
- Day 2 pathway cards and oral defenses.
- Day 3 independent response with visible Thinking.
- Day 4 Award and Target with exact words cited.
- Day 5 Fresh Recall sketch and partner explanation.
- Student Progress Tracking Chart.
- Formal response and persuasive letter rehearsal.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Content	Guide Location
1	Module Launch	Grade 5, Cluster 6, Module 2, Medium stamina, Coherent Argument and Thinking, and the claim-reason-evidence-thinking path.	Cover and Section 1
2	Meet Our Week	I Will statements and I Can statements.	Section 12
3	Standards Snapshot	Purposeful structure, transitions, specific facts and details, clarity revision, and conventions.	Sections 15 and 16
4	Learning Targets	I can build a path from claim to proof to meaning.	Section 12
5	Vocabulary	path, connect, order, explain, claim, evidence, transition, civic, liberty, opportunity.	Sections 36-38
6	Passage Orientation	Read for evidence, viewpoint, decisions, opportunities, responsibilities, and significance.	Sections 39 and 47
7	CREATURES A and T	Argument is a connected line. Thinking is how and why the evidence proves the reason.	Section 45
8	TRACKS	Read clean, reread with TRACKS, star supportable evidence, and explain why it matters.	Sections 48 and 49
9	Day 1 Gather	Listen, sketch four stops, add relationship arrows, and explain one arrow.	Section 50 Day 1
10	Day 2 Build	Build, read aloud, check relationships, rearrange, explain, and record.	Section 50 Day 2
11	Day 3 Independent Use	Claim, two ordered reasons, two evidence details, two Thinking sentences, and one clarity revision.	Section 50 Day 3
12	Day 4 Award and Target	Award one controlled move and target one measurable next step.	Section 50 Day 4
13	Day 5 Explain	Teach: Evidence is _____. Thinking is _____. Transitions matter because _____.	Section 50 Day 5
14	Support	Arrange first, say the relationship, choose a transition, rehearse Thinking, then write.	Section 67
15	Self-Check	Can a reader follow my path? Does every transition fit? Does Thinking interpret rather than repeat?	Section 74
16	Track Growth		Section 76

		Use evidence from your work, not just a feeling.	
17	Listen and Sketch	Pencils down first. Sketch second. Explain an arrow. Fresh Recall from memory.	Section 73
18	Pause Points	Path or pile? Real relationship? Matching evidence? New Thinking?	Section 74
19	Correspondence Transfer	Use the same argument path in a letter with a Greeting, introduction, body, conclusion, and Closing.	Sections 32, 62, 71
20	Virtual Classroom	Drag the pathway, explain each connection, leave a visible Thinking trace, and finish with Fresh Recall.	Section 84

84. Virtual / Online Adaptation

Remote Adjustment	Implementation	Required Evidence
Shared pathway	Use draggable text boxes labeled Claim, Reason, Evidence, Thinking, and Transition.	Students rearrange and explain the sequence.
Breakout roles	Assign Reader, Builder, Explainer, and Checker roles.	Every student contributes a visible reasoning move.
Visible trace	Use chat, a shared document, an annotation layer, or an uploaded notebook photo.	Each student shows the evidence-to-thinking link.
Fresh Recall	Hide the shared slide briefly and have students reconstruct the pathway before reopening notes.	Fresh-recall path from memory.
Access	Offer oral response, speech-to-text, enlarged text, and home-language planning notes.	Same prompt, passage, and reasoning target.

DAILY DECK SLIDE

Drag the pathway. Explain each connection. Leave a visible Thinking trace. Finish with Fresh Recall.

Teacher Reflection

85. Teacher Reflection (This Module)

Use this page after the module. Keep the right column blank for notes.

Reflection Prompt	Notes
Which students can choose a purposeful order?	
Which students use transitions that name real relationships?	
Which students explain how and why evidence proves a reason?	
Which students revise by combining or rearranging ideas for clarity?	
Which students carry the argument path into correspondence?	
What support preserved rigor?	
What should be retaught?	
Open notes	

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Understanding, Rebuttal, Ending, and Significance

Grade 5 | Cluster 6 | Module 3

Grade: 5

Cluster: 6, argumentative Extended Constructed Response with CREATURES and Argumentative Correspondence

Module: 3, High stamina

Primary category: Argumentative Writing and Persuasive Letter Writing

Passages: "A Voice in the Community" and "A Gift That Welcomed Millions"

Signature habit: If you have to decide, you must declare the WHY. A claim is a decision plus because plus reasons.

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

Daily time: 15 minutes across five days

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Response Strand (7-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!

A rebuttal becomes powerful only after a writer has represented the other viewpoint fairly. This module asks fifth-grade writers to listen, verify, answer with evidence, and carry meaning beyond the paper. The two passages make that work concrete through civic participation, barriers, opportunity, liberty, inspection, and belonging.

TEACHER SCRIPT

"A rebuttal becomes powerful only after a writer has represented the other viewpoint fairly."

2. Why This Module Matters

Students may state an opinion but still weaken an argument by attacking a weaker view, choosing evidence that does not match the reason, or repeating the claim at the end. Module 3 completes the U, R, E, and S moves of CREATURES: Understanding others, Rebuttal, Ending, and Significance.

3. Module Essential / Overarching Question

How does accurately understanding another viewpoint and responding to it make an argument more fair, convincing, and meaningful? Keep the question visible. A fair paraphrase prevents attack, evidence makes the response convincing, an Ending gives the argument shape, and Significance explains why the decision matters beyond the task.

Family Communication

4. Parent Communication Purpose

Families should know that students represent another viewpoint accurately before responding. They use the passages to refine a claim, write an evidence-based rebuttal, end with synthesis, and explain significance. Ask at home, "How does that evidence prove your reason, and why does it matter?"

5. Family Letter (English)

Dear Families,

This week your fifth grader works with "A Voice in the Community" and "A Gift That Welcomed Millions." Students practice Understanding others, Rebuttal, Ending, and Significance. They use evidence about civic participation, barriers, opportunity, liberty, inspection, and belonging.

At home, try the frame "Some people may think ____ because ____; however, ____." Ask your student to represent the other view fairly before responding. Use the sentence frame with a family decision, make the first part fair, and then give a reasoned response. Ask how one piece of evidence proves a reason and why that idea matters in a community.

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

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

Estimadas familias:

Esta semana su estudiante de quinto grado trabajará con "A Voice in the Community" y "A Gift That Welcomed Millions". Practicará comprender otros puntos de vista, refutar con evidencia, cerrar con síntesis y explicar la importancia. Usará evidencia sobre la participación cívica, los obstáculos, las oportunidades, la libertad, la inspección y el sentido de pertenencia.

En casa, prueben el marco "Algunas personas pueden pensar ____ porque ____; sin embargo, ____." Pida a su estudiante que represente la otra opinión con justicia antes de responder. Usen el marco con una decisión familiar: presenten la primera parte con justicia y luego den una respuesta razonada. Pregunten cómo una evidencia demuestra una razón y por qué esa idea importa en una comunidad.

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

7. Family Conversation Starters

- What might a person who does not participate in civic life believe, and how can we state that idea fairly?
- Which detail explains why participation may be difficult?
- How is a rebuttal different from saying another person is wrong?
- What idea about opportunity, responsibility, or belonging could make a strong ending?

8. Simple Family Activities

Fair First: Choose a decision with more than one reasonable answer, state the other view, and answer with a reason. **Bluebird Ending:** Read a sentence from either passage, reinforce a claim, and explain why the idea matters in a community.

Teacher Road Map

9. Teacher Navigation Key

- **TEACH:** teacher explicitly teaches or models
 - **LEARN:** student practices or develops
 - ✓ **ASSESS:** student demonstrates or transfers
- Teacher Script:** exact recommended teacher language

10. GRADUATE Evidence Alignment

The five-day GRADUATE lesson produces evidence of the full CREATURES argument and its correspondence delivery.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students identify the audience, writing decision, and source texts.
Reveal	■ TEACH	The teacher models how a claim, reason, evidence, and request fit inside a letter.
Attempt	○ LEARN	Partners build an audience, argument, request, and correspondence plan.
Discuss	○ LEARN	Students explain how an exact passage detail proves a reason.
Use	✓ ASSESS	Students compose a complete letter with every CREATURES move.
Award	✓ ASSESS	Students identify one precise strength in their writing.
Target	✓ ASSESS	Students choose one next step for reasoning or correspondence.
Explain / Educate	✓ ASSESS	Students teach and reconstruct the letter path.

11. Module at a Glance

Element	Module 3
Title	Understanding, Rebuttal, Ending, and Significance
Identity	Grade 5, Cluster 6, Module 3, High stamina.
Genre	Argumentative ECR and persuasive letter.
Passages	"A Voice in the Community" and "A Gift That Welcomed Millions"
Prompt	Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.
New work	Understanding others, Rebuttal, Ending, Significance.

Standards, Learning & Rigor

12. Learning Destination

Students will complete a focused, structured, coherent argument. They will represent another viewpoint accurately, answer it with evidence and reasoning, reinforce the claim in an Ending, explain Significance, and transfer the reasoning into a letter whose five parts fit the audience.

- I will listen, paraphrase, verify, rebut, and explain.
- I will keep evidence matched to the reason.
- I can revise for coherence and clarity.
- I can write a Bluebird significance statement.

13. Success Criteria

- My claim declares a decision and includes because plus reasons.
- My viewpoint is fair and neutral.
- My Rebuttal answers the actual viewpoint.
- My evidence is specific and matched.
- My Thinking explains how and why.
- My Ending synthesizes.
- My Significance explains why the idea matters beyond the paper.
- My letter has a Greeting, introduction, body, conclusion, and Closing.

14. Evidence That Will Demonstrate Mastery

Collect TRACKS notes, a Viewpoint Bridge, the independent response, Day 4 revision, and persuasive letter. Mastery is visible when the student points to a source detail, names the reason it supports, explains the relationship, and shows why the ending matters.

15. TEKS Correlations

TEKS	Official Grade 5 wording and use
5.11(B)(i)	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.
5.11(B)(ii)	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.
5.11(B)(iii)	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.
5.11(B)(iv)	Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts.
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.
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.

16. Standards Coverage Matrix

Coverage	Standard	Location	Evidence
Primary	5.12(C)(i)	Bridge, ECR, letter	Genre supports claim.
Primary	5.12(C)(ii)	Rebuttal, Ending, Significance	Craft fits purpose.
Primary	5.11(B)(i) , 5.11(B)(ii) , 5.11(B)(iii)	Introduction, transitions, conclusion	Reader follows.
Recursive	5.11(B)(iv) , 5.11(B)(v)	TRACKS and Thinking	Facts and details deepen.
Recursive	5.11(C)(i) , 5.11(C)(ii) , 5.11(C)(v) , 5.11(C)(vi) , 5.11(C)(ix) , 5.11(C)(x)	Day 4	Ideas combine or rearrange.

17. ELPS Correlations

ELPS	Work
1(E) (Listening)	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
1(C) (Listening)	Follow oral directions with accuracy.
2(E) (Speaking)	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.
2(F) (Speaking)	Restate, ask questions about, or respond to information during formal and informal classroom interactions.
3(E) (Reading)	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
2(E)(i)	Interpret a viewpoint and explain a source detail.
4(B)(i), 4(B)(ii)	Use spelling patterns and rules.
4(C)(i)	Use content-area vocabulary.
4(D)(i), 4(D)(ii), 4(D)(iii)	Use varied sentences and transitions.
4(F)(ix)	Explain why evidence matters.

ELPS Woven Into Intervention

Support	Language task	Preserved demand
Oral rehearsal	Say viewpoint and rebuttal.	Independent thinking trace.
Transition bank	Choose and explain relationship.	Student supplies relationship.
Home-language planning	Plan in strongest language.	Grade 5 reasoning remains.

ELPS Woven Into Enrichment

Challenge	Language decision	Proof
Two reason orders	Defend clearer order.	Names coherence.
Two endings	Compare repetition with significance.	Explains meaning.

18. ELPS Linguistic Accommodations

Need	Access	Check
Viewpoint	Some people may think ____ because ____.	Actual source idea.
Rebuttal	However, the passage explains ____.	Matched evidence.
Ending	Therefore, communities should ____.	Reinforces.
Significance	This matters beyond the response because ____.	Specific meaning.
Editing	Read aloud, enlarge, speech-to-text.	Target preserved.

19. Language Domains

Domain	Active work	Evidence
Listening	Judge fairness.	Neutral paraphrase.
Speaking	Rehearse rebuttal.	Complete sentence.
Reading	Reread with TRACKS.	Marked evidence.
Writing	Build U, R, E, and S.	ECR and letter.

20. Rigor Safeguard

Support	Demand
Frame	Accurate viewpoint.
Rereading	Relevant evidence.
Oral rehearsal	How and why.
Organizer	Letter transfer.

21. Rigor & Cognitive Demand

Level	Move	Evidence
Understand	State another view.	Fair paraphrase.
Analyze	Distinguish view from attack.	Oral defense.
Evaluate	Select answering evidence.	Relevant rebuttal.
Synthesize	Connect claim to meaning.	Bluebird ending.

22. The Five Thinking Levels

Level	Color	Move	Prompt
Recall	Red	Name U, R, E, S.	Which move?
Explain	Orange	Tell what detail means.	How does it support?
Connect	Yellow	Choose a transition.	What relationship?
Analyze	Green	Compare orders.	Which path?
Synthesize	Blue	Build full argument.	Why matter?

The Progression of Thinking

From	To	Proof
Some disagree.	Some may think ____ because ____.	Fair view.
They are wrong.	However, the passage explains ____.	Evidence.
Claim repeated.	Meaning synthesized.	Ending.
This is important.	Specific significance.	Why known.

23. Possible Teacher Misconceptions

Misconception	Correction
Rebuttal is disagreement.	Require Understanding first.
Conclusion adds a new reason.	Synthesize established reasons.
More evidence is always stronger.	Match detail to reason.
Letter lowers demand.	Keep CREATURES.

24. Possible Student Misconceptions

Wrong idea	Correction
I can call the other person wrong.	Restate the real idea and answer it.
One action never matters.	Return to close elections and local change.
Access support is unnecessary.	Distinguish willingness from barriers.
Repeating is an Ending.	Explain meaning beyond the paragraph.
Hope means the journey was easy.	Return to difficulty and uncertainty.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Develop a focused, structured, coherent argument with an introduction, transitions, conclusion, specific facts, and specific details. Compose argumentative text using genre characteristics and craft. Module 3 makes U, R, E, and S visible while preserving every other CREATURES move.

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 will open so my reader knows the issue, decision, and path.
[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)	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.

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.	
5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I will build claim, reasons, evidence, rebuttal, ending, and significance.

27. This Week I Can...

- Represent another viewpoint accurately.
- Rebut with evidence.
- Write a meaningful Ending and Significance.
- Transfer the argument to a letter.

28. Before I Can... Prerequisites

Students should know that claims declare decisions, reasons answer why, evidence is source proof, and Thinking explains the connection. They should know TRACKS and the five parts of Argumentative Correspondence.

29. Remember This! (60-Second Retrieval)

With notes closed, complete: Understanding others does _____. Rebuttal does _____. Ending does _____. Significance does _____. Name one civic barrier and one detail from Rosa's journey.

TEACHER SCRIPT

"Close your notes, name each move, and attach one exact passage detail to the move it supports."

30. Vocabulary Infusion

Word	Definition	Use
viewpoint	A way of thinking about an issue.	State it neutrally.
counterargument	A reasonable different view.	Answer it fairly.
rebuttal	A reasoned response.	Use evidence.
synthesize	Bring ideas together.	Build an Ending.
significance	Why it matters beyond the task.	Write a Bluebird sentence.
credibility	Believability.	Use source proof.
responsibility	A duty accepted.	Balance access and duty.
belonging	Feeling part of a place.	Connect to Rosa.

31. Conventions Connection

Revise the idea before editing the surface. Check complete compound sentences, agreement, splices, run-ons, fragments, commas, quotation marks in dialogue, spelling patterns, spelling rules, and high-frequency words.

32. Writing Connection

Transfer the claim, reasons, evidence, Thinking, Understanding, Rebuttal, Ending, and Significance into a persuasive letter. Greeting names the reader; introduction gives the issue; body develops the path; conclusion reinforces; Closing ends with purpose.

33. Watch Out!

- Vague viewpoint.
- Personal attack.
- Evidence for another reason.

- New reason in the Ending.
- Significance that says only “This matters.”
- Letter with a Greeting but no path.

34. Ready Check

Ask for “Communities should make participation easier because ____.” Then ask for “Some people may think ____ because ____.” If the first is strong but the second is weak, begin with Understanding. If evidence is weak, return to TRACKS.

35. Teacher Look-Fors

Look for movement from opinion to argument. The student identifies a real viewpoint, uses source evidence, explains the connection, and carries meaning beyond the page.

Vocabulary, Content & Preparation

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	Use
fair	Honest and reasonable.	Fair view.
listen	Pay attention to understand.	Listen before rebutting.
answer	Respond to an idea.	Answer the actual view.
different	Not the same.	Notice different ideas.
agree	Share an opinion.	Agreement is not required.
disagree	Have another opinion.	Disagree respectfully.
finish	Bring to an end.	End with significance.
bigger	Wider in meaning.	Carry meaning farther.
care	Think something matters.	Explain significance.
trust	Believe something reliable.	Use credible evidence.

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	Definition	Sentence
viewpoint	A way of thinking about an issue.	State it neutrally.
counterargument	A reasonable different view.	Answer it.
rebuttal	A reasoned response.	Use evidence and Thinking.
synthesize	Bring ideas together.	Build an Ending.
significance	Why an idea matters beyond the task.	Write a larger meaning.
credibility	Believability.	Use exact details.
responsibility	A duty accepted.	Balance access and duty.
belonging	Feeling part of a place.	Connect to Rosa.
claim	A defensible position.	Decision plus because.
evidence	Specific source proof.	Match the reason.

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	Meaning	Passage connection
civic	Related to community and public life.	Voting and meetings.
participation	Taking part.	Local, state, national levels.
transportation	Ways to travel.	A barrier.
access	A way to reach what is needed.	Information access.
opportunity	A chance to achieve.	Rosa's hope.
volunteer	Offer help freely.	Participation.
liberty	Freedom valued in society.	The torch.
democracy	People participate in choosing leaders.	The new country.
Ellis Island	Entry station in New York Harbor.	Inspection.
immigration	Movement into a country to live.	Family journey.

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

39. Background Knowledge & Teacher Context

A Voice in the Community presents participation, barriers, differing views, listening, and reliable information. A Gift That Welcomed Millions follows Rosa's 1907 arrival, inspection, and first years in New York.

Argument is a connected line, not volume. The civic passage distinguishes choosing not to participate from wanting to participate but facing time, transportation, or information barriers. The historical fiction passage holds hope beside a crowded voyage, uncertainty at Ellis Island, scarce money, and long work hours.

40. Materials Needed

Material	Purpose
High stamina passages	Reading and evidence.
Notebook	Thinking trace.
Daily Deck	Directions and checks.
Viewpoint Bridge cards	Partner repair.
Tracking chart	Growth evidence.
Letter organizer	Five correspondence parts.

41. Preparation Before Day 1

- ☐ Print clean and TRACKS copies.
- ☐ Post the overarching question and signature habit.
- ☐ Prepare the CREATURES chart.
- ☐ Prepare the correspondence chart.
- ☐ Cut the Viewpoint Bridge cards.
- ☐ Mark barriers, opportunity, liberty, inspection, belonging.
- ☐ Set out notebooks and tracking charts.
- ☐ Plan oral rehearsal.
- ☐ Prepare the Day 4 revision reminder.
- ☐ Prepare a blank reflection page.

42. Weekly Timing & Transition Overview

Day	Focus	Product
1	Gather and Reveal	U and R.
2	Attempt	Viewpoint Bridge.
3	Discuss and Use	Full response.
4	Award and Target	Revision.
5	Explain and Fresh Recall	Partner teaching.

43. Tiny Times Transition

Ask students to name one viewpoint, evidence detail, Thinking sentence, and significance statement. A short oral rehearsal preserves the target.

TEACHER SCRIPT

"Use the time you have to make one relationship visible: viewpoint, evidence, Thinking, or significance."

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

Idea	Source connection	Writing transfer
Participation	Voting, meetings, volunteering, letters, petitions, learning.	Build a fair viewpoint.
Access	Time, transportation, information barriers.	Distinguish access from responsibility.
Listening	Another view may lead to better solutions.	Listen before rebutting.
Opportunity	Rosa hopes for work, school, and a new future.	Use hope with difficulty.
Belonging	Rosa learns, makes friends, helps, and learns the city.	Explain a place becoming home.
Responsibility	People can learn, listen, share views, and work toward solutions.	Hold access and duty together.

The passages provide the content for reasoning about participation, barriers, liberty, opportunity, and belonging.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CREATURES

Letter	Move	Question
C	Claim	What decision and WHY?
R	Reasons	Why defensible?
E	Evidence	Which detail?
A	Argument	What order?
T	Thinking	How and why?
U	Understanding others	What is the real view?
R	Rebuttal	How answer?
E	Ending	How synthesize?
S	Significance	Why beyond paper?

Viewpoint Bridge

Step	Frame	Repair question
Understand	Some people may think ____ because ____.	Actual view?
Rebut	However, the passage explains ____.	Evidence answer?
End	Therefore, communities should ____.	Reinforce?
Significance	This matters beyond the response because ____.	Meaning travels?

Argumentative Correspondence

Part	Work
Greeting	Address reader.
Introduction	Issue and decision.
Body	Reasons, evidence, Thinking, U, R.
Conclusion	Reinforce and synthesize.
Closing	Purpose and significance.

46. Core Habit / Strategy Explanation

Teach U before R, R before E, E before T, and E before S. A student must understand the viewpoint before answering it, know the question before choosing proof, and explain proof before writing the Ending. Model the difference between a pile of true sentences and a path a reader can follow.

47. Student Source Passage(s)

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

Passage 1: "A Voice in the Community" (Stamina: High)

- [1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.
- [2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.
- [3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.
- [4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.
- [5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.
- [6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.
- [7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.
- [8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.
- [9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.
- [10] One way people begin participating is by paying attention to what is happening around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.
- [11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.
- [12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works

and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

[13] Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

[14] Voting is one of the best-known forms of civic participation. In an election, citizens choose leaders or decide questions placed on a ballot. A single vote may seem small, but elections are made up of many individual choices. In close elections, only a few votes may separate the winning side from the losing side. Voting also allows people to show which ideas and leaders they support.

[15] However, voting is not the only way to participate. Some people serve on local boards, help with campaigns, or volunteer for community organizations. Others speak during public meetings or write to elected officials. A person may also participate by helping neighbors understand an issue. Different forms of involvement allow people to use their time and skills in different ways.

[16] Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[17] Reliable information is also important. Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it. They can look for facts, dates, and evidence instead of depending only on strong opinions. Careful reading helps people make choices based on what is known rather than what is guessed.

Passage 2: "A Gift That Welcomed Millions" (Stamina: High)

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] Rosa leaned against the cold metal rail and tried to take in every detail. The statue stood on a small island in the harbor. From far away, it seemed to rise straight out of the water. The morning mist curled around its base, while sunlight touched the crown on its head. Seven long rays stretched from the crown, making it look like a bright star.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby so the child could see. Two boys waved their caps over their heads. An elderly man removed his hat and pressed it against his chest. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] For most of the voyage, the passengers had seen only ocean. Day after day, gray waves had rolled past the ship. Sometimes the wind had been so strong that Rosa could barely stand. At night, her family slept in a crowded room below deck. The air was warm and close, and the sound of coughing often kept her awake.

[7] Rosa had missed her grandmother, the small stone house where she had grown up, and the olive trees near her village. Still, she remembered why her parents had decided to leave. Work had been difficult to find, and her father wanted his children to have more chances than he had. He had heard that people in America could earn money, attend school, and begin again.

[8] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[9] Her father also told her that the statue had been a gift from France. It honored the friendship between

France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[10] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother, Marco, held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew exactly what would happen.

[11] Before leaving the ship, Rosa turned once more toward the Statue of Liberty. She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed. Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.

[12] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[13] The main building was larger than Rosa had expected. Inside, footsteps echoed across the floor. Officials called names while doctors watched the travelers carefully. Families moved through long lines, stopping at desks where they answered questions about their health, jobs, and plans.

[14] Rosa's mother kept one hand on Marco's shoulder. Her father carried the suitcase and the papers that listed their names. Every few minutes, he checked to make sure the papers were still in his coat pocket. Rosa could tell he was worried, although he tried not to show it.

[15] A doctor looked at Rosa's eyes and listened to her breathing. Another official asked her age and the name of the village where she had been born. Rosa answered in a quiet voice. She worried that she might say something wrong, but her father gave her an encouraging smile.

[16] The hours passed slowly. Rosa's feet ached, and Marco complained that he was hungry. Their mother gave him the last piece of bread from their bag. Rosa watched sunlight move across the tall windows as the lines became shorter.

[17] Finally, an official checked their papers and marked them with a stamp. Her father thanked him again and again. Rosa did not understand every word that was spoken, but she understood her father's smile. They had been allowed to enter the United States.

[18] The family stepped onto a ferry that would take them into New York City. From the water, Rosa saw rows of tall buildings crowded together. Smoke rose from rooftops, and boats moved across the harbor in every direction. The city looked noisy, busy, and full of possibilities.

[19] Their first home was a small apartment shared with relatives. The rooms were crowded, and the street below was loud. Her father found work at a factory, and her mother sewed clothing for a nearby shop. Rosa began school, where she slowly learned to read and speak English.

[20] Life was not easy. The family worked long hours, and money was often scarce. Yet Rosa made friends, helped her brother with school, and learned her way around the city. Each new skill made the unfamiliar place feel more like home.

[21] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

48. Student Annotation Guide

A Voice in the Community

TRACKS	Mark	Use
T	Local, state, national, close elections.	Scope.
R	Participation matters; it is not always necessary.	Viewpoint.
A	Vote, meet, volunteer, write, learn.	Actions.
C	Character, Concept, Creature	Rebuttal.
K	Time, transportation, information.	Evidence.
S	Community levels.	Significance.

A Gift That Welcomed Millions

TRACKS	Mark	Use
T	Spring of 1907; years later.	Sequence.
R	Excited, nervous, fearful, hopeful.	Different meanings.
A	Travel, wait, answer, learn, help.	Responsibility.
C	Character, Concept, Creature	Larger idea.
K	Torch, freedom, gift from France.	Evidence.
S	Harbor, Ellis Island, New York City.	Journey.

49. TRACKS Evidence Highlighting

Read clean, reread TRACKS, label what each detail helps you understand, star evidence that supports a viewpoint or rebuttal, and write one margin note explaining why the evidence matters.

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

In this module:

- **T (Time):** A Gift That Welcomed Millions: "In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship"

- **R (Reactions):** A Voice in the Community: "A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."
- **A (Actions):** A Voice in the Community: "people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern."
- **C (Character, Concept, Creature):** A Gift That Welcomed Millions: "That's the Statue of Liberty."
- **K (Key Knowledge):** A Voice in the Community: "State governments make decisions about education, transportation, health, and other services."
- **S (Scenery / Setting):** A Gift That Welcomed Millions: "The morning mist curled around its base, while sunlight touched the crown on its head."

Close reading moves:

- **Read clean:** read the whole situation. Proof: name the situation.
- **Reread:** notice TRACKS. Proof: useful labels.
- **Star:** choose relevant proof. Proof: selective stars.
- **Thinking:** explain how and why. Proof: not repetition.
- **Fairness:** check representation. Proof: no exaggeration.

50. Five-Day GRADUATE Lesson**DAY 1 | GATHER AND REVEAL | 15 MINUTES**

Objective	Identify U and R and catch unsupported reasoning.
TEKS	[5.11(B)(iii)] , [5.12(C)(i)] , [5.11(C)(i)] , [5.11(D)(xx)]
Visible work	Fair viewpoint and matched evidence.

ELPS for Today: 2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix).

Use Catch and Correct. Students identify barriers and distinguish a choice from a blocked path.

TEACHER SCRIPT

"Accuracy comes before disagreement."

TEACHER SCRIPT

"Today we begin with fair understanding, evidence-based rebuttal, ending, and significance. Listen for the decision the prompt requires before you write."

TEACHER SCRIPT

"A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason."

TEACHER SCRIPT

"Close your notes and name the one move you can already control."

DAY 2 | ATTEMPT | 15 MINUTES

Objective	Build U, R, E, and S.
TEKS	[5.11(B)(ii)] , [5.12(C)(i)] , [5.11(B)(iv)]
Visible work	Repaired bridge.

ELPS for Today: 2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix).

Teams advance through UNDERSTAND, REBUT, END, and SIGNIFICANCE. Repair an invented viewpoint, personal attack, unsupported rebuttal, repetitive ending, or narrow significance.

Card	Sentence statement	Look-for
1	Should communities remove barriers?	Time, transportation, information.
2	Can listening improve decisions?	Another view may help.
3	Can a symbol carry different meanings?	Different reactions.
4	Can hope exist with difficulty?	Rosa's journey.

TEACHER SCRIPT

"Build the bridge by listening accurately, answering the real idea, and lifting the meaning."

TEACHER SCRIPT

"If a detail is true but it does not prove your reason, place it aside and keep looking."

DAY 3 | DISCUSS AND USE | 15 MINUTES

Objective	Write the full response independently.
Prompt	Explain whether communities should make participation easier even when some people choose not to participate.
TEKS	5.11(B)(i) , 5.11(B)(ii) , 5.11(B)(iii) , 5.12(C)(i)

ELPS for Today: 2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix).

Use "A Voice in the Community" for evidence. Include Understanding, evidence-based Rebuttal, Ending, and Bluebird Significance.

TEACHER SCRIPT

"Your response must answer the real viewpoint, not a weaker version of it."

TEACHER SCRIPT

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

TEACHER SCRIPT

"Write independently now. Your job is to make the thinking visible, not to copy a model."

DAY 4 | AWARD AND TARGET | 15 MINUTES

Objective	Revise for coherence and clarity, then edit.
TEKS	5.11(C)(i) , 5.11(C)(ii) , 5.11(C)(v) , 5.11(C)(vi) , 5.11(C)(ix) , 5.11(C)(x)
Visible work	Award, target, revision, edit.

ELPS for Today: 2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix).

Highlight one sentence that best shows the CREATURES focus. Star one evidence-to-thinking connection. Improve sentence structure and word choice; combine or rearrange ideas for coherence and clarity.

TEACHER SCRIPT

"Name the exact move you controlled; evidence of growth is specific."

TEACHER SCRIPT

"Revise the idea before you edit the surface. Ask whether every sentence still serves the claim."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Objective	Teach why U, R, E, and S strengthen a full response.
TEKS	5.11(B)(iii) , 5.12(C)(i) , 5.12(C)(ii) , 5.11(B)(v)
Visible work	Partner explanation and Fresh Recall.

ELPS for Today: 2(E)(i), 4(C)(i), 4(D)(iii), 4(F)(ix).

Round 1 may use notes. Round 2 uses closed notes. The listener asks a clarifying question and names one accurate idea.

TEACHER SCRIPT

"If you can teach why each move matters, you can control the full argument."

TEACHER SCRIPT

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

TEACHER SCRIPT

"Close your notes for Fresh Recall, then reconstruct the writing move from memory."

FIVE-DAY OBSERVATION NOTES

Gather: Keep the first read focused on meaning. Students may want to select every sentence that sounds useful, but the teacher should return them to the decision in the formal prompt. A detail becomes evidence only when it fits a reason. During the civic passage, listen for the distinction between people who choose not to participate and people who want to participate but face challenges. During the Statue of Liberty passage, listen for the distinction between a symbol of hope and a promise that life will be easy.

Reveal: Place the CREATURES chart where students can see the letters in order. Point to U and ask what a fair writer owes to another viewpoint. Point to R and ask what the response must answer. Point to E and ask how a source detail becomes proof. Point to S and ask how meaning can travel beyond the immediate paragraph. Keep C, R, E, A, and T visible so the new work is understood as part of a complete response.

Attempt: In the Viewpoint Bridge, the team does not advance because it has a strong opinion. It advances after the viewpoint is accurate, the evidence is relevant, the Thinking explains the evidence, and the Ending does not create a new major reason. If a student says, "People who do not attend meetings do not care," ask what the civic passage says about work, family, time, transportation, and information. The correction should make the idea more accurate, not simply more polite.

Discuss: Invite students to compare two possible orders. One writer may introduce the decision, state a personal-choice viewpoint, answer it with barriers, and end with access plus responsibility. Another may begin with local examples, explain barriers, represent the different view, and rebut it. Ask which order lets a reader follow the line. A transition is successful only when it names the relationship the writer actually means.

Use: During independent writing, do not replace the student's thinking with the high exemplar. Instead, ask for a source location, a reason, and an explanation. If a student has evidence but no Thinking, ask, "What does this show about the reason?" If a student has Thinking but no evidence, ask, "Which exact source detail gave you that idea?" If a student has a conclusion but no significance, ask, "Why should a reader carry this idea into a community decision?"

Award: Make feedback specific. A student earns an Evidence Matcher award for selecting a detail about access that answers a viewpoint about personal choice. A student earns a Meaning Lifter award for showing that civic decisions affect the people who live with their results. A student earns a Correspondence Crafter award for keeping the same reasoning while adjusting the Greeting, audience, and Closing.

Target: The next step should be small enough to practice and precise enough to observe. "Add more detail" is not a target. "Add one sentence explaining how transportation changes access," "replace the

personal attack with the actual viewpoint,” or “rearrange the evidence before the Ending” gives the student a controllable action.

Educate: The partner listener should not merely praise the response. The listener asks one clarifying question, points to one source detail, and names one move that is accurate, evidence-based, or fair. The writer must answer in complete language. This makes the reasoning public without turning the activity into a performance contest.

Explain: Fresh Recall should show what remains after supports are removed. Students close notes and reconstruct U, R, E, and S. They may use short labels first, then expand one label into a sentence. The goal is not first-attempt perfection. The goal is evidence of growth that can be named and practiced again in the next response.

Student Exemplars

51. Low / Developing Exemplar

Communities should help people participate. Some people disagree. They are wrong because participation is good.

The student has a decision but no because reason, fair Understanding, relevant evidence, or Significance.

52. Medium / Approaching Exemplar

Communities should make participation easier. Some people may believe citizens should solve access problems themselves. However, the passage names time, transportation, and information as barriers, so practical support could help more people participate.

The viewpoint and evidence are present. Add Thinking, an Ending, and significance.

53. High / Secure Exemplar

Communities should make participation easier because public decisions are stronger when more residents can contribute informed ideas. Some people may believe extra supports are unnecessary because participation is a personal choice. However, "A Voice in the Community" explains that time, transportation, and access to information can prevent willing people from taking part. This evidence shows that the issue is not always willingness; sometimes people need a practical way to enter civic life. Communities should remove reasonable barriers while still expecting citizens to learn and contribute. When access and responsibility work together, civic decisions can more fairly represent the people who live with their results.

Move	Evidence
Claim and reasons	Decision plus because plus defensible reasons.
Understanding	View is accurate and neutral.
Rebuttal and evidence	Barriers answer personal choice.
Thinking	Evidence shows the issue is not always willingness.
Ending and Significance	Access and responsibility work together.

Letter part	Transfer
Greeting	Dear Community Leader,
Introduction	Issue and decision.
Body	Reasons, evidence, Thinking, U, R.
Conclusion	Reinforce and synthesize.
Closing	Purpose and significance.

Revision	Question	Secure answer
Coherence	Can the reader follow?	Transitions create a path.
Clarity	Does each sentence serve?	No attack or new reason.

Match	Does evidence fit?	Barriers answer the view.
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Additional Secure Exemplars

Idea	Response
Symbol	The Statue of Liberty can mean welcome, hope, freedom, or uncertainty because passengers react differently.
Difficulty and hope	Opportunity can be real even when travel, inspection, money, and work are difficult.

Secure Response: Evidence and Explanation

Evidence	Thinking
Community groups can share information or explain how to take part.	Support makes a first step accessible for someone who wants to participate.
Rosa's family waits through questioning.	Their willingness shows the value they placed on a new future.

Assessment & Evidence**54. Teacher Answer Guidance & Evidence Notes**

Accept more than one defensible decision when the student declares a clear WHY and supports it. Strong responses recognize both personal choice and practical barriers. Paired-text transfer may connect through opportunity, responsibility, belonging, or hope while preserving differences.

EXPANDED ANSWER GUIDANCE

The formal prompt asks students to decide whether communities should make participation easier even when some people choose not to participate. A student may answer yes, provided the response is precise about what easier means. The student might refer to information, public events, transportation, opportunities to speak, or clear explanations of how to begin. A student may qualify the decision by stating that support should work alongside responsibility. That qualification can make the argument more accurate because the civic passage includes both people who choose not to participate and people who want to participate but face barriers.

When checking the claim, look for a decision and a WHY. “Communities should help” is a topic or direction, not a complete argument. “Communities should make participation easier because more residents can contribute informed ideas and practical support can remove barriers” makes the decision visible and establishes reasons. Exact wording may vary. The required thinking is that the reader knows what the writer believes and why.

When checking Understanding others, look for a real viewpoint from the source or sentence statement. Some people may think participation is a personal choice and extra support is unnecessary. Some may think one vote will not matter in a large election. Some may be busy with work or family. Some may lack enough information. The student must not combine these into an unfair sentence such as “People who do not participate are lazy.” A strong sentence preserves a reason without endorsing it.

When checking Rebuttal, ask whether the response answers the viewpoint the student just wrote. If the viewpoint says participation is a personal choice, evidence about time, transportation, and information is relevant because it shows that willingness and access are different. If the viewpoint says one action cannot matter, evidence about close elections, local decisions, or small community actions may be relevant. If the student uses a detail about the Statue of Liberty to answer a claim about local meetings, ask the student to explain the relationship or choose a closer detail.

When checking Thinking, distinguish interpretation from repetition. “The passage says some people lack transportation” is evidence. “This shows that a person may want to attend but still need a practical way to reach the meeting” is Thinking. The second sentence explains how the evidence advances the reason. A sentence stem alone is not enough. The words after the stem must interpret the detail.

When checking the Ending, look for reinforcement and synthesis. The Ending should gather established reasons instead of introducing a brand-new major reason. A response about access and informed participation may end by stating that communities should reduce practical barriers while expecting residents to learn and contribute. A response about listening may end by stating that hearing more than one view can help communities work toward solutions. Both endings grow from the argument path.

When checking Significance, ask what a reader should carry beyond the page. The student may connect fair access to the quality of public decisions, the way people are represented, or the responsibility to listen before acting. The student may connect Rosa's experience to the idea that opportunity can exist beside difficulty. Avoid accepting a significance sentence that simply says the issue is important. The sentence should name who is affected, what larger idea is at stake, or what a future decision can learn.

For the historical fiction transfer, accept a response that uses the Statue of Liberty as evidence of hope, freedom, welcome, or shared liberty. The response should preserve the passengers' different reactions and Rosa's uncertainty. It should not claim that the statue guaranteed a simple life. The passage includes crowded travel, inspection, scarce money, long work hours, school, friendship, and gradual belonging. A strong writer can use the contrast between hope and difficulty to build a meaningful ending.

For the correspondence transfer, score the argument before the surface Greeting. A letter that begins "Dear Community Leader" but contains only an opinion has not yet transferred the reasoning. The introduction should identify the issue and decision. The body should include reasons, evidence, Thinking, Understanding, and Rebuttal. The conclusion should reinforce the position or request. The Closing should be respectful and carry the significance of the argument to the intended reader.

Use the standards evidence trail to record more than a final level. A student may have secure evidence selection but developing transition control. Another may represent the viewpoint fairly but need support writing Thinking. A third may write a coherent ECR and need practice adjusting voice for correspondence. Record the exact move so the next lesson can begin with a useful target rather than a general reminder to improve.

When a student chooses a different defensible position, do not force the exemplar's conclusion. Ask whether the student has represented the other view, selected relevant source evidence, explained the connection, and written a conclusion that follows from the reasons. The standard is the quality of the argument path, not agreement with one model sentence.

During review, invite the student to read the response aloud as a real reader would. Ask where the idea begins, where the viewpoint enters, where the evidence answers it, and where the meaning grows. If the listener loses the path, the writer should revise the relationship between sentences. This keeps revision focused on coherence and clarity before editing focuses on conventions.

55. Standards Evidence Trail

Artifact	Standards	Annotate
Viewpoint Bridge	[5.12(C)(i)] , [5.12(C)(ii)]	Genre and craft.
TRACKS notebook	[5.11(B)(iv)] , [5.11(B)(v)]	Facts and details.
Response	[5.11(B)(i)] , [5.11(B)(ii)] , [5.11(B)(iii)]	Structure and path.
Revision	[5.11(C)(i)] , [5.11(C)(ii)] , [5.11(C)(v)] , [5.11(C)(vi)] , [5.11(C)(ix)] , [5.11(C)(x)]	Clarity changes.
Letter	[5.12(C)(i)] , [5.12(C)(ii)]	Audience and form.

56. Assessment Opportunities

Informal Assessment: At each Pause Point, ask students to give a one-sentence answer to a partner, then call on three partners to share. Record a check beside students who explain the step clearly.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) asks: "Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate. Write a claim with because and two reasons. Add Understanding." It shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Opportunity	Question	Evidence
Day 1	What is the actual view?	Neutral paraphrase.
Day 2	Does evidence answer?	Matched detail.
Day 3	Can a reader follow?	Full response.
Day 4	What words grew stronger?	Revision.
Day 5	Why does each move matter?	Teaching.

Assessment Prompt Bank

Prompt	Move	Passage
Should communities remove barriers?	U: R, E, S	Civic passage.
Can listening improve a decision?	U and R	Civic passage.
Can a symbol carry different meanings?	U: E, S	Statue passage.
Can opportunity exist with difficulty?	R: E, S	Statue passage.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate. Write a claim with because and two reasons. Add Understanding, Rebuttal, Ending, and Significance. Use one exact detail from the civic passage.

Self-check: ☐ fair viewpoint ☐ matching evidence ☐ Thinking ☐ Ending ☐ Significance

58. Exit Ticket Answer Key

Part	Acceptable	Not yet
Claim	Decision plus because plus reasons.	Topic only.
Understanding	Accurate and neutral.	Attack.
Rebuttal	Barrier evidence answers the view.	No proof.
Ending	Reinforces and synthesizes.	New reason.
Significance	Specific larger meaning.	Only “important.”

59. Scoring Principle

Score the reasoning path before surface polish. A secure response is fair about the view, relevant in evidence, explicit in Thinking, coherent in the Ending, and meaningful in Significance.

60. Gradebook Conversion

Level	Descriptor	Evidence
4: Secure	Full path is fair, evidence-based, coherent, meaningful.	U: R, E, S advance the claim.
3: Approaching	Claim and evidence present.	One link thin.
2: Developing	Some parts present.	Path uneven.
1: Beginning	Opinion only.	No usable evidence.

61. Recommended Gradebook Label

G5 C6 M3: Understanding, Rebuttal, Ending, and Significance

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Element	Assignment
Genre	Argumentative ECR and persuasive letter.
Prompt	Explain whether communities should make participation easier.
Path	Claim, Reasons, Evidence, Argument, Thinking, U, R, Ending, Significance.
Letter	Greeting, introduction, body, conclusion, Closing.
Sources	Use both passages.
Revision	Revise before editing.

63. Student Planning Frame

Decision: Communities should / should not make participation easier because ____ and ____.

Understanding: Some people may think ____ because ____.

Rebuttal: However, the passage explains ____.

Thinking: This shows ____ because ____.

Ending: Therefore, ____.

Significance: This matters beyond the response because ____.

Letter transfer: Greeting ____; introduction ____; body ____; conclusion ____; Closing ____.

64. Writing Assignment Rubric

Criterion	Secure	Approaching	Developing	Beginning
Claim	Decision, because, reasons.	Mostly clear.	Incomplete.	Topic.
U and R	Fair, matched, reasoned.	Needs explanation.	Weak view or proof.	Attack.
Evidence and Thinking	Specific and explained.	Partial link.	Repetition.	None.
Path	Coherent transitions.	Mostly clear.	Links missing.	Pile.
Ending and Significance	Synthesizes and carries meaning.	Thin significance.	Repeats.	Absent.
Letter craft	All five parts fit audience.	Most parts.	Several incomplete.	Absent.

65. Writing Gradebook Conversion

Level	Summary	Next step
Secure	Understands, rebuts, lifts meaning.	Transfer.
Approaching	Argument visible, one link thin.	Practice Thinking.
Developing	Path uneven.	Arrange cards.
Beginning	No fair view or proof.	Return to U.

66. Teacher Feedback Shortcuts

- Your viewpoint is accurate; answer it with a detail.
- Which reason does this detail prove?
- Add Thinking: how and why?
- Your Ending repeats; what meaning can you carry?
- Does the transition tell the truth?
- Revise the path before editing.

Response to Student Need

67. Intervention: Name the Thinking

Need	Move	Question
View is attack	Neutral rehearsal.	What would the person say?
Evidence is a list	Detail beside reason.	How does it prove?
Ending repeats	Separate End and Significance.	What beyond the paragraph?
Path unclear	Arrange cards aloud.	Where did it break?

DAILY DECK SLIDE M3-16, SUPPORT

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

INTERVENTION SEQUENCE

Begin with the same formal prompt and the same two passages. The intervention changes the route into the reasoning, not the reasoning target. Place four movable cards in front of the student: Understand, Rebut, End, and Significance. Read the prompt aloud and ask the student to make a decision with because. If the student cannot yet state the decision, reread the sentence statement and ask which side the writer could defend with source evidence.

For an inaccurate viewpoint, return to the exact lines about people who feel participation is not always necessary and the exact lines about people who want to participate but face challenges. Ask the student to choose one viewpoint, not combine every possibility. Have the student say, “Some people may think ____ because ____.” Then ask the partner to repeat the sentence. If the partner cannot repeat it without changing its meaning, the viewpoint needs revision.

For an unsupported Rebuttal, use a two-column rehearsal. In the first column, write the viewpoint. In the second column, write a source detail that answers it. A student who writes that one vote may not matter should look for the passage's close-election detail or its examples of community change. A student who writes that extra support is unnecessary should look for time, transportation, and information barriers. A student who writes that opportunity means an easy future should return to Rosa's difficult voyage, inspection, scarce money, and long work hours.

Ask the student to say the relationship before offering transition choices. If the relationship is contrast, the student can consider however. If the relationship is cause or result, the student can consider therefore or because. If the relationship adds a distinct point, the student can consider also. If the relationship introduces a source example, the student can consider for example. The student must be able to explain why the transition fits.

For a weak Thinking sentence, use the question “What does this show about the reason?” Do not accept a restatement of the evidence. If the evidence says that community groups share information, Thinking might explain that a person who does not know how to begin can receive a practical first step. If the evidence says that Rosa's father wanted more chances for his family, Thinking might explain that the journey was connected to opportunity, not to a promise of comfort.

For a repetitive Ending, cover the original claim and ask the student to name the reasons already proved. The student then writes one sentence that gathers those reasons. For the civic prompt, the ending may hold access and responsibility together. For the paired-text prompt, the ending may hold

hope and difficulty together. If the student adds a new reason, ask where that reason was developed earlier. If it has not been developed, save it for a later response.

For a narrow Significance sentence, ask who beyond the writer might care about the decision. A community member may care because access affects whose ideas are heard. A future participant may care because reliable information helps people make informed choices. A family reading Rosa's experience may care because belonging can grow through school, friendship, help, and new skills even when the first home is crowded. Significance should be specific enough that a reader can see the larger meaning.

Use oral rehearsal before written rehearsal. The student says the claim, viewpoint, rebuttal, ending, and significance in order. The teacher records only a few labels or arrows, not the student's content. The student then writes from the oral path. This support is especially useful when handwriting, spelling, or sentence production hides the student's reasoning. The final work must still show the student's independent choices.

End the intervention with a small Fresh Recall. Remove the cards and ask the student to draw four boxes labeled U, R, E, and S. In each box, the student writes the function of the move and one source-based phrase. The student may use the phrase "fair view," "answer with proof," "reinforce," and "why beyond." Then ask the student to expand one box into a complete sentence. Record the sentence as proof of the next target.

68. Embedded Checks & Student Support

Moment	Check	Support
Before drafting	Claim with because.	Oral frame.
After U	Partner repeats accurately.	Remove exaggeration.
After evidence	Reason is named.	Evidence and Reason columns.
After Thinking	How and why.	Ask what it shows.
Before Ending	No new major reason.	Circle established reasons.
Submission	All letter parts.	Checklist.

69. Student Support Quick Reference

Student says	Response	Action
I do not know the other side.	Return to differing views.	Underline a source sentence.
My fact does not fit.	Reread the reason.	Find a closer detail.
My ending is done.	Ask why beyond the response.	Add Significance.
My letter is a Dear line.	Ask what audience needs.	Label five parts.

70. Enrichment: Connect Across Texts

Challenge	Work	Evidence
Two reason orders	Write both and defend one.	Names coherence.
Two Significance sentences	Connect civic life and opportunity.	Meaning travels.
Transition map	Label cause, contrast, addition, example.	Accurate choice.
Scrambled path	Find and repair the break.	Path restored.

Compare participation barriers with Rosa's journey. Argue whether both passages show that opportunity and responsibility can exist together, while preserving their differences.

71. Additional Writing Opportunity: Plan and Draft

Write about a form of participation that could create local change. Connect civic participation and Rosa's journey through opportunity and responsibility. Write a brief note to a community leader with a concern, one fact, a request for information, and significance.

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

Read aloud. Improve clarity, sentence structure, or word choice. Combine or rearrange for coherence. Check compound sentences, agreement, splices, run-ons, fragments, commas, quotation marks, spelling patterns, spelling rules, and high-frequency words. Share and name the strongest CREATURES move.

Engagement & Home Connection

73. Auditory Engagement Moments

Listen for unfair or unsupported reasoning, then repair it. Use pencils down, a teacher-read flawed viewpoint, a signal, neutral paraphrase, evidence addition, and notes-closed Fresh Recall. Repair the absolute claim that everyone should attend every meeting by acknowledging time, transportation, work, family responsibilities, and access to information.

TEACHER SCRIPT

"Listen for the exact point where the writer stops answering the idea and starts attacking a person."

74. Pause Points

Path or pile: Does each sentence lead logically to the next? **Transition integrity:** Does the transition name the relationship? **Evidence match:** Does the detail prove the reason? **Thinking:** Did I explain how and why?

DAILY DECK SLIDE M3-18, PAUSE POINTS

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

75. At-Home Connection

Choose a decision with more than one reasonable answer, represent another view, answer it with a reason, and finish with why it matters. Require one source detail when using the passages.

Student Ownership

76. My Progress Tracker

Checkpoint	I Can	Not Yet	With Help	My Proof
Day 1	Identify U and R.	☐	☐	☐
Day 2	Build a pathway.	☐	☐	☐
Day 3	Write evidence and Thinking.	☐	☐	☐
Day 4	Award and target growth.	☐	☐	☐
Day 5	Teach the pathway.	☐	☐	☐

DAILY DECK SLIDE M3-19, TRACK GROWTH

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

77. Student Award

Award one precise move: Fair Listener, Evidence Matcher, Path Builder, Meaning Lifter, or Correspondence Crafter. The student points to the words that earned it.

TEACHER SCRIPT

"Your award names a move you controlled, and your words show exactly where the growth lives."

78. Student Target

I can write a fair, evidence-based argument that understands another viewpoint, rebuts it, ends with a strong synthesis, and explains why my claim matters beyond the paper. I can transfer it into a persuasive letter with a Greeting, introduction, body, conclusion, and Closing.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER CLOSING WORDS OF ENCOURAGEMENT

"You listened before answering, used evidence instead of attack, and carried your meaning beyond the paper. Those are mature argumentative habits."

After the script, let students name the U, R, E, or S move they can control and the next move they will practice.

80. Essential / Overarching Question, Answered

How does accurately understanding another viewpoint and responding to it make an argument more fair, convincing, and meaningful?

Understanding another viewpoint shows that the writer listened accurately instead of attacking a weak version of someone's idea. Rebuttal answers with reasoning and evidence. Ending reinforces the claim, and Significance carries Thinking beyond the paper. These moves make the argument fairer, stronger, and more meaningful.

81. Teacher Reflection

Note which artifacts show fair Understanding, matched Rebuttal, purposeful Ending, and meaningful Significance. Consider whether students distinguished a barrier from a choice, evidence from Thinking, and a conclusion from a new reason. Record which transitions made the path visible.

REFLECTION PROMPTS FOR THIS MODULE

Record the first moment when a student corrected an unfair representation. Did the student return to the source, listen to a partner, or notice that a practical barrier changed the meaning of the claim? That moment shows whether Understanding others is becoming a writing habit rather than a vocabulary label.

Record one evidence match that became stronger through revision. Name the original reason, the source detail, and the Thinking sentence that connects them. If a student changed a detail because it was true but irrelevant, preserve that revision as evidence of judgment. If a student added a detail about time, transportation, or information, note whether the student explained the difference between willingness and access.

Record how students handled disagreement during the Viewpoint Bridge. Did they treat the other view as a person to defeat, or as an idea to understand and answer? Did their language remain respectful when the source included uncertainty, different reactions, or difficult circumstances? A mature response can disagree and still represent the view accurately.

Record which Ending sentences did more than repeat the claim. A strong Ending may hold access and responsibility together, connect listening to better solutions, or connect hope to a difficult journey. Note whether the student wrote Significance separately and whether that sentence explained why the idea matters to people beyond the writer.

Record the effect of Argumentative Correspondence on audience awareness. Did the Greeting and Closing change the student's tone? Did the introduction state the purpose early? Did the body preserve

the ECR reasoning? Did the conclusion make a respectful request or reinforce the position? Use these observations to plan the next transfer task.

Finally, identify the next small target for each student group. One group may need more practice writing a neutral viewpoint. Another may need evidence-to-Thinking sentences. Another may need transitions that name contrast, cause, addition, or example. Another may need to carry meaning beyond the paper. Keep the target narrow enough to observe and specific enough to practice in the next response.

82. Teacher Artifacts of Effectiveness

Keep the tracking chart, a Viewpoint Bridge, a beginning response, Day 4 revision, final ECR, and persuasive letter. These artifacts show movement from opinion or list toward an argument a reader can follow.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Purpose	Visible text
M3-1	Question	How does understanding another viewpoint make an argument fair, convincing, meaningful?
M3-2	Habit	If you have to decide, you must declare the WHY.
M3-3	Framework	CREATURES with U, R, E, and S highlighted.
M3-4	Passage one	Participation, barriers, listening, reliable information.
M3-5	Passage two	Rosa, Statue of Liberty, Ellis Island, opportunity.
M3-6	Understanding	Some people may think ____ because ____.
M3-7	Rebuttal	However, the passage explains ____.
M3-8	Ending	Reinforce and synthesize.
M3-9	Significance	Why beyond the paper?
M3-10	Correspondence	Greeting, introduction, body, conclusion, Closing.
M3-11	TRACKS	Time, Reactions, Actions, Concept, Key Knowledge, Setting.
M3-12	Repair	Accurate view, matched evidence, Thinking.
M3-13	Revision	Revise before editing.
M3-14	Fresh Recall	Close notes and reconstruct U, R, E, and S.

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display a viewpoint and evidence for feedback.
Annotation	Mark TRACKS in a shared document.
Breakout	Pairs build the Viewpoint Bridge.
Oral response	Rehearse before typing.
Asynchronous	Submit U, R, E, S and a letter transfer.
Access	Offer enlarged text, speech-to-text, oral response, and home-language planning.
Fresh Recall	Hide the slide and reconstruct.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching. Every right column is intentionally blank.

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

Full CREATURES in Argumentative Correspondence for a Real Audience

Grade 5 | Cluster 6 | Module 4

Grade: 5

Cluster: 6, argumentative correspondence with the full CREATURES framework

Module: 4 of the cluster

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

Module Title: Full CREATURES in Argumentative Correspondence for a Real Audience

Content Connection / Passage Titles: "A Voice in the Community" and "A Gift That Welcomed Millions" (Very High Stamina)

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

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

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Response Strand (7-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!

Students finish this module by making an argument useful to a real reader. The full CREATURES path gives the letter a claim, reasons, evidence, argument path, Thinking, Understanding others, rebuttal, ending, and significance. The correspondence frame gives the argument a greeting, introduction, body, conclusion, and closing.

TEACHER SCRIPT

"When students write to a real audience, structure becomes more than a school exercise, their words have a purpose and a reader."

Connection to this week's signature habit: If you have to decide, you must declare the WHY. A claim is a decision + because + reasons.

2. Why This Module Matters

Students read "A Voice in the Community" and "A Gift That Welcomed Millions," then use the complete CREATURES framework to write an argumentative letter. The formal task asks whether schools should create stronger connections between civic learning and real community participation and asks the writer to request information from a school or local leader.

Where it fits into writing: this module joins argument with correspondence. The claim must answer the decision, the reasons and evidence must carry the argument, another viewpoint must be understood fairly, the rebuttal must be reasoned, and the request must grow from the argument.

Why it matters beyond this assignment: a real audience changes word choice, tone, organization, and the kind of information a writer requests. Students practice writing that can be thoughtful and useful.

3. Module Essential / Overarching Question

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

Students return to this question after they assemble the argument, deliver it as a letter, and explain the path to a partner.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in the final module of Cluster 6. Students are learning to connect audience, argument, request, and correspondence into one coherent letter. This page helps families listen for the claim, reasons, evidence, respectful register, rebuttal, purposeful ending, and genuine information request.

How to Send It: send the family letter in the language each family prefers. Conversation starters and the two small activities can be posted or shared during a family conference. The goal is a conversation about a writer's choices, not a worksheet.

5. Family Letter (English)

Dear Families,

This week your fifth-grade student completes Cluster 6 with the Very High Stamina versions of "A Voice in the Community" and "A Gift That Welcomed Millions." Students will use full CREATURES to write an argumentative letter for a real or simulated audience. Their letters will include a clear claim, accurate evidence, a respectful acknowledgment of another viewpoint, a reasoned rebuttal, a purposeful ending, and a genuine request for information.

Students will consider how audience changes word choice, tone, and organization. A letter to a school or local leader should be respectful and specific, even when the writer disagrees or asks for change. The request for information must connect to the topic rather than appear as an unrelated final sentence.

At home, invite your student to draft a polite request to a teacher, librarian, or community leader. Ask who will read it, what information the writer needs, and which evidence makes the request more convincing.

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

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

Estimadas familias:

Esta semana su estudiante de quinto grado completa el Grupo 6 con las versiones de resistencia muy alta de "A Voice in the Community" y "A Gift That Welcomed Millions". Los estudiantes usarán el marco completo CREATURES para escribir una carta argumentativa dirigida a un público real o simulado. Sus cartas incluirán una afirmación clara, evidencia precisa, un reconocimiento respetuoso de otro punto de vista, una refutación razonada, un final con propósito y una solicitud auténtica de información.

Los estudiantes considerarán cómo el público cambia la elección de palabras, el tono y la organización. Una carta a un líder escolar o local debe ser respetuosa y específica, aun cuando el escritor no esté de acuerdo o pida un cambio. La solicitud de información debe relacionarse con el tema y no aparecer como una última oración sin conexión.

En casa, invite a su estudiante a redactar una solicitud cortés a un maestro, bibliotecario o líder comunitario. Pregunte quién leerá la carta, qué información necesita el escritor y qué evidencia hace más convincente la solicitud.

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

7. Family Conversation Starters

- How would your word choice change if you wrote to a friend, a teacher, or a local leader about civic participation?
- What information might a student respectfully request about ways young people can participate in community decisions?
- Which detail from Rosa's journey could help a writer explain why opportunity and belonging matter?
- How can a writer disagree with another viewpoint while still sounding fair and respectful?

8. Simple Family Activities

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

Family Activity: Audience Switch

Choose a simple request, such as asking about a library opportunity. Say it first to a sibling or friend, then revise it for a librarian or community leader. Discuss which words, greeting, and closing changed and why the request still needs a clear purpose.

Family Activity: Evidence-to-Request

Choose one detail from either passage. Have your student state a claim, explain why the detail matters, and write one respectful request for related information. Ask whether the request genuinely grows from the argument or was added only at the end.

Teacher Road Map

9. Teacher Navigation Key

Use these symbols to read the five-day lesson at a glance. The labels show whether the teacher models, students practice, or students independently demonstrate the work.

- **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 teacher language to say aloud
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

The five-day GRADUATE lesson produces evidence of the full CREATURES argument and its correspondence delivery.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students identify the audience, writing decision, and source texts.
Reveal	■ TEACH	The teacher models how a claim, reason, evidence, and request fit inside a letter.
Attempt	○ LEARN	Partners build an audience, argument, request, and correspondence plan.
Discuss	○ LEARN	Students explain how an exact passage detail proves a reason.
Use	✓ ASSESS	Students compose a complete letter with every CREATURES move.
Award	✓ ASSESS	Students identify one precise strength in their writing.
Target	✓ ASSESS	Students choose one next step for reasoning or correspondence.
Explain / Educate	✓ ASSESS	Students teach and reconstruct the letter path.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 6, Module 4
Module Category	Argumentative Writing / Extended Constructed Response / Argumentative Correspondence
Module Title	Full CREATURES in Argumentative Correspondence for a Real Audience
Primary TEKS	[5.11(B)(i)], [5.11(B)(ii)], [5.11(B)(iii)], [5.11(B)(iv)], [5.11(B)(v)], [5.12(C)(i)], [5.12(C)(ii)], [5.12(D)(i)]
Revising TEKS	[5.11(C)(vii)], [5.11(C)(viii)], [5.11(C)(ix)], [5.11(C)(x)]
Editing TEKS	[5.11(D)(xvi)] through [5.11(D)(xxix)]
Framework	CREATURES: Claim, Reasons, Evidence, Argument, Thinking, Understanding others, Rebuttal, Ending, Significance
Correspondence Structure	Greeting, introduction, body, conclusion, request for information, closing, and signature

Content Connection	"A Voice in the Community" and "A Gift That Welcomed Millions"
Daily Lesson Time	15 minutes per day, 5 days
Formal Assessment Product	An argumentative letter responding to the formal sentence-statement prompt

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will assemble a complete CREATURES argument and deliver it as a persuasive letter to a real or simulated audience with a greeting, introduction, body, conclusion, closing, and genuine request for information.

I Will Statements

- I will keep my tone respectful while defending a position.
- I will use the parts of a formal letter.
- I will connect claim, reasons, evidence, Thinking, Understanding others, rebuttal, ending, and significance.
- I will revise the letter for clarity and organization.
- I will edit dialogue, titles, emphasis, spelling, and sentence boundaries.

I Can Statements

- I can identify my real or simulated audience.
- I can use all parts of CREATURES in a connected response.
- I can include a genuine request for information.
- I can explain how one exact passage detail supports a reason.

CLASS SLIDE

Meet Our Week: show the audience, full CREATURES path, letter parts, and genuine information request before Day 1 modeling.

13. Success Criteria

Students should know what a secure final letter makes visible to a real reader.

- My claim is a decision + because + reasons.
- My reasons are ordered so the reader can follow the argument path.
- My evidence comes from one or both assigned passages and I explain how it proves the reason.
- I understand another viewpoint and answer it with a reasoned rebuttal.
- My greeting, introduction, body, conclusion, closing, and signature fit correspondence.
- My request asks for information and grows from the argument.

14. Evidence That Will Demonstrate Mastery

Use the following products as evidence across the five days.

- Day 1 model: marked audience, claim, ordered reasons, one passage detail, and a model information request.
- Day 2 Letter Lab: a partner plan naming audience, purpose, claim, request, and every CREATURES move.
- Day 3 independent letter: a complete argument with transitions, exact evidence, Thinking, and a respectful response to another viewpoint.
- Day 4 revision: one purposeful change that adds, deletes, combines, or rearranges ideas for clarity.
- Day 5 teach-back and Fresh Recall: a partner explanation and a reconstructed letter path with notes closed.

15. TEKS Correlations

This chart identifies the exact Grade 5 standards, their breakout wording, and where each is taught, practiced, and assessed.

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
5.11(B)(i)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1	Days 2-3	Letter
5.11(B)(ii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Day 1	Days 2-4	Letter
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 2-4	Letter
5.11(B)(iv)	Writing Process	develop an engaging idea reflecting depth of thought with specific facts	Day 1	Days 2-3	Evidence section
5.11(B)(v)	Writing Process	develop an engaging idea reflecting depth of thought with specific details	Day 1	Days 2-3	Letter
5.12(C)(i)	Writing Genre	compose argumentative texts, including opinion essays, using genre characteristics	Day 1	Days 2-3	Claim and reasons
5.12(C)(ii)	Writing Genre	compose argumentative texts, including opinion essays, using craft	Day 1	Days 3-4	Word choice and tone
5.12(D)(i)	Correspondence	compose correspondence that requests information	Day 1	Days 2-3	Request and closing
5.11(C)(vii) to 5.11(C)(x)	Revising	revise drafts by adding, deleting, combining, and rearranging ideas for clarity	Day 4	Day 4	Revision trace
5.11(D)(xvi) to 5.11(D)(xxix)	Editing	edit drafts using standard English conventions, including capitalization, punctuation, and grade-appropriate spelling	Day 4	Days 4-5	Edited letter

16. Standards Coverage Matrix

This separate chart classifies the work rather than repeating the correlation chart.

Classification	TEKS	Instructional meaning in this module	Visible evidence
PRIMARY	5.12(C)(i) , 5.12(C)(ii)	Build an argumentative text with genre characteristics and craft.	Claim, reasons, evidence, register, rebuttal, and ending.
PRIMARY	5.12(D)(i)	Compose correspondence that requests information.	Greeting, introduction, request, closing, and signature.
PRIMARY	5.11(B)(i) to 5.11(B)(v)	Organize a focused, structured, coherent draft with facts and details.	Purposeful argument path and exact passage support.
RECURSIVE	5.11(C)(vii) to 5.11(C)(x)	Revise by adding, deleting, combining, and rearranging ideas.	Revision practice and one visible clarity change.
RECURSIVE	5.11(D)(xvi) to 5.11(D)(xxix)	Edit the completed ideas with standard English conventions.	Edited dialogue, titles, emphasis, spelling, and sentence boundaries.
SPIRAL	5.7(B) , 5.7(C) , 5.7(G)	Compare ideas, use evidence, and discuss important meaning.	Paired passage notes and evidence-to-thinking sentences.

17. ELPS Correlations

ELPS codes remain plain text. These supports help students use language for the stated purpose and audience.

Domain	ELPS Breakout	How This Module Uses It
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
1(C)	Listening	Follow oral directions with accuracy.
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
Writing	4(A)(i)	Apply relationships between sounds and letters when writing unfamiliar content words.
Writing	4(B)(i), 4(B)(ii)	Write using conventional spelling patterns and spelling rules.
Writing	4(C)(i)	Use high-frequency words with audience, register, claim, evidence, and rebuttal.
Writing	4(D)(i), 4(D)(ii), 4(D)(iii)	Use varied sentence lengths, sentence types, and transitions.
Writing	4(E)(i), 4(E)(ii)	Use conventions and grammatical structures in a formal letter.
Writing	4(F)(iii), 4(F)(vii)	Use register appropriate for a specific purpose and audience.
Writing	4(F)(ix), 4(F)(xiii)	Justify with supporting evidence for a specific purpose and audience.
4(F)(i)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

ELPS Woven Into Intervention

Need	Language support
Audience language	Rehearse the reader, purpose, and register before the first sentence.
Reasoning language	Use "This detail proves my reason because..." after the student selects the detail.
Request language	Use "Could you please share information about..." while keeping the topic-specific request.

ELPS Woven Into Enrichment

Challenge	Language work
Audience switch	Rewrite one request for a friend and a local leader and explain the register change.
Evidence precision	Defend why one exact detail is stronger than a general statement.
Correspondence craft	Write a formal closing that reinforces significance without repeating the claim.

18. ELPS Linguistic Accommodations

Stage	Access support	Rigor preserved
Read and annotate	Provide enlarged passage text, read aloud as needed, allow home-language planning notes, and use vocabulary references.	Students still select evidence from the same two passages.
Plan	Offer movable CREATURES labels and oral rehearsal.	Students choose the claim, reasons, evidence, rebuttal, and request.
Draft	Permit speech-to-text during first drafting.	The letter must still carry a coherent argument and correspondence structure.
Revise and edit	Read sentences aloud and offer a transition bank.	Students decide which change improves clarity for the reader.

Language Supports

- "My audience is ____, so my register should sound ____."
- "My claim is ____ because ____ and ____."
- "The passage says ____; this proves ____ because ____."
- "Some readers may think ____, but ____."
- "Could you please share information about ____?"

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for tone, audience, claim, and a genuine information request in model correspondence.
Speaking	Students rehearse respectful requests and explain how an audience changes register.
Reading	Students reread both Very High Stamina passages with TRACKS to select accurate evidence for a real audience.
Writing	Students compose and revise an argumentative letter using the full CREATURES framework.

20. Rigor Safeguard

Support	Non-Negotiable Thinking
Letter template	Students still choose the audience, claim, evidence, rebuttal, register, and information request.
Audience checklist	Students explain how the reader changes tone, word choice, and organization.
Oral rehearsal	Students say the reasoning before recording it in writing.
CREATURES boxes	Students fill each move with their own evidence and thinking.

21. Rigor & Cognitive Demand

Level	What Students Must Do	Expected Independence	Evidence of Thinking
Apply	Use an audience-appropriate greeting, tone, and request.	Guided during modeling.	Correspondence conventions fit the reader.
Analyze			

	Judge whether evidence and a request connect to the claim.	Partner review then independent.	Annotated explanation of the connection.
Evaluate	Revise wording that is vague, disrespectful, or unsupported.	Independent in revision.	A precise, respectful revised sentence.
Synthesize	Compose a complete argument that uses all CREATURES moves.	Independent in the final letter.	Coherent letter with a meaningful request and ending.

22. The Five Thinking Levels

Level	Color	Student Move	Evidence of Thinking
Recall	Red	Name audience, argument, request, and correspondence.	Correct labels.
Explain	Orange	Tell what one passage detail means.	Evidence-to-thinking sentence.
Connect	Yellow	Select a transition that names a relationship.	Coherent link.
Analyze	Green	Compare two possible orders for the argument.	Defended sequence.
Synthesize	Blue	Build and explain a complete letter.	Independent response.

The Progression of Thinking

From	To	Teacher look-for
Labels	Connections	The student can say what each CREATURES letter means.
Connections	Argument	The student can place reasons and evidence in an order a reader can follow.
Argument	Correspondence	The student can make the greeting, request, and closing serve the argument.
Correspondence	Transfer	The student can teach the path and rebuild it with notes closed.

23. Possible Teacher Misconceptions

Misconception	Correction in this module
A letter format is enough to make writing argumentative.	Require a defensible claim, ordered reasons, passage evidence, Thinking, Understanding others, rebuttal, ending, and significance.
A polite request can be added without a connection.	Ask the writer to show how the request grows from the claim and evidence.
Rebuttal means attacking the other viewpoint.	Teach Understanding others first, then answer the viewpoint with evidence and reasoning.
Editing should happen before the argument is complete.	Revise ideas, order, clarity, and reader usefulness before editing conventions.

24. Possible Student Misconceptions

Real misunderstanding	Teacher response
Writing as if the audience is only the teacher.	Ask the student to name the real reader and the reader's needs.
Adding a request that does not fit the argument.	Ask how the request grows from the evidence and claim.
Using demanding or disrespectful language.	Rehearse a precise, respectful alternative while preserving the decision and reason.
Dropping evidence or a rebuttal to make a letter shorter.	Return to the full CREATURES checklist and show which work the missing move was doing.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards and breakouts being taught: [5.11\(B\)\(i\)](#) introduction, [5.11\(B\)\(ii\)](#) transitions, [5.11\(B\)\(iii\)](#) conclusion, [5.11\(B\)\(iv\)](#) specific facts, [5.11\(B\)\(v\)](#) specific details, [5.12\(C\)\(i\)](#) genre characteristics, [5.12\(C\)\(ii\)](#) craft, and [5.12\(D\)\(i\)](#) correspondence that requests information.

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 help my reader follow my argument from the greeting and introduction through the body to the conclusion and closing.
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)	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.

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.	
5.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can make a clear decision, support it with reasons and evidence, and put the argument into a respectful letter that asks the reader for useful information.

5.12(D) compose correspondence that requests information.	I can make a clear decision, support it with reasons and evidence, and put the argument into a respectful letter that asks the reader for useful information.
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27. This Week I Can...

I can identify my real or simulated audience, use the parts of a formal letter, use all parts of CREATURES in a connected response, and include a genuine request for information.

28. Before I Can... Prerequisites

- Identify the claim as a defensible position.
- Distinguish reasons from evidence and Thinking.
- Use a passage detail accurately.
- Name a reader and choose a respectful register.
- Recognize a greeting, introduction, body, conclusion, closing, and signature.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In sixty seconds, name the audience, decision, claim, one reason, one exact passage detail, and one information request you could use in a letter."

This is retrieval only. Listen for the difference between evidence and Thinking.

30. Vocabulary Infusion

TEACHER SCRIPT

"Preview these words before you draft. Say each word, use it in a sentence, and explain how it helps a real reader understand your argument."

Word	Student-Friendly Meaning	Use It Today
audience	the person or group the writer is addressing	My audience is a school or local leader.
claim	the writer's defensible position	My claim is a decision because reasons.
evidence	proof from a passage	My evidence supports my reason.
request	a respectful ask for information or action	My request grows from the argument.
register	the level of formality chosen for an audience	My register fits my reader.
rebuttal	a reasoned response to another viewpoint	My rebuttal answers fairly.

31. Conventions Connection

During revision and editing, students check dialogue punctuation, titles, emphasis, capitalization of abbreviations, initials, acronyms, and organizations, commas in compound and complex sentences, sentence boundaries, quotation marks, underlining or italics when required, and grade-appropriate spelling. The letter's ideas are revised before the surface is edited. This sequence supports **5.11(C)(vii)** to **5.11(C)(x)** and **5.11(D)(xvi)** to **5.11(D)(xxix)**.

32. Writing Connection

Argumentative correspondence is writing with a reader in mind. Students use a decision, because, and reasons to build the claim. They place evidence after the reason it supports, write Thinking after the evidence, acknowledge another viewpoint, answer it with a rebuttal, and finish with significance and a connected request.

33. Watch Out!

Common misconception: a student may write a polite letter that lists facts but never declares a decision, or may add a request that does not fit the argument. **Teacher move:** ask the student to name the audience, say the claim aloud, trace each detail to a reason, and explain why the request belongs.

34. Ready Check

Read the formal writing prompt aloud. Ask students to point to the decision, the audience, the two passage titles, and the requested information. A ready student can say, "I am writing to ____ because ____, and I will ask for information about ____." Use the response to plan oral rehearsal.

35. Teacher Look-Fors

- Students name a real or simulated audience.
- Students state a decision + because + reasons.
- Students distinguish evidence from Thinking.
- Students explain how Understanding others leads to rebuttal.
- Students write a request that grows from claim and evidence.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These everyday words help you talk about a reader, a message, a request, and the choices that make writing respectful."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reader	the person who reads writing	My reader needs to know ____.
letter	a written message to a person or group	My letter will explain ____.
ask	to request information or action	I can ask respectfully for ____.
polite	showing respect and good manners	My words sound polite because ____.
purpose	the reason for doing or writing something	My purpose is to ____.
tone	the feeling or attitude a writer's words show	My tone fits my audience because ____.
reply	an answer to a message or request	I hope the reader can reply with ____.
improve	to make something better	I can improve ____ for my reader.
share	to give an idea or information to others	I can share evidence about ____.
decide	to make a choice after thinking	I decide ____ because ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words name the moves you will make when you build and revise a complete argument."

Word	Student-Friendly Definition	Oral Rehearsal Frame
audience	the person or group the writer is addressing	My audience needs ____.
recipient	the person who receives the letter	My recipient is ____.
request	to ask respectfully for information or action	My request is connected because ____.
reinforce	to strengthen an idea by returning to it with purpose	My ending reinforces ____.
correspondence	written communication between people or groups	This is correspondence because ____.
register	the level of formality chosen for an audience	I chose this register because ____.
conventions	agreed rules for writing, grammar, punctuation, and format	I edited conventions in ____.
claim	the writer's defensible position	My claim is ____ because ____.
rebuttal	a reasoned response to another viewpoint	Some readers may think ____, but ____.
synthesize	to combine important ideas into a clear whole	I synthesize ____ and ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These topic words help you discuss civic participation, opportunity, liberty, and the meaning of your evidence with precision."

Word	Say It This Way	Student-Friendly Definition
civic	SIV-ik	connected to a community and its people
participation	par-tis-uh-PAY-shun	taking part in an activity or decision
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
reliable	ri-LY-uh-bul	able to be trusted as accurate
opportunity	op-er-TOO-nuh-tee	a chance to do or learn something
belonging	bee-LONG-ing	the feeling of being part of a group or place
liberty	LIB-er-tee	freedom to make choices and build a future
democracy	dih-MOK-ruh-see	a system connected to people making choices about leaders and decisions
immigration	im-uh-GRAY-shun	moving to a new country to live
significance	sig-NIF-uh-kuns	why an idea matters

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. "A Voice in the Community" presents civic participation at local, state, and national levels. It includes voting, meetings, volunteering, letters, reliable information, respectful disagreement, compromise, and the fact that change can take time. "A Gift That Welcomed Millions" follows Rosa and her family as they see the Statue of Liberty, complete inspection at Ellis Island, and build a new life while keeping traditions and learning English.

Conceptual connection. Both passages offer evidence about people entering or shaping a community. The first emphasizes voice, responsibility, access, listening, and service. The second emphasizes hope, liberty, opportunity, belonging, difficulty, and becoming part of a community. Students may connect them, but they must preserve the differences between civic participation and an immigration journey.

The CREATURES Habit

Students state the claim, order reasons, select evidence, explain the argument path, make Thinking visible, understand another viewpoint, write a rebuttal, create an ending, and state significance. Then they deliver those moves as correspondence with a greeting, introduction, body, conclusion, request, closing, and signature.

40. Materials Needed

Category	Items
Core print materials	Printed copies of both Very High Stamina passages, interactive notebooks, and anchor chart paper.
Activity materials	Letter Lab cards, audience checklist, CREATURES planning boxes, and transition bank.
Writing materials	Pencils, dry erase boards and markers, and sticky notes.
Assessment materials	Independent letter page, revision practice, My Progress Tracker, and scoring copy.
Technology	Projector or board for the daily slide sequence.
Accessibility supports	Enlarged passage text, oral rehearsal frames, home-language planning notes, and speech-to-text.

41. Preparation Before Day 1

- ☐ Print the two passages and keep the source titles visible.
- ☐ Prepare the formal sentence-statement prompt and identify a real or simulated school or local leader audience.
- ☐ Prepare CREATURES cards for Claim, Reasons, Evidence, Argument, Thinking, Understanding others, Rebuttal, Ending, and Significance.
- ☐ Prepare a letter-format strip with Greeting, introduction, body, conclusion, request, closing, and signature.
- ☐ Prepare one respectful model request for information about student civic participation.
- ☐ Mark passage details about meetings, letters, volunteering, listening, reliable information, Rosa's harbor arrival, the torch, liberty, inspection, school, and belonging.
- ☐ Prepare the five day headers and check that every lesson is 15 minutes.
- ☐ Prepare revision examples for vague, disrespectful, unsupported, and disconnected sentences.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Name the audience and formal decision; model full CREATURES inside a letter.
Day 2	15	Attempt	Use Letter Lab cards to build audience, argument, request, and correspondence.
Day 3	15	Discuss + Use	Write an independent letter with exact evidence and Thinking.
Day 4	15	Award + Target	Recognize a precise strength and revise for clarity, organization, and register.
Day 5	15	Explain + Educate	Teach the path, close notes, and reconstruct the letter from memory.

43. Tiny Times Transition

Use a short transition that keeps the reader in the argument: "Turn to a partner and name the audience," "Point to the exact evidence," "Say the Thinking sentence," or "Read the request as if you were the recipient." The transition is complete when students make the next move visible.

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

Use the content to give the writing a genuine reason to matter. The teacher does not assign a position for students. Students make and support a decision using the two passages.

Element	This Module
Voice	People can vote, attend meetings, volunteer, write letters, learn, listen, and share opinions.
Responsibility	People need reliable information, respectful disagreement, and patience when change takes time.
Opportunity	Rosa's family sought a new life, passed inspection, learned English, and became part of a new community.
Audience	A school or local leader can respond to a specific request for information.
Letter action	The argument becomes useful when the request grows from the evidence and claim.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CREATURES Framework

Letter	Move	Question for the writer
C	Claim	What decision do I declare, and why?
R	Reasons	What are my strongest reasons?
E	Evidence	Which exact detail proves each reason?
A	Argument	What order helps the reader follow?
T	Thinking	How and why does the evidence matter?
U	Understanding others	What might another viewpoint say?
R	Rebuttal	How can I answer fairly with reasoning?
E	Ending	How will I finish with purpose?
S	Significance	Why does this argument matter?

Argumentative Correspondence

Letter part	Job for the reader
Greeting	Names and respects the recipient.
Introduction	States purpose and claim.
Body	Carries reasons, evidence, Thinking, Understanding others, and rebuttal.
Conclusion	Reinforces the position and leads to the request.
Closing and signature	offers a respectful path for reply.

Audience and Register

Audience	Register choice	Request example
Friend	Conversational, still clear	What do you know about this?
Teacher	Respectful and specific	Could you please share information about student opportunities?
School or local leader	Formal, precise, evidence-based	Could you please share information about meetings, volunteer opportunities, or youth advisory groups?

46. Core Habit / Strategy Explanation

Teach the signature habit: If you have to decide, you must declare the WHY. A claim is a decision + because + reasons. Students should not hide behind a topic statement such as "Civic life" or "The Statue of Liberty." The claim names a position. Reasons answer why. Evidence comes from the assigned passages. Thinking explains how and why the proof advances the reason. Understanding others and rebuttal keep the argument fair. Ending and significance make the argument useful to the reader.

The correspondence frame makes the reader visible at every point. The greeting establishes respect. The introduction explains purpose. The body carries the argument. The conclusion makes the request feel earned. The closing and signature invite a reply.

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: "A Voice in the Community" (Stamina: Very High)

- [1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.
- [2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.
- [3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.
- [4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.
- [5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.
- [6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.
- [7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.
- [8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.
- [9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.
- [10] One way people begin participating is by paying attention to what is happening around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.
- [11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.
- [12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works

and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

[13] Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

[14] Voting is one of the best-known forms of civic participation. In an election, citizens choose leaders or decide questions placed on a ballot. A single vote may seem small, but elections are made up of many individual choices. In close elections, only a few votes may separate the winning side from the losing side. Voting also allows people to show which ideas and leaders they support.

[15] However, voting is not the only way to participate. Some people serve on local boards, help with campaigns, or volunteer for community organizations. Others speak during public meetings or write to elected officials. A person may also participate by helping neighbors understand an issue. Different forms of involvement allow people to use their time and skills in different ways.

[16] Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[17] Reliable information is also important. Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it. They can look for facts, dates, and evidence instead of depending only on strong opinions. Careful reading helps people make choices based on what is known rather than what is guessed.

[18] Another part of civic life is understanding that change can take time. A problem may not be solved after one meeting, one vote, or one letter. Leaders may need to study the issue, compare choices, and decide how much a plan will cost. Community members may need to return to later meetings or provide more information. Staying involved can show that an issue continues to matter.

[19] Sometimes people work together because a problem affects many parts of a community. For example, a town may need to decide what to do with an empty piece of land. Some residents might want a sports field. Others might prefer a library, garden, or place for local businesses. Each choice could offer benefits, but the town may not have enough space or money for every idea. Public meetings allow residents to explain what they value and hear the reasons behind other choices.

[20] Compromise can be important in situations like this. A compromise happens when people give up part of what they want so that a group can reach an agreement. The final decision may not be anyone's first choice. Still, it may include parts of several ideas. The town might build a smaller sports area beside a community garden, or it might choose a plan that can be completed in stages.

[21] Civic participation can also happen through service. Volunteers may collect food, clean public spaces, visit older neighbors, or help after a storm. These actions do not always involve government, but they still support the community. Service can bring people together and help them notice needs they had not seen before. It can also encourage others to become involved.

[22] People sometimes participate because of an issue that affects them personally. A parent may speak about school safety. A business owner may attend a meeting about road repairs. A student may ask for more recycling bins at school. Personal experiences can help leaders understand how a rule or decision works in daily life. At the same time, leaders must consider how a choice will affect the larger community.

[23] Not every form of participation brings the result a person hopes for. A proposed law may not pass. A candidate may lose an election. A community may choose a different plan. This can be disappointing, but it does not mean the effort had no value. People may have raised awareness, shared new information, or encouraged others to think about the issue. Those effects can influence later decisions.

[24] Respectful disagreement is especially important when emotions are strong. People can question an idea

without attacking the person who supports it. They can use evidence, listen without interrupting, and ask for explanations. These habits make it easier for groups to continue working together. When discussions become insulting or threatening, people may stop listening, and finding a solution becomes more difficult.

[25] In the end, civic life depends on people who choose to learn, listen, speak, and help. Their choices, both large and small, can guide a community toward a stronger future.

Passage 2: "A Gift That Welcomed Millions" (Stamina: Very High)

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] Rosa leaned against the cold metal rail and tried to take in every detail. The statue stood on a small island in the harbor. From far away, it seemed to rise straight out of the water. The morning mist curled around its base, while sunlight touched the crown on its head. Seven long rays stretched from the crown, making it look like a bright star.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby so the child could see. Two boys waved their caps over their heads. An elderly man removed his hat and pressed it against his chest. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] For most of the voyage, the passengers had seen only ocean. Day after day, gray waves had rolled past the ship. Sometimes the wind had been so strong that Rosa could barely stand. At night, her family slept in a crowded room below deck. The air was warm and close, and the sound of coughing often kept her awake.

[7] The trip had begun early one morning at a busy port in Italy. Rosa remembered holding her mother's hand while workers carried trunks and boxes onto the ship. Her grandmother stood on the dock, waving a white handkerchief as the ship moved away. Rosa waved back until the people on shore looked like tiny dots.

[8] During the first days at sea, Rosa and Marco explored the deck whenever the weather was calm. They watched sailors pull ropes, raise flags, and check the ship's equipment. Sometimes they counted seabirds or searched the waves for dolphins. On stormy days, however, everyone stayed below deck while dishes rattled and the floor seemed to move beneath their feet.

[9] Rosa met children whose families came from other parts of Europe. They did not always understand one another's words, but they shared games, traded small pieces of food, and laughed together. Their parents had different reasons for leaving home. Some hoped to find work. Others planned to join relatives who had already settled in American cities. All of them wondered what their new lives would be like.

[10] Rosa had missed her grandmother, the small stone house where she had grown up, and the olive trees near her village. Still, she remembered why her parents had decided to leave. Work had been difficult to find, and her father wanted his children to have more chances than he had. He had heard that people in America could earn money, attend school, and begin again.

[11] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[12] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[13] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother, Marco, held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew exactly what would happen.

[14] Before leaving the ship, Rosa turned once more toward the Statue of Liberty. She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed. Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.

[15] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[16] The main building was larger than Rosa had expected. Inside, footsteps echoed across the floor. Officials called names while doctors watched the travelers carefully. Families moved through long lines, stopping at desks where they answered questions about their health, jobs, and plans.

[17] As the family waited, Rosa studied the enormous room. High windows filled it with pale light, and footsteps echoed from the tiled floor. Signs pointed travelers toward different lines. Interpreters moved through the crowd, helping officials speak with people who knew little English.

[18] Marco became frightened when a doctor asked him to open his mouth. He stepped behind his mother and shook his head. Rosa knelt beside him and explained that the doctor only wanted to make sure he was healthy. After a moment, Marco took a deep breath and allowed the examination to continue.

[19] Not every family moved through the building quickly. Some travelers were asked to wait for more questions. Others needed additional health checks. Rosa saw people hug, whisper prayers, and search the room for relatives. She understood why her parents had worried about the inspection.

[20] While they waited, a girl about Rosa's age sat beside her. The girl carried a small book and spoke only a few words Rosa understood. They exchanged names and smiled. When the girl's family was called, she waved goodbye before disappearing into the crowd.

[21] Rosa's mother kept one hand on Marco's shoulder. Her father carried the suitcase and the papers that listed their names. Every few minutes, he checked to make sure the papers were still in his coat pocket. Rosa could tell he was worried, although he tried not to show it.

[22] A doctor looked at Rosa's eyes and listened to her breathing. Another official asked her age and the name of the village where she had been born. Rosa answered in a quiet voice. She worried that she might say something wrong, but her father gave her an encouraging smile.

[23] The hours passed slowly. Rosa's feet ached, and Marco complained that he was hungry. Their mother gave him the last piece of bread from their bag. Rosa watched sunlight move across the tall windows as the lines became shorter.

[24] Finally, an official checked their papers and marked them with a stamp. Her father thanked him again and again. Rosa did not understand every word that was spoken, but she understood her father's smile. They had been allowed to enter the United States.

[25] The family stepped onto a ferry that would take them into New York City. From the water, Rosa saw rows of tall buildings crowded together. Smoke rose from rooftops, and boats moved across the harbor in every direction. The city looked noisy, busy, and full of possibilities.

[26] Their first home was a small apartment shared with relatives. The rooms were crowded, and the street below was loud. Her father found work at a factory, and her mother sewed clothing for a nearby shop. Rosa began school, where she slowly learned to read and speak English.

[27] At school, Rosa understood only a few words at first. She watched the teacher and copied each lesson from the board. Several students spoke Italian and helped her follow directions. At home, she practiced English with Marco by pointing to objects and repeating their names.

[28] As the months passed, Rosa became more confident. She learned to ask questions, read short stories, and write her address. She also taught her classmates songs and words from Italy. Her teacher explained that students from many places could learn from one another while becoming part of the same community.

[29] The family also kept traditions from their old home. On Sundays, they cooked familiar foods, sang songs, and shared news from Italy. These customs helped them remember where they had come from while they slowly created a new life in America.

[30] Life was not easy. The family worked long hours, and money was often scarce. Yet Rosa made friends, helped her brother with school, and learned her way around the city. Each new skill made the unfamiliar place feel more like home.

[31] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

48. Student Annotation Guide

Students annotate both passages for argument use. The goal is not to mark every sentence. The goal is to mark details that can support a reason, help a reader understand another viewpoint, or explain significance.

A Voice in the Community

TRACKS move	What to mark	Why it may matter in a letter
T: Topic	What civic participation means and where it happens.	Helps the writer introduce the subject accurately.
R: Responsibility	Voting, learning, listening, reliable information, and staying involved.	Can support a reason about responsible participation.
A: Action	Meetings, volunteering, writing, service, and sharing ideas.	Can support a request for student opportunities.
C: Challenge	Time, transportation, work, family responsibilities, and access to information.	Can support Understanding others and a fair rebuttal.
K: Key evidence	One exact detail that proves a reason.	Prevents a general claim from replacing proof.
S: Significance	How small actions shape a community over time.	Helps the ending matter.

A Gift That Welcomed Millions

TRACKS move	What to mark	Why it may matter in a letter
T: Topic	Rosa's journey and the statue's meaning.	Helps the writer introduce opportunity and belonging.
R: Responsibility	Family choices, inspection, school, learning, and helping Marco.	Can support a reason about preparation and participation.
A: Action	Traveling, answering questions, learning English, and joining a community.	Can support a specific explanation.
C: Challenge	Crowded travel, worry, language, work, and scarce money.	Can support Understanding others.
K: Key evidence	The torch, the inspection, school learning, and traditions.	Gives exact details rather than a vague statement.
S: Significance	Freedom, opportunity, and belonging can guide an ending.	Helps the writer explain why the evidence matters.

49. TRACKS Evidence Highlighting

Use TRACKS as a selection tool. Students write the passage title in the margin, mark the detail, and add one sentence of Thinking. Then they write the reason that detail supports. This prevents a paragraph from becoming a pile of facts.

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

DAY 1 | GATHER AND REVEAL | 15 MINUTES

50. Five-Day GRADUATE Lesson

Purpose: identify the audience and model the full argument-to-letter path.

Scope	Today's Work	Visible Student Work
TEKS	5.11(B)(i) , 5.11(B)(ii) , 5.11(B)(iii) , 5.12(C)(i) , 5.12(D)(i)	Audience note, CREATURES plan, and letter structure.
ELPS	4(C)(i), 4(D)(ii), 4(F)(vii), 4(F)(xiii)	Oral rehearsal in respectful register.

GATHER ■ TEACH

TEACHER SCRIPT

"Today we will write for a real or simulated reader. Our formal decision is whether schools should create stronger connections between civic learning and real community participation, and our letter will request information from a school or local leader."

Display the two passage titles. Ask students to recall one action from "A Voice in the Community" and one detail from Rosa's journey. Name the signature habit: If you have to decide, you must declare the WHY.

REVEAL ■ TEACH

TEACHER SCRIPT

"Watch how I turn a decision into a claim. I will say what I decide, add because, and name reasons that a reader can follow."

Model: "Schools should create stronger connections between civic learning and real community participation because students can learn how communities work and can practice responsible action." Point to voting, meetings, volunteering, writing, listening, and reliable information as passage-based reason material. Do not present the model as the only defensible position.

Modeled CREATURES and Correspondence

Write C: claim. Add R: students can learn how civic participation works; students can practice responsible action. Add E: the first passage describes students organizing a food drive, writing letters, improving a park, and practicing listening. Add A: move from learning to action. Add T: these details show that participation can begin before voting age. Add U: some families or students may face time, transportation, work, or information barriers. Add R: school connections can offer accessible ways to begin without assuming every student can attend every meeting. Add E: end by returning to the reader's role. Add S: visible opportunities connect learning with belonging and responsibility.

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

Connect the Claim to the Letter

CLASS SLIDE

Full CREATURES in a letter: the claim and reasons belong in the introduction and body; evidence and Thinking make the body useful; Understanding others and rebuttal keep the tone fair; the ending, significance, and request give the reader a reason to reply.

Check for understanding: students point to the audience and circle the sentence that asks for information.

Scope	Today's Work	Visible Student Work
TEKS	5.11(B)(i) , 5.11(B)(ii) , 5.12(C)(i) , 5.12(D)(i)	Partner letter plan with audience, claim, evidence, rebuttal, and request.
ELPS	4(C)(i), 4(D)(iii), 4(F)(iii), 4(F)(vii)	Oral rehearsal of register and transitions.

ATTEMPT ○ LEARN

TEACHER SCRIPT

"With your partner, choose an audience card and a sentence-statement task. Build the argument first, then place it inside the letter. Your request must ask for information and must grow from your claim."

Letter Lab Routine

Partners choose one of the ten tasks below. Partner A names the audience and purpose. Partner B states the claim as a decision + because + reasons. Together they select an exact passage detail, write Thinking, name another viewpoint, create a rebuttal, and decide the request. They then add greeting, introduction, body, conclusion, closing, and signature.

Card	Sentence-Statement Task
1	Explain whether local communities should create more ways for young people to participate, and write to a local leader requesting participation information.
2	Explain whether schools should teach civic participation through real community projects, and request information from a school leader.
3	Explain whether community meetings should provide easier access to reliable information, and request agenda information from a city office.
4	Explain whether volunteering should be taught as civic participation, and request information about youth volunteer roles.
5	Explain whether the Statue of Liberty remains important for studying immigration and belonging, and request exhibit information.
6	Explain whether schools should teach opportunities and challenges of immigration, and request immigrant stories from an archive.
7	Explain whether respectful disagreement should be taught in schools, and request information about discussion opportunities.
8	Explain whether young people should share ideas with local leaders, and request information about youth advisory groups.
9	Explain whether communities become stronger when participation is accessible, and request information about accessibility supports.
10	Explain whether liberty should connect to civic responsibility, and request student resources from an educational organization.

Partner Check

TEACHER SCRIPT

"Point to the exact words that show your audience, claim, reason, evidence, Thinking, another viewpoint, rebuttal, ending, significance, and request. If one move is missing, your partner asks a question that helps you add it."

Listen for real differences between reasons and evidence. If partners use a detail from the Statue of Liberty passage, ask what the detail proves about opportunity or belonging. If they use the community passage, ask whether the detail shows action, challenge, responsibility, or change.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Scope	Today's Work	Visible Student Work
TEKS	<u>5.11(B)(i)</u> , <u>5.11(B)(ii)</u> , <u>5.11(B)(iii)</u> , <u>5.11(B)(iv)</u> , <u>5.11(B)(v)</u> , <u>5.12(C)(i)</u> , <u>5.12(C)(ii)</u> , <u>5.12(D)(i)</u>	Independent argumentative letter.
ELPS	4(C)(i), 4(D)(i), 4(D)(ii), 4(F)(ix), 4(F)(xiii)	Evidence-to-thinking sentences in formal register.

DISCUSS ○ LEARN

TEACHER SCRIPT

"Before you draft, tell a partner which exact detail proves your reason and why it matters to your audience. A detail is evidence; your explanation of how it proves the reason is Thinking."

Have students compare one community action with one part of Rosa's journey. Possible connection: both passages show people entering or shaping a community through choices and effort. Preserve the difference: the first focuses on civic participation; the second follows an immigrant family seeking a new life.

USE: Independent Letter

TEACHER SCRIPT

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

Students respond to the formal sentence-statement prompt: Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

Require greeting, introduction, body, conclusion, closing, and signature. Require a clear claim, two ordered reasons, exact evidence, Thinking after evidence, Understanding others, rebuttal, ending, significance, and information request. Let students use oral rehearsal and a planning frame, but the claim and details must be their own.

Independent Letter Check

- Underline the claim and circle the because reasons.
- Star the exact passage evidence.
- Write T beside Thinking.
- Bracket Understanding others and the rebuttal.
- Box the request for information.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Scope	Today's Work	Visible Student Work
TEKS	5.11(C)(vii) , 5.11(C)(viii) , 5.11(C)(ix) , 5.11(C)(x) , 5.12(C)(ii)	One clarity-focused revision and one next target.
ELPS	4(D)(iii), 4(E)(i), 4(F)(iii), 4(F)(vii)	Register and transitions revised for the recipient.

AWARD ✓ ASSESS**TEACHER SCRIPT**

"Award one precise move, not a vague compliment. Point to the words that made the argument stronger for the reader."

Students identify one strength in a partner letter: a claim that declares the WHY, an evidence detail that matches a reason, a transition that names a relationship, a fair acknowledgment, a reasoned rebuttal, or a request that clearly grows from the argument.

TARGET ✓ ASSESS**TEACHER SCRIPT**

"Target one next step that will make the reasoning clearer for a real reader. Revise the idea before you edit the surface."

Offer revision practice: add a missing explanation, delete an unrelated detail, combine two sentences, or rearrange a reason and evidence pair. Then revise one sentence for tone, clarity, organization, or register. Students keep the original visible and label the change.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Scope	Today's Work	Visible Student Work
TEKS	5.11(B)(i) , 5.12(C)(i) , 5.12(D)(i) , 5.11(C)(vii) , 5.11(D)(xx)	Partner teach-back and Fresh Recall reconstruction.
ELPS	4(C)(i), 4(D)(ii), 4(E)(i), 4(F)(xiii)	Student explanation in appropriate register.

EXPLAIN ✓ ASSESS**TEACHER SCRIPT**

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

TEACHER SCRIPT

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

EDUCATE AND FRESH RECALL**TEACHER SCRIPT**

"Close your notes for Fresh Recall, then reconstruct the writing move from memory: audience, greeting, purpose, claim, reasons, evidence, Thinking, another viewpoint, rebuttal, ending, significance, request, closing, and signature."

TEACHER SCRIPT

"Name your next target clearly so you know what to practice in the next response."

Collect the independent letter, revision trace, and tracker. Ask students to answer the overarching question in one sentence: a real audience changes the beginning, support, and ending because every choice must fit a specific reader and purpose.

Student Exemplars

51. Low / Developing Exemplar

Student response	Teacher analysis
Dear Leader, Students should participate more. Please send information. From, Student	The student has a greeting, a decision, and a request, but the claim lacks because reasons. Evidence, Thinking, another viewpoint, rebuttal, significance, and a purposeful closing are missing.
Next move	Rehearse: "Schools should create stronger connections because students can learn how communities work and practice responsible action." Add one detail from "A Voice in the Community" and explain why it matters.

52. Medium / Approaching Exemplar

Student response	Teacher analysis
Dear Community Leader, Schools should connect learning to participation because students can help their communities. The passage says students may volunteer and write letters. Could you send information about student opportunities? Respectfully, A Student	The claim and evidence fit, and the request is connected. The response needs a more precise explanation of how the evidence proves the reason, a second ordered reason, Understanding others, rebuttal, significance, and a complete formal closing.
Revision prompt	Add: "This matters because students practice listening and service before they are old enough to vote." Then acknowledge barriers named in the first passage before writing a fair rebuttal.

53. High / Secure Exemplar

Student response	Teacher analysis
Dear Community Leader, I am writing to explain why schools should create stronger connections between civic learning and real	Every CREATURES move is visible. The letter uses a formal register, a purposeful argument path, exact evidence, Thinking, Understanding others, a rebuttal, a meaningful request, and a significance-based ending.

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

learning to responsible action and help students understand that community belonging includes both voice and service. Respectfully, A Grade 5 Student	
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Additional Secure Exemplars

Focus	Secure move
Passage connection	Rosa's experience can support an argument that opportunity and belonging matter because her family faced difficulty, completed inspection, learned English, kept traditions, and became part of a new community.
Audience	A school leader receives a specific request for information, not an unrelated demand.
Rebuttal	The writer acknowledges real barriers before explaining how accessible school connections could help.

Secure Response: Evidence and Explanation

Evidence	Thinking	Difference
Students may write letters about an issue.	Writing gives students a way to share ideas before voting age.	The second sentence interprets why the detail proves the reason.
Rosa learned to ask questions, read short stories, and write her address.	Learning language helped her participate in the new community.	The second sentence explains significance rather than repeating the detail.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student identifies an audience, declares a decision with because and reasons, selects accurate passage evidence, explains Thinking, represents another viewpoint fairly, writes a reasoned rebuttal, creates an ending with significance, and requests related information in a complete letter. Accept varied claims when they are supportable by the two passages and the task.

Evidence note: do not award completeness for labels alone. Look for relationships. The evidence must support a reason, the Thinking must interpret the evidence, the rebuttal must answer the viewpoint, and the request must grow from the argument.

55. Standards Evidence Trail

Evidence	Location	Standards shown	Teacher look-for
Audience and purpose note	Day 1	5.12(D)(i)	Reader and request are named.
CREATURES plan	Days 1-2	5.12(C)(i) , 5.11(B)(i)	Claim, reasons, evidence, path, and letter structure connect.
Independent letter	Day 3	5.11(B)(i) to 5.11(B)(v) , 5.12(C)(i) , 5.12(C)(ii) , 5.12(D)(i)	Coherent argument and respectful correspondence.
Revision trace	Day 4	5.11(C)(vii) to 5.11(C)(x)	Purposeful clarity change.
Edited final letter	Days 4-5	5.11(D)(xvi) to 5.11(D)(xxix)	Conventions are checked after ideas are revised.

56. Assessment Opportunities

Informal Assessment: During the Day 3 Discuss and Use Again work, circulate with a class list and ask each student one quick question about the week's strategy. Mark who answers with evidence and who needs a small-group reteach.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Opportunity	Student task	Evidence collected
Day 1 model check	Identify audience, claim, and request in the model.	Oral response or marked plan.
Day 2 Letter Lab	Build a complete partner plan.	CREATURES cards and letter strip.
Day 3 independent product	Write the formal argumentative letter.	Full draft.
Day 4 revision	Add, delete, combine, or rearrange for clarity.	Original and revised sentence or paragraph.
Day 5 teach-back	Explain the path with one exact detail.	Partner listening note and Fresh Recall.

Assessment Prompt Bank

Prompt	What it checks
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Which detail from "A Voice in the Community" most strongly supports your reason?	Evidence match and Thinking.
How does Rosa's experience help you explain opportunity or belonging?	Passage understanding and significance.
What might another reader say, and how can your rebuttal answer fairly?	Understanding others and rebuttal.
What information will your recipient need to reply?	Correspondence purpose.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Directions: Respond to the formal sentence-statement prompt in a complete argumentative letter. Name your audience, declare your claim, order your reasons, use exact evidence from one or both passages, explain Thinking, acknowledge another viewpoint, write a rebuttal, state significance, request related information, and close respectfully.

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

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

58. Exit Ticket Answer Key

Item	Answer guidance	Expected thinking	Points	TEKS evidence
1	Audience and purpose are named clearly.	The writer knows who will read and why the letter is being written.	2	5.12(D)(i)
2	Claim is a decision + because + reasons.	The writer declares the WHY rather than naming only a topic.	4	5.12(C)(i)
3	Evidence is accurate and relevant to a reason.	The detail comes from an assigned passage and is explained.	4	5.11(B)(iv) , 5.11(B)(v)
4	Understanding others and rebuttal are fair and reasoned.	The writer recognizes barriers or a different view, then answers it.	4	5.12(C)(ii)
5	Request and ending are connected.	The recipient can tell what information is requested and why it matters.	4	5.12(D)(i) , 5.11(B)(iii)
6	Organization and conventions are controlled.	Transitions, sentence boundaries, punctuation, titles, emphasis, and spelling are reviewed.	2	5.11(B)(ii) , 5.11(D)(xx)

59. Scoring Principle

Score the primary standards, the accuracy of evidence, the strength of Thinking, the fairness of the rebuttal, the fit of the request, and the coherence of the correspondence. Minor convention errors should not erase reasoning points when the meaning remains clear. A student who states a supportable decision, uses passage evidence, and explains why it matters demonstrates the central argument work even while continuing to develop editing control.

60. Gradebook Conversion

Performance	Description	Suggested record
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Beginning	Lists some letter parts or facts but does not connect claim, evidence, and request.	Needs substantial support.
Developing	States a decision and includes some evidence, but reasoning, rebuttal, or correspondence is incomplete.	Approaching.
Secure	Uses a coherent full CREATURES argument, accurate evidence, respectful register, and connected request.	Meets module target.
Extending	Controls order, craft, rebuttal, significance, and audience-specific language with independence.	Exceeds module target.

61. Recommended Gradebook Label

Gradebook label: "G5 C6 M4 Full CREATURES Correspondence."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Assignment
Prompt	Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.
Primary TEKS	5.11(B)(i) , 5.11(B)(ii) , 5.11(B)(iii) , 5.12(C)(i) , 5.12(C)(ii) , 5.12(D)(i)
Required framework	Full CREATURES plus greeting, introduction, body, conclusion, request, closing, and signature.
Source use	Use only "A Voice in the Community" and "A Gift That Welcomed Millions" for evidence and examples.
Revision and editing	Revise ideas for clarity and organization, then edit conventions.

63. Student Planning Frame

Audience and recipient: _____

Purpose: I am writing to explain _____.

Claim: Schools should / should not _____ because _____ and _____.

Evidence for Reason 1: The passage says _____.

Thinking: This proves _____ because _____.

Evidence for Reason 2: The passage says _____.

Thinking: This matters to my reader because _____.

Understanding others: Some readers may think _____.

Rebuttal: However, _____.

Ending and significance: _____.

Request: Could you please share information about _____?

64. Writing Assignment Rubric

Criterion	Beginning	Developing	Secure	Extending
Claim and reasons	Topic only.	Decision or reason is incomplete.	Decision + because + ordered reasons.	Reasons are precise and strategically ordered.
Evidence and Thinking	Facts are absent or unrelated.	Some evidence fits, but explanation repeats.	Exact details are connected with Thinking.	Details are selective and interpretation is deep.
Understanding others and rebuttal	Other viewpoint is missing or attacked.	Other viewpoint is named but not answered.	Viewpoint is represented fairly and rebutted.	Rebuttal anticipates reader needs and strengthens the path.
Correspondence and audience	Letter parts are missing.	Some parts appear but register shifts.	Letter parts and register fit the recipient.	Every form choice helps the reader respond.
Revision and conventions	Surface changes only.	One clarity change is attempted.	Ideas are revised, then conventions are edited.	Changes are purposeful, controlled, and independent.

65. Writing Gradebook Conversion

Rubric total	Performance description	Record
0-6	Beginning: the argument path is not yet visible.	Intensive support.
7-11	Developing: some parts connect, but the letter needs practice support.	Approaching.
12-16	Secure: the full argument and correspondence are clear.	Meets target.
17-20	Extending: the writer controls evidence, rebuttal, craft, and audience.	Exceeds target.

66. Teacher Feedback Shortcuts

- **Claim:** "Declare the WHY with a decision, because, and reasons."
- **Evidence:** "Point to the exact passage detail."
- **Thinking:** "Explain how and why this proves your reason."
- **Rebuttal:** "Represent the other viewpoint fairly before you answer it."
- **Request:** "Show how this information request grows from your argument."
- **Revision:** "Make the idea clear before you edit the surface."

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher action	Student response
1. Arrange	Give four movable cards: Audience, Argument, Request, Correspondence.	Student places the cards in a purposeful order.
2. Say	Ask the student to say the Thinking sentence aloud.	"This detail proves my reason because ____."
3. Protect	Offer transition choices only after the student states the relationship.	Student selects because, however, for example, or therefore when accurate.
4. Repair	Ask, "Where did the path break?"	Student adds, deletes, combines, or rearranges one idea.

Keep the demand: use the same prompt, passages, and reasoning target. Support access to the task without supplying the claim or evidence.

68. Embedded Checks & Student Support

Check	Ask	Support if needed
Audience	Who will read this?	Offer school leader, local leader, teacher, or simulated recipient choices.
Claim	What decision do you declare, and why?	Rehearse "____ should ____ because ____ and ____."
Evidence	Which exact detail proves the reason?	Return to the marked passage.
Thinking	How and why does the detail matter?	Say the evidence-to-thinking frame.
Request	What information would help your reader reply?	Connect the request to the claim and evidence.

69. Student Support Quick Reference

Student signal	Teacher move
Writes a topic statement such as "Civic participation"	Ask for a decision + because + reasons.
Lists facts without explanation	Place T after each fact and ask how it proves the reason.
Uses a demand as the request	Rehearse a respectful information request for the same topic.
offers out another viewpoint	Return to barriers in the community passage or challenges in Rosa's journey.
Ends suddenly	Ask why the argument matters to this recipient and what reply would help.

70. Enrichment: Connect Across Texts

Challenge	Student task	Evidence
Two reason orders	Write the same claim with two reason orders and defend the stronger sequence.	Reasoned argument path.
Two passages	Use one civic detail and one Rosa detail while preserving their differences.	Accurate compare and contrast.
Audience switch	Rewrite the request for a teacher and a local leader.	Register explanation.
Significance	Add a second Thinking sentence that explains significance without repetition.	New interpretation.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain whether schools should connect civic learning with real participation, then write the letter to a school or local leader.

Planning: identify the audience; state the decision; add because and two reasons; select one detail from each passage or two details from one; write Thinking; include Understanding others and a rebuttal; plan the request, ending, closing, and signature.

Success Criteria: claim, reasons, evidence, path, Thinking, Understanding others, rebuttal, ending, significance, correspondence, and connected information request are all visible.

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

Revise. Read the letter aloud and improve one idea for clarity, sentence structure, organization, register, or word choice using [5.11(C)(vii)] to [5.11(C)(x)].

Edit. Check capitalization, punctuation, titles, emphasis, spelling, dialogue, and sentence boundaries using [5.11(D)(xvi)] to [5.11(D)(xxix)].

Share. Read the letter as if the recipient received it. The partner identifies the claim, evidence, Thinking, rebuttal, significance, and request.

Engagement & Home Connection**73. Auditory Engagement Moments**

Give every learner a chance to hear and say the reasoning, not only read it.

- Read the formal prompt aloud. Students name the audience, decision, and request.
- Partners rehearse the claim using decision + because + reasons.
- A student reads one evidence sentence; the partner says the Thinking sentence.
- A student reads an Understanding others sentence; the partner rehearses a fair rebuttal.
- Students read the request as if a school or local leader received it.

74. Pause Points**PAUSE POINT: AUDIENCE**

Who will read this and what does that reader need?

PAUSE POINT: EVIDENCE MATCH

Does this exact detail prove the reason?

PAUSE POINT: THINKING

Did you explain how and why, or merely repeat the evidence?

PAUSE POINT: REQUEST

Does the request grow from the claim and evidence?

75. At-Home Connection

These tasks need little or no materials and end in a short conversation. They preserve the module's audience and reasoning work.

TASK CARD 1

Ask a family member what information a student might request from a school or local leader about civic participation. State the audience, purpose, claim, and request.

TASK CARD 2

Choose one detail from either passage. Explain the reason it supports, then write one respectful request for related information.

TASK CARD 3

Read a short part of the letter aloud. Ask whether the greeting, register, evidence, rebuttal, ending, and closing help a real reader respond.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

77. Student Award

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

Evidence from my work:

78. Student Target

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

What do I want to practice next?

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"I want you to notice what your writing can do for a real reader. You declared a decision, supported it with reasons and evidence, explained your Thinking, represented another viewpoint, wrote a rebuttal, and made a connected request. Your greeting, introduction, body, conclusion, closing, and signature helped the reader follow and answer your argument."

80. Essential / Overarching Question, Answered

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

A real audience changes the writer's choices because the letter must be respectful, purposeful, and useful to a specific reader. The writer begins by naming the recipient and purpose, states a decision with because and reasons, supports the argument with accurate evidence and Thinking, understands another viewpoint, and answers it with a reasoned rebuttal. The writer ends by reinforcing significance and asking for information that grows from the argument, then uses a closing and signature that leave a respectful path for reply.

81. Teacher Reflection

- Which students named an audience and a purpose without prompting?
- Which students declared a decision with because and reasons?
- Which evidence details matched the stated reasons?
- Which students explained Thinking instead of repeating evidence?
- Which students represented another viewpoint fairly?
- Which requests genuinely grew from the argument?
- Who needs intervention with argument path, register, rebuttal, or conventions?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that the skill was taught and learned.

- Day 1 modeled CREATURES plan and correspondence strip.
- Day 2 Letter Lab cards and partner plans.
- Day 3 independent letters with marked evidence and Thinking.
- Day 4 original and revised sentences or paragraphs.
- Day 5 teach-back notes and Fresh Recall reconstructions.
- The G5 C6 M4 My Progress Tracker and final scoring copy.

Production & Implementation Support

83. Module Slide Deck Build Sheet

The slide sequence keeps the same five-day lesson and names the student work visible at each point.

Slide	Title	Required Content	Lesson Location
1	Full CREATURES in Argumentative Correspondence	Grade 5, Cluster 6, Module 4, Very High Stamina, real audience.	Cover
2	Meet Our Week	I Will statements, I Can statements, and signature habit.	Learning Destination
3	Audience and Decision	Formal sentence-statement prompt and recipient choices.	Day 1 Gather
4	Full CREATURES	Claim, Reasons, Evidence, Argument, Thinking, Understanding others, Rebuttal, Ending, Significance.	Day 1 Reveal
5	Argumentative Correspondence	Greeting, introduction, body, conclusion, request, closing, signature.	Day 1 Reveal
6	Letter Lab	Audience, argument, request, correspondence cards.	Day 2 Attempt
7	Talk It Over	Evidence-to-thinking sentence and fair viewpoint language.	Day 3 Discuss
8	Try It On Your Own	Independent letter checklist.	Day 3 Use
9	Find the Exact Detail	TRACKS evidence from both passages.	Day 3 Use
10	Award the Precise Move	Point to strong claim, evidence, path, or request.	Day 4 Award
11	What Do I Still Need to Grow?	Revise one idea for clarity and register.	Day 4 Target
12	Turn and Teach	Teach full CREATURES inside the letter.	Day 5 Explain
13	Fresh Recall	Reconstruct the letter path with notes closed.	Day 5 Assess
14	Audience Switch	Compare a friend, teacher, and leader register.	Support
15	Think Like an Author	Explain significance without repeating evidence.	Enrichment

Keep the deck aligned to the lesson plan. The visible student products are the audience note, CREATURES plan, letter draft, revision trace, teach-back, and tracker.

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared page	Show one student's audience note and CREATURES plan for live feedback.
Annotation	Students mark the same two passages with TRACKS in a shared document.
Breakout discussion	Pairs identify the audience, claim, evidence, Thinking, viewpoint, rebuttal, and request.
Oral response	Students say the claim and evidence-to-thinking sentence before typing.
Draft submission	Collect the complete letter and one revision trace.
Fresh Recall	Hide the shared slide and have students reconstruct the letter parts from memory.
Access	Offer oral response, speech-to-text, enlarged text, and home-language planning while preserving the Grade 5 target.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Keep the right column open for notes.

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	