

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 4 - Modules 1 to 4

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

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

Module 3: Understanding Others and Building an Evidence-Based Rebuttal

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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 4 - Module 1

Building the Argumentative Foundation
with Claim, Reasons, and Evidence



Name: _____



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Grade 5 • Cluster 4 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Building the Argumentative Foundation with Claim, Reasons, and Evidence



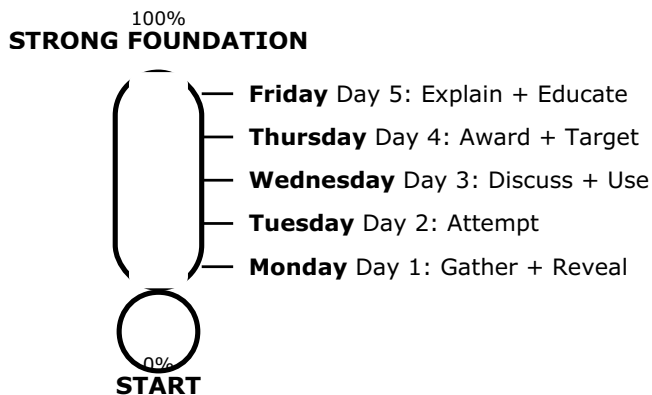
Why This Matters to Me

A claim tells the reader the position, reasons organize why it makes sense, and evidence proves each reason with a text detail. A fact can be true and still be weak evidence, so a writer asks whether a detail directly proves the reason it sits under.

Essential Question

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

My Progress Tracker



Color the thermometer after each day. Watch the C-R-E foundation grow from a defensible claim to matching evidence!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How a clear claim, logical reasons, and relevant evidence work together as one foundation.	The fiction passage "The Garden That Wouldn't Grow" and the nonfiction passage "Words That Changed a Nation."	Claim, reason, and evidence sets, an independent My C-R-E Foundation, a strongest-evidence explanation, and a Declaration exit ticket.

Where We Are Going

I will read both passages and defend a position with two reasons and matching evidence.

I'll Know I've Got It When...

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

Check Myself

- ☐ I can tell a defensible claim from a fact.
- ☐ I can match evidence to the reason it proves.

How I Will Show What I Know

I will show what I know through CREATURE CASE BUILDER sets, My C-R-E Foundation, and a Declaration exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Meet the CREATURES frame; read both passages.
Reveal	Day 1	See one claim, two reasons, and matching evidence.
Attempt	Day 2	Build C-R-E sets with the game cards.
Discuss	Day 3	Explain what makes evidence relevant.
Use	Day 3	Write My C-R-E Foundation independently.
Award	Day 4	Name a strength and cite my evidence.
Target	Day 4	Revise a mismatched C-R-E set.
Explain / Educate	Day 5	Teach a partner; transfer to the Declaration.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.12(C)(i):

I can compose argumentative texts, including opinion essays, using genre characteristics.

5.12(C)(ii):

I can compose argumentative texts, including opinion essays, using craft.

5.11(B)(v):

I can develop a focused, structured, and coherent draft with specific details.

Call and Response

Read this together as a class before we start.

Teacher asks: "What is the job of a claim, a reason, and a piece of evidence?"

Class answers: "The claim tells the position, the reason explains why it makes sense, and the evidence proves the reason."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read both passages, tell a fact from a position a reader could question, locate a text detail as proof, and write a complete sentence.

A connection I can make

Remember It!

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

One idea I remember

Ready Check

- ☐ I can tell a defensible claim from a fact.
- ☐ I can name one detail from either passage that could serve as evidence.
- ☐ I can explain the job of a claim, a reason, and a piece of evidence.
- ☐ I can use claim, reason, evidence, and relevant in an oral sentence.
- ☐ I can point to the position in the sentence statement.
- ☐ I can name two possible reasons for one position.

Watch Out! Common Mix-Up

Watch for a student who writes a fact instead of a claim, repeats one reason in new words, or copies evidence without explaining its job. Ask whether someone could reasonably disagree with the claim, whether each reason answers why the claim makes sense, and whether the evidence directly proves that reason.

Where This Fits in My Writing

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

What I want to remember before I start

Before I Begin



Show what you already know. This is not for a grade.

Part 1: Read the Full Writing Job

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

Circle the position you will defend. Box the two reasons. Underline the evidence you will use.

The position I will defend

One reason

One piece of evidence

Part 2: Name the C-R-E Jobs

A claim tells

A reason tells

Part 3: Put the C-R-E Ideas in Order

Number these ideas from 1 to 4 so the foundation grows in a logical order.

Sentence	My order
Kendrix makes her strongest decision when she changes her plan.	
Her first assumption made the growing conditions worse.	
The soil became overly wet and muddy.	
The changed plan responds to what the plants actually need.	

Part 4: Select and Explain Evidence

One exact garden detail and what it proves

One detail that is true but weak as proof

Part 5: Write My Starting C-R-E Foundation

Use your claim, one reason, and one piece of evidence to write a short paragraph. This is not for a grade. Show what you can already do.

My claim

My first reason with the evidence that proves it

Part 6: Reflect

One C-R-E move I can already do, and one move I want to practice



Words I Need

Tier 1, everyday words



These everyday words help you read about the garden, the Declaration, and the people in the passages. Say each word, connect it to a passage detail, and use it in a sentence.

Word	Say it	What it means	Sentence frame
garden	GAR-dun	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	PLANT	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	WAW-ter	the liquid plants and people need to live	Too much water ____.
soil	SOYL	the ground in which plants grow	The soil became ____.
rights	RYTS	things people are allowed to have or do	The Declaration named rights such as ____.
nation	NAY-shun	a country and its people	The new nation was built on ____.
leader	LEE-der	a person who guides or is in charge of a group	The leaders decided ____.
decision	dih-SIZH-un	a choice a person makes	Kendrix made a decision to ____.
problem	PROB-lum	something that is wrong and needs to be solved	The problem in the garden was ____.
change	CHAYNJ	to become or make different	Kendrix changed her plan by ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic argument words name the job each sentence does in a case. Use them when you explain how a claim, reasons, and evidence fit together.

Word	Say it	What it means	Sentence frame
claim	KLAYM	a clear position a writer will defend	My claim answers the prompt.
defensible	dih-FEN-suh-bul	able to be supported with logical reasons and evidence	A defensible claim can be supported with ____.
reason	REE-zun	an idea that explains why a claim makes sense	One reason is ____.
evidence	EV-uh-duns	accurate information from a text used as proof	My evidence is ____.
relevant	REL-uh-vunt	directly connected to a claim or reason	This evidence is relevant because ____.
argue	AR-gyoo	to present a position and support it with reasons and evidence	I argue that ____.
support	suh-PORT	to strengthen an idea with reasons, evidence, or explanation	This detail supports ____.
organize	OR-guh-nyz	to arrange ideas so a reader can follow them	I organize my reasons by ____.
explain	ek-SPLAYN	to tell how or why evidence supports an idea	I explain how ____.
revise	rih-VYZ	to improve writing by changing ideas, structure, or words	I revise my ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These passage-specific words help you talk about the garden, the Declaration, and CREATURES with precision. Say each word, use it, and connect it to evidence.

Word	Say it	What it means	Sentence frame
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence	Kendrix changed her plan after ____.
CREATURES	KREE-chers	the argumentative memory map used to build one connected response	CREATURES stands for ____.
roots	roots	the underground parts of a plant that take in water and air	The roots could not get enough ____.
Declaration of Independence	dek-luh-RAY-shun uhv in-dee-PEN-duhns	the 1776 document announcing the colonies were free	The Declaration of Independence named ____.
colonies	KOL-uh-neeZ	the thirteen British settlements that became the United States	The colonies wanted ____.
unalienable	uhn-AY-lee-uh-nuh-buhl	not able to be taken away	Unalienable rights cannot be ____.
liberty	LIB-er-tee	freedom	Liberty means ____.
Abigail Adams	AB-uh-gayl AD-uhmz	the woman who urged leaders to remember the ladies	Abigail Adams asked leaders to ____.
Great Britain	grayt BRIT-uhn	the country the colonies separated from	The colonies separated from ____.
equality	ih-KWOL-uh-tee	the idea that people should be treated with equal worth	Equality means ____.

Use one Tier 3 word in a sentence



My Strategy Tools

CREATURES, the Claim Test, Reasons Organize the Case, and Evidence Must Prove



Meet the full CREATURES frame, then build the C-R-E foundation one job at a time.

Part	What the Writer Does
Claim	State a clear position a reader could reasonably disagree with.
Reasons	Give two logical reasons from different angles that support the same claim.
Evidence	Add accurate, relevant passage detail that directly proves each reason.
Strongest Evidence	Explain why one detail proves its reason most directly.

The C-R-E foundation moves from a defensible position to reasons that organize the case and evidence that proves each reason.

The C-R-E Foundation

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

A claim states a position. A reason explains why it makes sense. Evidence proves the reason.

The C-R-E part I can explain and how it prepares the next part

Prompt part and What it tells me

Prompt part	What it tells me
Position	The claim states the position the writer will defend.
Reasons	Two different reasons explain why the position makes sense.
Evidence	Accurate, relevant details prove each reason.

The C-R-E foundation needs one clear position, two different reasons, and evidence that directly proves each reason.

How I Say the Standard!

5.12(C)(i):

I can compose argumentative texts, including opinion essays, using genre characteristics.

5.12(C)(ii):

I can compose argumentative texts, including opinion essays, using craft.

5.11(B)(v):

I can develop a focused, structured, and coherent draft with specific details.

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ r
- ☐ e
- ☐ s
- ☐ p
- ☐ o
- ☐ n
- ☐ s
- ☐ e
- ☐

Five Thinking Levels

The progression names the level of thinking a prompt and a response require.

Level	Symbol	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

This module primarily operates at Levels 2 to 4: students match evidence to reasons and judge which proof is strongest.

The thinking level I am using and the evidence in my work

Five Thinking Levels

The same five levels guide the work from a defensible claim to matching evidence.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	I can explain the cause.	Cause and Effect
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Reflective (Blue)	◊	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Defend the position that Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.
HOW	Analyze how parts work together or how something happens.	Defend the position that the Declaration of Independence introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776.

Read the whole sentence statement, name the position, and plan two different reasons with matching evidence. Then use the passage to build the C-R-E foundation.

How I will move my thinking to the next level



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Careful evidence makes an argument fairer. Kendrix changes her plan after examining the soil and leaves. The Declaration names rights and equality while Abigail Adams asks leaders to "Remember the Ladies."

Background I Need

In "The Garden That Wouldn't Grow," Kendrix assumes weak plants need more water. The soil becomes overly wet and muddy, so her grandmother explains that roots need air. Kendrix changes her plan and the plants recover. In "Words That Changed a Nation," the Declaration of Independence names equality and unalienable rights, while Abigail Adams asks leaders to "Remember the Ladies."

Words I dotted while reading

The Garden That Wouldn't Grow

Fiction and nonfiction passages. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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

[2] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual.

[3] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger.

[4] Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively.

[5] Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight.

[6] Within several days, the plants began to recover. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation

Fiction and nonfiction passages. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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

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

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

[4] Even as the ink dried on the document, those questions did not disappear. In homes, meetings, and letters, people continued to talk about what those rights really meant, and who should have them.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Garden That Wouldn't Grow

Mark Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. Star details about Kendrix's first guess, the muddy soil, and the changed plan.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Label each exact detail with a TRACKS category and explain how it could prove a reason.

One garden detail, its TRACKS category, and the reason it proves

Annotate: Words That Changed a Nation

Mark Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, and Scenery or Setting. Star details about the rights, equality, and Abigail Adams's request.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which detail is a strong match for the reason, and what does it prove?

My thinking

My Prompt Marking Notes

Read the sentence statement. Name the position, the two reasons, and the evidence before you write.

Shape	Word	Question I ask myself
Circle	The position	What position will I defend?
Box	The reasons	How will I explain why the position makes sense?
Underline	The evidence	Which detail proves each reason?

Circle the position you will defend. Box the two reasons. Underline the evidence you will use.

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

How each marked part guides one decision in my foundation

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Meet CREATURES and read both passages

Today's Standards:

TEKS 5.12(C)(i): use genre characteristics. TEKS 5.12(C)(ii): use craft. TEKS 5.11(B)(v): develop specific details.

Gather: Meet CREATURES

An argument does not begin with a long paragraph. It begins with a position you can defend, reasons that make sense, and proof that truly fits. The full CREATURES frame names C for Claim, R for Reasons, E for Evidence, A for Argument, T for Thinking, U for Understanding others, R for Rebuttal, E for Ending, and S for Significance. This week builds the C-R-E foundation.

Model claim: Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

The position in the model claim and why a reader could disagree

Read Both Passages

Read both clean passages. Notice Kendrix's first guess, the muddy soil, and the changed plan in the garden passage. Notice the Declaration's rights and Abigail Adams's request in the second passage.

One detail from each passage that could become evidence

Reveal: The Claim Test and a Modeled Set

Use the Claim Test on the model claim: Is it a position? Could someone reasonably disagree? Can reasons and evidence support it?

Model reason 1: her first assumption made the growing conditions worse. Model evidence: the soil became overly wet and muddy. Model reason 2: the new plan responds to what the plants actually need. Model evidence: they watered less frequently, allowed the soil to dry, and ensured enough sunlight.

C-R-E part	Modeled from the garden
Claim	Kendrix makes her strongest decision when she changes her plan.
Reason 1	Her first assumption made the growing conditions worse.
Evidence 1	The soil became overly wet and muddy.
Reason 2	The new plan responds to what the plants actually need.

Why the muddy soil proves the first reason

Embedded Check

- ☐ I can name the C, R, and E jobs.
- ☐ I can mark one detail from each passage.
- ☐ I can explain why a fact is not a defensible claim.

My Day 1 product: TRACKS-marked passages and a modeled C-R-E set

STUDENT WORKBOOK



CREATURE CASE BUILDER

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Use the CREATURES cards to build the C-R-E foundation and the check cards to test each match. Explain the match instead of simply placing cards together.

CLAIM	REASONS
EVIDENCE	ARGUMENT
THINKING	SIGNIFICANCE

CREATURE CASE BUILDER Self-Check (sheet 1 of 2)

Flip each card after you place it. Check the job, then explain how that part prepares the next.

REASONS

Give two logical reasons from different angles that support the same claim.

CLAIM

State a position a reader could reasonably disagree with.

ARGUMENT

The connected route from the claim through the support.

EVIDENCE

Add accurate, relevant passage detail that directly proves each reason.

SIGNIFICANCE

Say why the argument matters.

THINKING

Explain how the evidence supports the position.

STUDENT WORKBOOK



CREATURE CASE BUILDER

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Use the CREATURES cards to build the C-R-E foundation and the check cards to test each match. Explain the match instead of simply placing cards together.

Does this claim state a position a reader could question?	How do I keep two reasons different?
What makes evidence strong?	What does the muddy soil prove?
Why is a true detail sometimes weak evidence?	

CREATURE CASE BUILDER Self-Check (sheet 2 of 2)

Flip each card after you place it. Check the job, then explain how that part prepares the next.

Give each reason a different angle. One reason can explain what went wrong, and the other can explain how the changed plan responds.

Use the Claim Test: is it a position, could someone disagree, and can reasons and evidence support it?

It proves that Kendrix's first plan made the growing conditions worse.

Evidence Must Prove: accurate, relevant, and the strongest detail for that exact reason.

A detail can be true and still not prove the reason it sits under. Check whether it directly proves the reason.

STUDENT WORKBOOK



Day 2: Attempt



15 minutes: Build a case with CREATURE CASE BUILDER

Today's Standards:

TEKS 5.11(B)(v): develop specific details. TEKS 5.12(C)(i): use genre characteristics.

Do not place any true detail under a reason. Choose evidence that connects, proves the reason, and is the strongest match for the job.

Assemble a Case

Assemble one claim card, one reason card, and one evidence card. Then explain why the evidence proves the reason. Partners take turns as Reader, Evidence Checker, CREATURES Checker, and Reporter.

Step	Action	Check
1	Read the claim card aloud.	Does it state a position a reader could disagree with?
2	Read the reason card aloud.	Does it explain why the claim makes sense?
3	Read the evidence card aloud.	Is it an accurate detail from a passage?
4	Place the evidence under the reason.	Does the detail directly prove that reason?

My complete C-R-E set

Embedded Check

- ☐ I can explain the evidence-to-reason match.
- ☐ I can tell a reason apart from a piece of evidence.
- ☐ I can name the strongest evidence and why.
- ☐ I recorded a complete set in my notebook.

My Day 2 product: a recorded claim, reason, and evidence set with an explanation

Sample Cards and Talk It Through

Sample case: Claim, Kendrix makes her strongest decision when she changes her plan. Reason, her first plan made the garden worse. Evidence, the soil became overly wet and muddy.

Partner question	My explanation
What does the muddy soil prove?	
Why is the later watering plan a different reason, not the same reason repeated?	
Which detail is the strongest, and why does it prove the reason most directly?	
Which detail is true but does not prove its reason?	

Name the Strongest Evidence

The muddy soil is strongest for the first reason because it directly proves that the first plan made the garden worse.

My strongest evidence and why it proves the reason most directly

Embedded Check

- ☐ I can name the strongest evidence for each reason.
- ☐ I can explain why relevance is a relationship between a reason and a detail.
- ☐ I can say what a true but weak detail fails to prove.

My Day 2 evidence match and strongest-evidence explanation

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Explain relevance and write the My C-R-E Foundation

Today's Standards :

TEKS 5.11(B)(v): develop depth of thought with specific details. TEKS 5.12(C)(i): use argumentative genre.

Discuss: What Makes Evidence Relevant

One student names the reason first, then points to the detail that proves it. The muddy soil proves that the first plan made the garden worse because it shows the result of watering too much.

Question	My thinking
Which garden detail proves that Kendrix's first plan made the problem worse?	
How is the later watering plan a different reason, not the same reason repeated?	
How does the Declaration passage show questions about who was included?	
Why is a true detail not automatically strong evidence?	

My evidence-to-reason discussion notes

Use: Write My C-R-E Foundation

Step 1: Write one defensible claim. Step 2: Write two different reasons. Step 3: Add one accurate piece of evidence under each reason. Step 4: Name the strongest evidence and explain why it proves the reason most directly.

My defensible claim

Reason 1 and the evidence that proves it

Reason 2 and the evidence that proves it

My strongest evidence and why it proves the reason most directly

Answer Key and Embedded Check

Possible response: Claim, Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden. Reason 1, her first assumption made the growing conditions worse, with evidence that the soil became overly wet and muddy. Reason 2, the new plan responds to what the plants actually need, with evidence that they watered less, let the soil dry, and ensured enough sunlight.

Part	Strong evidence and explanation
Reason 1	The soil became overly wet and muddy, which proves the first plan made the garden worse.
Reason 2	They watered less, let the soil dry, and ensured sunlight, which proves the new plan responds to the plants' needs.
Strongest	The muddy soil is strongest because it directly proves the first plan made the problem worse.

- ☐ My claim is a defensible position, not a fact.
- ☐ My two reasons are different from one another.
- ☐ Each evidence detail proves the reason it sits under.
- ☐ I explained why one piece of evidence is strongest.

My complete C-R-E foundation

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Recognize a strength and revise a weak choice

Today's Standards:

TEKS 5.11(C)(i) to 5.11(C)(v): revise for sentence structure, word choice, and coherence. TEKS 5.11(B)(v): keep the draft focused.

Award

Find one place where your claim, reason, and evidence fit especially well. Put a star beside it and explain why your foundation is strong there.

My foundation is strong because

Evidence from my work that proves this strength

Target

Weak claim: Kendrix has a garden. It is a fact, not a defensible position. Revise it before checking the next part.

- ☐ Revise a fact into a position a reader could question.
- ☐ Make the two reasons different angles.
- ☐ Replace a weak or mismatched detail with evidence that proves the reason.
- ☐ Explain the strongest evidence more precisely.
- ☐ Improve sentence structure, word choice, or coherence.
- ☐ Delete repetition.

My revised claim and one next step

Revise a Fact and a Mismatched Detail

Change the fact into a defensible claim: Kendrix has a garden. Possible revision: Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

My revised claim

A true detail is not automatically strong evidence. The garden was in neat rows is true, but it does not prove that the first plan made the garden worse.

The mismatched detail and the reason it does not prove

A stronger detail for that reason

My revised sentence and why it is stronger

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach the foundation and transfer to the Declaration

Today's Standards:

TEKS 5.12(C)(ii): use craft. TEKS 5.11(D)(xi), 5.11(D)(xv), and 5.11(D)(xxi): edit using conventions.

Partner Teach-Back

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

- ☐ The speaker names the claim, the reasons, and the evidence.
- ☐ The speaker explains the evidence-to-reason match.
- ☐ The speaker names one garden detail and one Declaration detail.
- ☐ The speaker names one later CREATURES part that grows from the foundation.

What my partner taught clearly

How I explained the C-R-E foundation

Transfer: Declaration Exit Ticket

Defend the position that the Declaration of Independence introduced powerful ideas about rights even though those ideas were not fully applied to everyone in 1776.

My claim

Reason 1 and its evidence

Reason 2 and its evidence

Why one detail proves its reason most directly

Exit Ticket Answer Key

A secure reply has a defensible claim about powerful ideas about rights, two different reasons, and matching evidence. Strong evidence may include the document's list of life, liberty, and the pursuit of happiness, and Abigail Adams's request to "Remember the Ladies."

Item	Expected thinking
Claim	The Declaration introduced powerful ideas about rights.
Evidence	Life, liberty, and the pursuit of happiness are named as unalienable rights.
Evidence	Abigail Adams asked leaders to remember the ladies.
Strongest	A detail proves the reason most directly when it explains who was or was not included in equality.

- ☐ My claim is a defensible position, not a fact.
- ☐ My two reasons are different from one another.
- ☐ Each evidence detail proves the reason it sits under.
- ☐ I explained why one detail is strongest.

My Declaration C-R-E foundation

Hear and Say the Thinking

- Read one sentence aloud. Hold up C, R, or E and name the clue that helped you decide.
- Say the job: a claim states the position, a reason explains why, and evidence proves the reason.
- Read a CREATURE CASE BUILDER card aloud. Place it and explain the match.
- Read a C-R-E set aloud. Listen for a different reason and relevant evidence.

Pause Point: Before Writing

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

Pause Point: Midway

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

Pause Point: Before I Finish

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

TRACKS Evidence Key

Read clean first. On the second reading, hunt for six kinds of evidence and mark each exact detail. DOT an unfamiliar word, discover its meaning, and drop the meaning into a sentence.

Letter	Category	What to look for	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 category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

One exact detail, its TRACKS category, and the reason it could prove

Answer the Overarching Question

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

My answer in my own words

Check and Stretch

- ☐ I can name the C, R, and E jobs.
- ☐ I can name one garden detail and one Declaration detail.
- ☐ I can explain why a fact is not a defensible claim.
- ☐ I can explain why one piece of evidence is strongest.
- ☐ I can teach the C-R-E foundation to a partner.

Stretch: Compare the garden claim with the Declaration claim. Defend the stronger explanation and the stronger evidence match.

My final C-R-E response



Write More

Plan, Draft, Revise, Edit, and Share



Build a C-R-E Foundation

Use the garden passage to write a defensible claim, two different reasons, and matching evidence.

Circle the position you will defend. Box the two reasons. Underline the evidence you will use.

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

My Plan

- DOT unfamiliar words and TAP the TRACKS in both passages.
- Write one defensible claim that answers the sentence-statement prompt.
- Write two different reasons that support the same claim from different angles.
- Add one accurate, relevant piece of evidence under each reason.
- Explain why one evidence choice is strongest.
- Check that a true detail is also relevant to the reason.

My two different reasons

The strongest evidence choice and why it proves the reason most directly

My C-R-E Foundation Draft



Begin with the claim, add two reasons, place matching evidence under each reason, and explain the strongest evidence.

Draft, page 1

One part I will keep because it helps the reader

Revise, Edit, and Share

Revise

- ☐ I improve one sentence for sentence structure, word choice, or coherence.
- ☐ I add, delete, combine, or change words so the claim, reasons, and evidence are clear.
- ☐ I check that each reason answers why the claim makes sense.
- ☐ I check that each evidence detail directly proves its reason.

Edit

- ☐ I check complete sentences and subject-verb agreement.
- ☐ I check past tense of irregular verbs.
- ☐ I check pronouns and prepositions.
- ☐ I check commas in complex sentences.
- ☐ I check grade-appropriate spelling patterns and high-frequency words.

The sentence I improved and why the revision is clearer

Share

Read the foundation to a partner. The partner identifies the claim, each reason, each evidence detail, and the explanation of the strongest match.

My partner's evidence-based feedback

Final Foundation Check

Score the thinking before the length. Confirm the claim is defensible, the reasons are different, and each detail proves its reason.

Part	I can show...	Check
Claim	Clear, defensible, precise position.	
Reasons	Two distinct logical reasons from different angles.	
Evidence	Two accurate, relevant details clearly matched to reasons.	
Strongest evidence explanation	Explains precisely why one detail proves its reason most directly.	
Conventions and vocabulary	Complete, readable sentences and accurate module vocabulary.	

Low, Medium, and High Exemplars

Compare how each response moves from a fact to a defensible claim with matching evidence.

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

Low Kendrix has a garden. What is working: The response names a person and a detail from the passage. What needs improvement: This is a fact, not a defensible claim, and it has no reasons or evidence. Readers would not reasonably disagree that Kendrix has a garden. Use the Claim Test and complete the frame.	Medium Kendrix makes her strongest decision when she changes her plan. Her first plan made the garden worse. What is working: The student took a defensible position and gave one logical reason. What needs improvement: Add the evidence that the soil became overly wet and muddy, and add a second reason about the changed plan.	High Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden. Her first assumption made the growing conditions worse, and the soil became overly wet and muddy. Her new plan responds to what the plants actually need, so they watered less frequently, allowed the soil to dry out between watering, and ensured enough sunlight. What is working: The claim is defensible, the reasons are different, and each piece of evidence is accurate and matched to its reason. This is the target for this Low Stamina module.
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One move from the secure exemplar I will use in my own foundation



Look Back & Look Forward

Reflect on the C-R-E Foundation



My Progress Tracker

I can...	Not yet	Growing	Got it
Tell a defensible claim from a fact.	☐	☐	☐
Write one defensible claim that answers the sentence-statement prompt.	☐	☐	☐
Give two different reasons that support the same claim.	☐	☐	☐
Match accurate, relevant evidence to each reason.	☐	☐	☐
Explain why one piece of evidence is strongest.	☐	☐	☐
Use DOT and TRACKS while reading both passages.	☐	☐	☐
Revise a fact, a repeated reason, or a mismatched evidence choice.	☐	☐	☐
Teach the C-R-E foundation to a partner.	☐	☐	☐

My Student Award

One C-R-E move I handled independently and the evidence in my work

My Student Target

My next precise step for a claim, reason, or evidence match

Essential Question Answered

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

The answer

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

A clear claim tells the position, logical reasons organize why it makes sense, and relevant evidence proves each reason.

How My Thinking Changed

At first, I thought a strong argument

Now I understand how claim, reasons, and evidence work together because

Try Another Passage

With another passage, state one defensible claim, give two different reasons that support it, match accurate evidence to each reason, and explain which piece of evidence is strongest and why it proves the reason it sits under.

My plan for transferring the C-R-E foundation

Evidence Swap Challenge

Compare the garden claim with the Declaration claim. Compare the garden claim with the Declaration claim. Defend which exact details best prove each reason, then explain why one detail is strongest.

- Build two reasons and two evidence choices for the garden claim.
- Swap the evidence on purpose and explain why the match weakens.
- Revise one reason so a weak evidence choice becomes relevant.
- Repeat the challenge with the Declaration passage.
- Explain why relevance is a relationship between a reason and a detail.
- Restore or revise the strongest pairing.

My defended evidence match

Map the C-R-E Foundation

Draw and label the claim, reasons, evidence, and strongest-evidence explanation. Show how one part prepares the next.

At-Home Connection

Invite a family member to share an everyday opinion. State it as a claim, give one reason, and name one piece of proof.

Claim, Reason, Proof

State a claim about an everyday choice, give one reason, and name one piece of proof.
Explain why the proof makes the claim stronger.

Family member signature: _____

True but Weak

Name a claim, then find a fact that is true but does not prove it.
Explain why the evidence must match the reason.

Family member signature: _____

Passage Case

From either passage, state a claim, one reason, and one exact detail that proves it.
Explain the match aloud.

Family member signature: _____

Family Conversation

Which claim did we defend, and which detail proved the reason best?

Notes

My Independent C-R-E Moves

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Building the Argumentative Foundation Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strongest C-R-E Move

I can build a defensible claim, give two different reasons, and match accurate evidence to each reason.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 4 - Module 2

Turning Parts into a Coherent Line of
Argument with Thinking



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



Turning Parts into a Coherent Line of Argument with Thinking

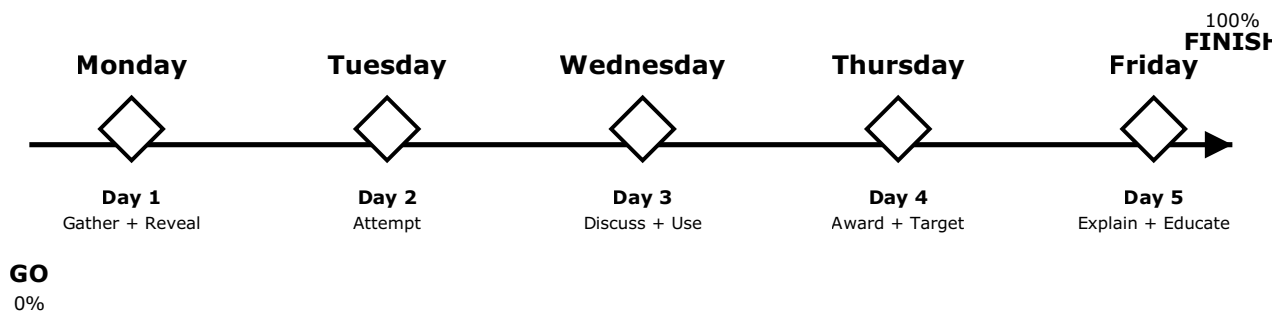
Why This Matters to Me

Correct parts are not enough if a response feels like a pile of separate sentences. Argument creates a coherent line of reasoning, and Thinking explains how and why a piece of evidence supports the claim.

Essential Question

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

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

I Can

- I can connect a claim, reasons, and evidence into one coherent line of argument.
- I can write Thinking that explains how and why the evidence supports the claim.
- I can use a transition only when it shows a real relationship.

I Will

- I will connect a claim, reasons, and evidence into one coherent line of argument.
- I will write Thinking that explains how and why the evidence supports the claim.
- I will use a transition only when it shows a real relationship.
- I will turn a disconnected list into a connected reasoning chain.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How Argument and Thinking turn correct parts into one coherent line of reasoning.	The fiction passage "The Garden That Wouldn't Grow" and the nonfiction passage "Words That Changed a Nation."	A connected Claim, Reason, Evidence, Thinking chain, an ARGUMENT CHAIN RELAY, and a reflection.

Where We Are Going

I will move from listing correct parts to building one connected line of argument. I will finish by teaching someone else the difference between having argument parts and building an argument.

I'll Know I've Got It When...

- ☐ My claim, reasons, and evidence connect into one coherent line.
- ☐ My Thinking explains how and why the evidence supports the claim.
- ☐ I use a transition only when it shows a real relationship.
- ☐ I can explain whether a chain is coherent or a disconnected list.

Check Myself

- ☐ I can connect a claim, reasons, and evidence into one line.
- ☐ I can write Thinking that explains the evidence.
- ☐ I can use a transition only when it shows a real relationship.

How I Will Show What I Know

I will show what I know with a connected Claim, Reason, Evidence, Thinking chain, the ARGUMENT CHAIN RELAY, a partner explanation, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather the difference between a list and a line.
Reveal	Day 1	I learn that Argument connects parts and Thinking explains proof.
Attempt	Day 2	I play ARGUMENT CHAIN RELAY to build a chain.
Discuss + Use	Day 3	I discuss and build my own reasoning chain.
Award + Target	Day 4	I highlight my best Thinking and set a next step.
Explain	Day 5	I teach a partner the difference between parts and a built argument.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(v):

I can turn my ideas into one focused argument. I can choose specific details and explain how they help my reader follow my thinking.

5.12(C)(i):

I can write an opinion argument with a clear claim, logical reasons, and evidence that fits my position.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do A and T stand for in CREATURES?"

Class answers: "Argument and Thinking!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to name a claim, identify a reason, and locate accurate evidence in a passage. I can distinguish evidence from an explanation.

A connection I can make

Remember It!

- ☐ A claim takes a defensible position.
- ☐ A reason explains why the claim makes sense.
- ☐ Evidence comes straight from the passage and proves the reason.

One idea I remember

Ready Check

- ☐ I can point to a passage detail and say whether it is evidence.
- ☐ I can state what a detail shows without simply repeating it.
- ☐ I can name a relationship such as cause, contrast, or result.

Watch Out! Common Mix-Up

Watch out! Thinking is not another piece of evidence. Evidence comes from the text. Thinking interprets the evidence and explains how and why it supports the claim. A transition can signal a relationship, but the relationship itself must be logical and supported.

Where This Fits in My Writing

Argument and Thinking are the bridge between evidence and meaning. The same bridge prepares me to add Understanding others and Rebuttal in a later module.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the garden passage or the Declaration passage as often as you want.

Part 1: Prompt Analysis

Read the argumentative prompt. Underline the task. Circle the topic. Find the two sides the prompt offers.

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

Part 2: Claim

Write one clear, defensible claim that directly answers the prompt.

My thesis (central idea)

Part 3: Line of Argument

Number these four sentences 1, 2, 3, 4 to show the order they belong in a coherent line of argument.

Number	Sentence
_____	Kendrix's grandmother shows her that the soil remains wet below the surface even when the top appears different.
_____	Evidence-based problem solving is stronger than acting on a first assumption.
_____	Therefore, the stronger solution begins when evidence guides the next action.
_____	One reason is that observation reveals information an assumption can miss.

Part 4: Reason

Write one logical reason that explains why your claim makes sense.

My first sentence

Part 5: Evidence and Thinking

Reason: Observation reveals information an assumption can miss. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage as evidence

This evidence supports my claim because...

Part 6: Claim, Reason, Evidence, Thinking

Write one clear claim, one logical reason, one piece of evidence, and one Thinking sentence. Label each part.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a complete passage-based sentence.

Word	Say it	What it means	Sentence frame
garden	GAR-din	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	PLANT	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	WAH-ter	the liquid plants and people need to live	Too much water ____.
soil	SOYL	the ground in which plants grow	The soil became ____.
rights	RYTS	things people are allowed to have or do	The Declaration named rights such as ____.
nation	NAY-shun	a country and its people	The new nation was built on ____.
leader	LEE-der	a person who guides or is in charge of a group	The leaders decided ____.
decision	dih-SIZH-un	a choice a person makes	Kendrix made a decision to ____.
problem	PROB-lum	something that is wrong and needs to be solved	The problem in the garden was ____.
change	CHAYNJ	to become or make different	Kendrix changed her plan by ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
argument	AR-gyuh-muhnt	a connected case that supports a position	I can use the word argument to ____.
coherence	koh-HEER-uhns	the quality of ideas fitting together in a clear order	I can use the word coherence to ____.
reasoning	REE-zuh-ning	logical thinking that connects ideas and evidence	I can use the word reasoning to ____.
transition	tran-ZISH-uhn	a word or phrase that shows how ideas relate	I can use the word transition to ____.
connection	kuh-NEK-shun	a meaningful relationship between ideas	I can use the word connection to ____.
explain	ex-PLAYN	to tell how or why evidence supports an idea	I can use the word explain to ____.
support	suh-PORT	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
organize	OR-guh-nyz	to arrange ideas so a reader can follow them	I can use the word organize to ____.
elaborate	ih-LAB-or-ayt	to add Thinking that makes an idea clearer	I can use the word elaborate to ____.
revise	rih-VYZ	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

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

Use one Tier 3 word in a sentence

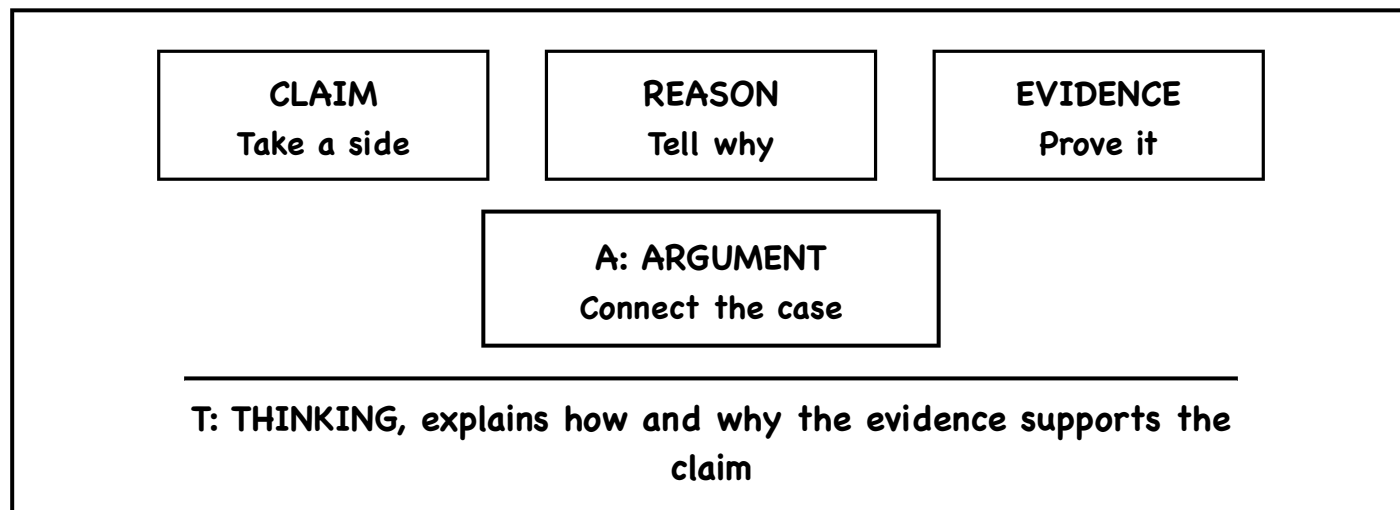


My Strategy Tools

Argument and Thinking



This module gives special attention to A, Argument, and T, Thinking, while keeping Claim, Reasons, Evidence, Understanding others, Rebuttal, Ending, and Significance visible.



Correct parts are not enough. Argument connects the parts into one coherent line. Thinking explains how and why the evidence supports the claim.

From List to Line of Argument

Mark	What it means
Order Test	Claim, then Reason, then Evidence, then Thinking, then the next connected reason.
Thinking Test	Does it explain how and why the evidence supports the claim, or does it just repeat the evidence?
Transition Test	Does the transition show a real relationship such as cause, contrast, or result?

An argumentative prompt asks you to build one connected case, not a list of separate correct sentences.

How this strategy works for me

A LINE OF ARGUMENT and A DISCONNECTED LIST

A LINE OF ARGUMENT	A DISCONNECTED LIST
orders claim, reason, evidence, and Thinking so each sentence pushes the same claim forward; uses transitions that show a real relationship.	gives correct facts that sit side by side with no explanation of how they connect to the claim; uses transitions as decoration.

A transition can show a relationship, but the relationship itself must be logical and supported.

How I Say the Standard!

5.11(B)(v):

I can turn my ideas into one focused argument. I can choose specific details and explain how they help my reader follow my thinking.

5.12(C)(i):

I can write an opinion argument with a clear claim, logical reasons, and evidence that fits my position.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Kendrix and Parliament.
- ☐ I use a period or another ending mark.

A line of argument I can build

Five Thinking Levels

Read from the top down. Each level names a Thinking Stage from the CREATURES map.

Level	Symbol	Thinking Stage	What Students Do
Level 1 (Red)		Remember	Name a CREATURES part, such as the claim, reason, evidence, Thinking, ending, or significance.
Level 2 (Orange)		Understand	Explain what a CREATURES part does and how it connects to the claim.
Level 3 (Yellow)		Apply	Use the part correctly in the student's own argument from one passage.
Level 4 (Green)		Analyze	Compare choices and decide which reason, evidence, or order is strongest.
Level 5 (Blue)		Evaluate and Create	Judge whether the whole argument is fair, coherent, and grounded, then improve it.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I understand

Five Thinking Levels

Move from naming a part to explaining, applying, judging, and improving the argument.

Level	Symbol	Thinking Stage	What Students Do
Level 1 (Red)	○	Remember	Name a CREATURES part, such as the claim, reason, evidence, Thinking, ending, or significance.
Level 2 (Orange)	◻	Understand	Explain what a CREATURES part does and how it connects to the claim.
Level 3 (Yellow)	▽	Apply	Use the part correctly in the student's own argument from one passage.
Level 4 (Green)	△	Analyze	Compare choices and decide which reason, evidence, or order is strongest.
Level 5 (Blue)	◊	Evaluate and Create	Judge whether the whole argument is fair, coherent, and grounded, then improve it.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Defend the position that evidence-based problem solving is stronger than acting on a first assumption in <i>The Garden That Wouldn't Grow</i> .
HOW	Analyze how parts work together or how something happens.	Defend the position that a government should be accountable to the people it governs using evidence from <i>Words That Changed a Nation</i> .

A transition can signal a relationship, but the relationship itself must be logical and supported. Thinking explains how and why a piece of evidence supports the claim.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Kendrix learns that evidence-based problem solving beats acting on a first assumption. The Declaration shows that a government should be accountable to the people it governs. Both passages give me evidence I can connect into one coherent line of argument.

Background I Need

"The Garden That Wouldn't Grow" is a fiction passage about Kendrix, who learns that too much water can prevent roots from getting enough air. "Words That Changed a Nation" is an informational passage about the Declaration of Independence and the idea that governments receive power from the consent of the governed.

Words I dotted while reading

The Garden That Wouldn't Grow

Fiction and nonfiction passages, Medium Stamina. Read every paragraph for cause, effect, method, reasoning, and the way evidence leads to conclusions.

My
marks

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation

Fiction and nonfiction passages, Medium Stamina. Read every paragraph for cause, effect, method, reasoning, and the way evidence leads to conclusions.

My
marks

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, Medium Stamina. Read every paragraph for cause, effect, method, reasoning, and the way evidence leads to conclusions.

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, Medium Stamina. Read every paragraph for cause, effect, method, reasoning, and the way evidence leads to conclusions.

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Garden That Wouldn't Grow

Details that show a claim, a reason, evidence, and how Thinking would explain the evidence's job.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Words That Changed a Nation

Details that show a claim, a reason, evidence, and how Thinking would explain the evidence's job.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which sentence in your chain needs a Thinking sentence to explain how the evidence supports the claim?

My thinking

My Prompt Marking Notes

An argumentative prompt asks you to take a side. Mark the parts that tell you what to argue.

Shape	Word	Question I ask myself
Red circle	Topic	What am I arguing about?
Yellow box	Task	What must my argument do?
Green underline	Two sides	Which side should I defend?

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I build a coherent line of argument

Our Question for Today

How is a connected line of argument different from a list of correct sentences?

1. Gather: List or Line?

Point to a vertical stack for the disconnected list. Trace a path in the air for the connected line.

Version	What it shows
Version A	Kendrix guessed. The soil was muddy. Evidence matters. Plants need air.
Version B	Kendrix's first guess made the problem worse because the extra water left the soil muddy. This evidence supports an observation-first approach because it shows that acting before checking the conditions can create a new problem.

Version B forms a connected line because...

2. Reveal: Argument and Thinking

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

- ☐ A: Argument connects the parts into one coherent line.
- ☐ T: Thinking explains how and why the evidence supports the claim.

3. Teach A and T

Write the sequence as words: Claim, then Reason, then Evidence, then Thinking, then the next connected reason. Use the stems, "This evidence supports the claim because...", "This matters because...", "Therefore...", and "The detail shows that..."

STOP & THINK

What happens when a writer drops all evidence at once without explaining how each piece supports the claim?

Day 1: Reveal, continued

4. Model the Garden Detail

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

Part	The model shows
Evidence	Too much water can prevent roots from getting enough air.
Thinking	This shows that watering more without checking the soil first can make the problem worse.
Argument	Therefore, checking the soil before watering leads to a stronger solution.

5. Listen and Decide

Listen for each sentence. Decide whether it names Evidence or explains Thinking.

Sentence	Evidence or Thinking?
Kendrix's grandmother examined the soil.	
This shows that healthy roots need both water and air.	
The Declaration says governments receive power from the consent of the governed.	
This supports the claim because authority comes from the people, not from rulers alone.	

I can explain the difference between Evidence and Thinking

Day 1: Reveal, continued

6. Fresh Recall

With notes covered, explain in 20 seconds what Thinking does that evidence alone cannot do.

7. Fill In What You Hear

Sentence	My word
A _____ takes a side you can defend.	
_____ comes straight from the passage.	
_____ explains how and why the evidence supports the claim.	
A _____ can show a relationship, but the relationship itself must be logical.	
If my sentences sit side by side with no explanation, I have a disconnected _____.	

? STOP & THINK

Say the chain from memory: claim, reason, evidence, Thinking. What does the final part do?

My answer

Day 1 Wrap-Up

Before we build a full reasoning chain tomorrow, check that you can explain the job of each part.

- ☐ I can point to the Claim in a sentence.
- ☐ I can point to the Evidence in a sentence.
- ☐ I can explain what Thinking adds after Evidence.

One question I still have about Argument or Thinking

STUDENT WORKBOOK



ARGUMENT CHAIN RELAY

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the 4 CREATURES cards in the middle of the table and the sentence cards in a stack. Store all cards in your Pocket Practice.

CLAIM	REASON
EVIDENCE	THINKING
Evidence-based problem solving is stronger than acting on a first assumption.	A careful observer can adjust a solution when new information appears.

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

REASON tells why the claim makes sense.	CLAIM takes a position the writer can defend.
THINKING explains how and why the evidence supports the claim.	EVIDENCE comes straight from the passage.
Reason	Claim

STUDENT WORKBOOK



ARGUMENT CHAIN RELAY

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the 4 CREATURES cards in the middle of the table and the sentence cards in a stack. Store all cards in your Pocket Practice.

Kendrix begins touching the soil before deciding whether the plants need water.	This supports the claim because she replaces guessing with information from the actual growing conditions.
Therefore, the solution improves when observation guides the next action.	Kendrix's grandmother examined the soil and explained that plants need both water and air.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Thinking	Evidence
Distractor (true but does not explain how the evidence supports the claim)	Argument

Day 2: Attempt, continued

Our Question for Today: How do I build a coherent reasoning chain from mixed sentences?

1. Play ARGUMENT CHAIN RELAY

- Sit with your team. Place the CREATURES cards (Claim, Reason, Evidence, Thinking) face up in the middle.
- Draw one sentence card. Read it aloud. Decide whether it is a Claim, Reason, Evidence, Thinking, or Distractor.
- Place the card beside its match. Explain why it belongs there.
- Sort the mixed cards. Build Claim, then Reason, then Evidence, then Thinking. Add a transition if needed.
- Read the chain aloud. Defend why the order is coherent.
- Check each answer against the Self-Check key on the back of the cards.
- Put every card back in Pocket Practice.

Round	1	2	3	4	5
My partner					
My point					

2. Talk About It

Point to the Thinking sentence in your chain and explain how it makes the evidence work harder.

My reason

3. Mark the Second Prompt

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

My claim for this prompt is...

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain my thinking



Our Question for Today

Why is evidence without Thinking incomplete?

1. Discuss

Explain your reasoning, not just your answer.

Question	My thinking
What makes an argument coherent?	
Why is evidence without Thinking incomplete?	
Can a transition make weak reasoning strong?	
How do argument and thinking turn good reasons and evidence into one connected case instead of a disconnected list?	

My discussion notes

2. My Personal Connection

Connect a time you had to explain why a detail mattered, not just point to it. Tell which part was hardest, the reason, the evidence, or the Thinking.

My connection and what I learned

Retell how Kendrix's grandmother helped her solve the garden's problem.

My retelling

Tell one way a disconnected list and a coherent line of argument are different.

My comparison



? STOP & THINK

Evidence must be followed by Thinking. In the model, what does the Thinking sentence add that the evidence alone does not?

My answer

3. Use: Make the Evidence Work

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

1

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

Claim, Reason, Evidence, or Thinking: _____

2

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

Claim, Reason, Evidence, or Thinking: _____

Why does my Thinking explain the evidence's job?



Make the Evidence Work, continued

Build a chain for the second passage. Label every part.

3

Underline the task. Circle the topic. Find the two sides the prompt offers.

Argue whether Kendrix's grandmother or Kendrix herself contributed more to solving the garden's problem.

Claim, Reason, Evidence, or Thinking: _____

4

Underline the task. Circle the topic. Find the two sides the prompt offers.

Argue whether the Declaration's ideas about rights applied equally to everyone in 1776.

Claim, Reason, Evidence, or Thinking: _____

Embedded Check

Did I build a coherent line of argument?

- ☐ My claim, reason, evidence, and Thinking connect into one line.
- ☐ My Thinking explains how and why the evidence supports the claim.
- ☐ My transition shows a real relationship.

What makes my strongest chain work?

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

Which part of my argument, the order, the Thinking, or the transition, is strongest, and what needs work?

1. Award Your Thinking

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

My Best Claim, Reason, Evidence, Thinking Chain (write it here)

Claim, Reason, Evidence, Thinking

Something I did well, and where I did it

2. Target Your Argument

Choose one target: stronger order, deeper Thinking, more precise transition, less repetition, or clearer link to the claim.

- ☐ Next time I will order my parts so a reader can follow them.
- ☐ Next time I will deepen my Thinking instead of repeating the evidence.
- ☐ Next time I will choose a transition only when the relationship is real.

My next step for building one connected argument is to...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How do I teach the difference between having argument parts and building an argument?

1. Explain to Others

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

- Argument gives the response a _____.
- Thinking explains why each piece of evidence _____.
- A transition can show a relationship, but the relationship itself must be _____.
- A disconnected list is different from a coherent line because _____.
- One original Thinking sentence I can give is _____.

My partner taught me...

2. Educate: Say the Chain Together

Say the chain together as a class.

Claim takes a side. Reason tells why.

Evidence proves it, straight from the text.

Thinking explains how and why it fits.

Argument connects them; the line stands next.

One part of the chain I can explain well

3. Transfer: Day 5 Exit Ticket

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

Passage chosen

My claim

My reason

My evidence

My Thinking

Transition and relationship

Check My Exit Ticket

- ☐ My claim, reason, evidence, and Thinking connect into one line.
- ☐ My Thinking explains how and why the evidence supports the claim.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

My Plan

- Read the argumentative prompt. Underline the task.
- Write one clear, defensible claim and one reason.
- Choose one strong piece of passage evidence for the reason.
- Write a Thinking sentence that explains how and why the evidence supports the claim.
- Add one transition that shows a real relationship.

Two possible reasons from the passage

The stronger reason is...

CREATURES Color Coding

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Kendrix and King George III begin with capital letters.
- ☐ Garden, soil, and nation are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Claim and Reason	I wrote a clear, defensible claim and a logical reason.	
Evidence	My evidence comes from the passage.	
Thinking	My Thinking explains how and why the evidence supports the claim.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

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

What needs improvement: add Thinking after the evidence and a transition so the sentences form one connected line.

Medium

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

What needs improvement: deepen the Thinking, "This supports the claim because she replaces guessing with information from the actual growing conditions," and add a transition such as therefore.

High

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

Why it works: the claim, reason, evidence, Thinking, and transition form one coherent line in which every sentence pushes the same claim forward.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Connect a claim, reasons, and evidence into one coherent line of argument.	☐	☐	☐
Write Thinking that explains how and why the evidence supports the claim.	☐	☐	☐
Use a transition only when it shows a real relationship.	☐	☐	☐
Turn a disconnected list into a connected reasoning chain.	☐	☐	☐
Tell the difference between evidence and Thinking.	☐	☐	☐
Reject a transition used only as decoration.	☐	☐	☐
Label each part of my chain.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new prompt about the other passage. Write a claim, one reason, one piece of evidence, and one Thinking sentence. Explain the relationship your transition shows.

My new prompt

Take It Further! Argument Chain Challenge

Build a complete Claim, Reason, Evidence, Thinking chain from one prompt: Argue whether the Declaration's ideas about rights applied equally to everyone in 1776. Build a complete claim, reason, evidence, and Thinking chain with a real transition.

- Write one clear, defensible claim.
- Write one logical reason.
- Choose one strong piece of evidence.
- Write a Thinking sentence that explains how and why the evidence supports the claim.
- Add one transition that shows a real relationship.
- Present your chain to the class.
- Find one classmate whose chain differs, and tell why theirs also works.

My plan: claim, reason, evidence, Thinking, and one transition

My Argument Chain Challenge

Write your full Claim, Reason, Evidence, Thinking chain in the box below. Label each part.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Say the Chain

Ask the student to choose one detail from either passage and build a four-part oral argument: claim, reason, evidence, and Thinking. The student should say, "This evidence supports the claim because..." and then explain why the relationship matters.

Ask them: What makes you think that? What would happen if you changed the order?

Family member signature: _____

Find the Transition

Choose a sentence with a transition word such as therefore, however, or because. Ask what relationship it shows: cause, contrast, or result.

Ask them: Can you find a transition in something you read this week?

Family member signature: _____

Teach the Difference

Teach someone at home the difference between having argument parts and building an argument.

Ask them: When have you had to connect separate facts into one clear explanation?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Connected Line of Argument

I built the coherent line that turns correct parts into a strong argument.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 4 - Module 3

Understanding Others and Building an
Evidence-Based Rebuttal



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 4 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Understanding Others and Building an Evidence-Based Rebuttal



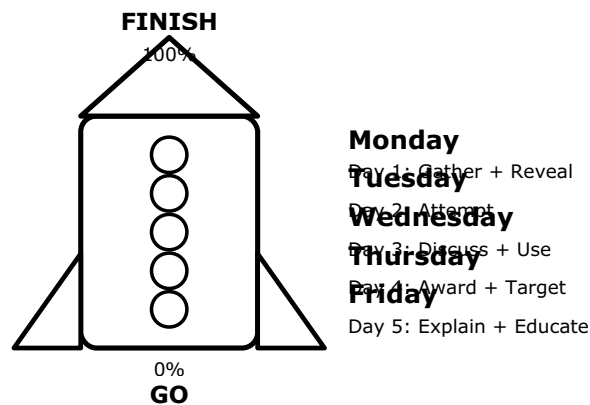
Why This Matters to Me

This module teaches two habits that prepare students for later-grade counterargument expectations. Understanding Others requires an accurate, respectful representation of another viewpoint. Rebuttal requires a reasoned response supported by evidence. Grade 5 students practice the thinking habit of hearing another side and answering it fairly.

Essential Question

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

My Week Tracker



Color in one circle at the END of each day, after I finish that day's work. Watch my rocket climb from GO to FINISH!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How Understanding Others and Rebuttal make a fair mirror and evidence into a stronger argument.	The fiction passage "The Garden That Wouldn't Grow" and the nonfiction passage "Words That Changed a Nation."	MIRROR AND RESPOND matches, an independent U sentence, R sentence, and bridge.

Where We Are Going

I will move from hearing another viewpoint to answering it fairly with evidence, then teach someone the two-step habit of mirror first, respond second.

I'll Know I've Got It When...

- ☐ I state the other viewpoint accurately and fairly.
- ☐ I answer the viewpoint with reasoning and passage evidence.
- ☐ I use respectful language and respond to the idea, not the person.
- ☐ I connect the rebuttal back toward the claim and conclusion.
- ☐ I decide whether to defend or refine my claim.

Check Myself

- ☐ I can state another viewpoint fairly.
- ☐ I can answer the idea with passage evidence.
- ☐ I can bridge back toward my claim and conclusion.

How I Will Show What I Know

I will show what I know with a fair mirror, an evidence-based rebuttal, the MIRROR AND RESPOND game, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather the two passage viewpoints and the CREATURES focus.
Reveal	Day 1	I learn a fair mirror, an evidence-based rebuttal, and a bridge.
Attempt	Day 2	I play MIRROR AND RESPOND to match a viewpoint with evidence.
Discuss + Use	Day 3	I discuss why a mirror is fair, then write my own U, R, and bridge.
Award + Target	Day 4	I name accurate representation and decide to defend or refine my claim.
Explain / Educate	Day 5	I teach the two-step habit and transfer it across both passages.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.12(C)(i):

I can state my claim, represent another viewpoint fairly, answer it with reasoning and evidence, and connect my rebuttal back to my claim.

5.12(C)(ii):

I can organize my draft with an introduction, transitions, and a conclusion, and develop my idea with specific facts and details.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do U and R stand for in CREATURES?"

Class answers: "Understanding Others and Rebuttal!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to read a passage, locate details that support an interpretation, and write a complete sentence with a subject and a predicate.

A connection I can make

Remember It!

- ☐ A viewpoint is a position or way of seeing an issue.
- ☐ A rebuttal is a reasoned response to another viewpoint.
- ☐ Evidence is accurate information from a text used as proof.

One idea I remember

Ready Check

- ☐ I can point to a passage detail and say what it shows.
- ☐ I can state a viewpoint fairly without exaggerating it.
- ☐ I can explain the difference between a viewpoint and a rebuttal.

Watch Out! Common Mix-Up

Watch out! A fair mirror does not mean agreeing with the other viewpoint.

Understanding Others means representing the idea accurately. A rebuttal answers the idea with reasoning and evidence, not with an attack on the person.

Where This Fits in My Writing

A fair mirror and a precise rebuttal make a written response accurate. The thesis (central idea) is the claim the writer defends. This is the habit that turns disagreement into a connected ECR.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the garden passage or the Declaration passage as often as you want.

Part 1: Prompt Analysis

Read the argumentative prompt. Underline the task. Circle the topic. Find the two sides the prompt offers.

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

Part 2: Claim

Write one clear, defensible claim that directly answers the prompt.

My thesis (central idea)

Part 3: Order of Argument

Number these four sentences 1, 2, 3, 4 to show the order they belong in a connected argument.

Number	Sentence
_____	Careful observation should guide decisions when the cause of a problem is uncertain.
_____	One reason is that a quick assumption can miss a condition the evidence reveals.
_____	Kendrix's grandmother shows her that the soil remains wet below the surface even when the top appears different.
_____	Therefore, gathering evidence before choosing the next action leads to a more reliable solution.

Part 4: Reason

Write one logical reason that explains why your claim makes sense.

My first sentence

Part 5: Evidence and Thinking

Reason: A quick assumption can miss a condition the evidence reveals. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage as evidence

This evidence answers the other viewpoint because...

Part 6: Claim, Reason, Evidence, Thinking

Write one clear claim, one logical reason, one piece of evidence, and one Thinking sentence. Label each part.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a complete passage-based sentence.

Word	Say it	What it means	Sentence frame
garden	GAR-din	a place where people grow plants such as vegetables and herbs	The garden in the passage ____.
plant	PLANT	a living thing that grows in soil and needs water, air, and light	The plants needed ____.
water	WAH-ter	the liquid plants and people need to live	Too much water ____.
soil	SOYL	the ground in which plants grow	The soil became ____.
rights	RYTS	things people are allowed to have or do	The Declaration named rights such as ____.
nation	NAY-shun	a country and its people	The new nation was built on ____.
leader	LEE-der	a person who guides or is in charge of a group	The leaders decided ____.
decision	dih-SIZH-un	a choice a person makes	Kendrix made a decision to ____.
problem	PROB-lum	something that is wrong and needs to be solved	The problem in the garden was ____.
change	CHAYNJ	to become or make different	Kendrix changed her plan by ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
viewpoint	VYOO-point	a position or way of seeing an issue	I can use the word viewpoint to ____.
rebuttal	ri-BUHT-uhl	a reasoned response to another viewpoint	I can use the word rebuttal to ____.
credible	KRED-uh-buhl	believable because it is fair, accurate, and supported	I can use the word credible to ____.
acknowledge	ak-NOL-ij	to recognize another idea fairly before responding	I can use the word acknowledge to ____.
refine	ri-FYN	to make a claim more precise after new thinking	I can use the word refine to ____.
reasoning	REE-zuh-ning	logical thinking that connects ideas and evidence	I can use the word reasoning to ____.
evidence	EV-uh-duhns	accurate information from a text used as proof	I can use the word evidence to ____.
respond	rih-SPOND	to answer an idea with relevant thinking	I can use the word respond to ____.
support	suh-PORT	to strengthen an idea with reasons, evidence, or explanation	I can use the word support to ____.
revise	rih-VYZ	to improve writing by changing ideas, structure, or words	I can use the word revise to ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
Kendrix	KEN-driks	the girl in the garden passage who learns to use evidence	Kendrix observed the soil before ____.
viewpoint	VYOO-point	a person's way of seeing an issue	A fair viewpoint is stated ____.
rebuttal	ri-BUHT-uhl	a reasoned response to another viewpoint	My rebuttal answers the idea with ____.
Continental Congress	kon-tuh-NEN-tuhl KONG-gris	the group of colonial leaders who voted to separate	The Continental Congress voted to ____.
Boston Massacre	BAW-stuhn MAS-uh-ker	the 1770 event that increased anger toward British soldiers	The Boston Massacre increased ____.
Boston Tea Party	BAW-stuhn TEE PAR-tee	the protest where colonists dumped tea into Boston Harbor	At the Boston Tea Party, colonists ____.
Enlightenment	en-LYT-n-muhnt	a period of new ideas about rights and government	Enlightenment ideas influenced ____.
John Locke	jon lok	an Enlightenment thinker who influenced the Declaration	John Locke believed governments should ____.
divine right	dih-VYN ryt	the belief that a ruler's authority comes from God	Divine right meant a king's power came from ____.
refine	ri-FYN	to make a claim more precise after new thinking	I might refine my claim when the evidence shows ____.

Use one Tier 3 word in a sentence

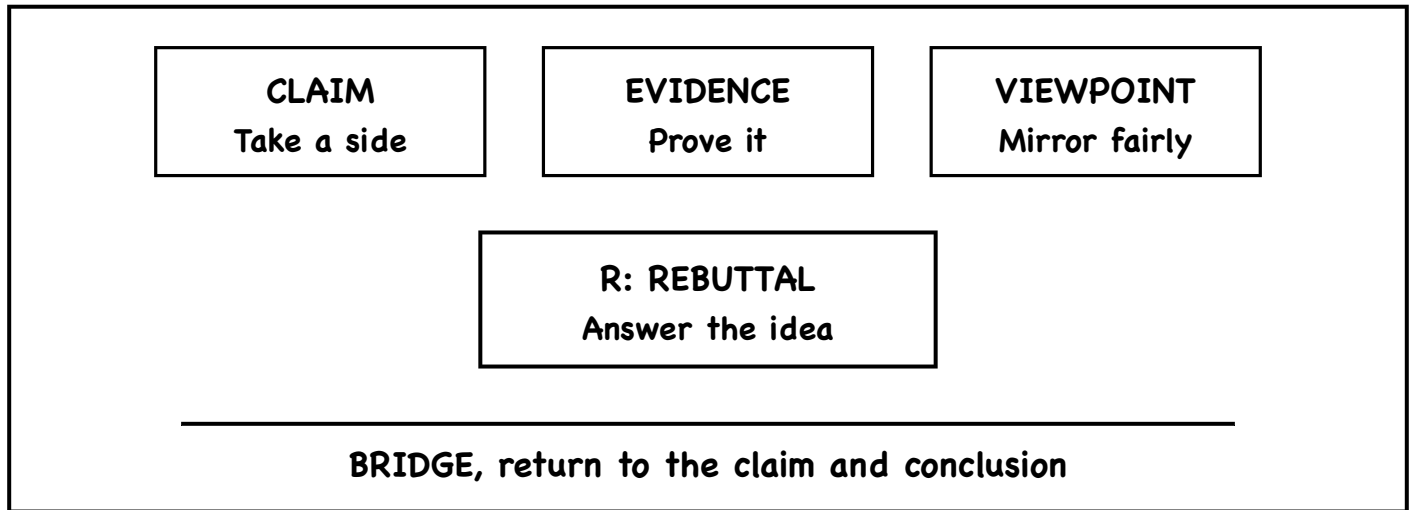


My Strategy Tools

Understanding Others and Rebuttal



This module gives special attention to U, Understanding Others, and R, Rebuttal, while keeping Claim, Reasons, Evidence, Argument, Thinking, Ending, and Significance visible.



A fair mirror gives the writer a clear starting point. An evidence-based rebuttal answers the idea with reasoning and passage evidence, then returns to the claim.

Mirror First, Respond Second

Mark	What it means
Fairness Check	Would someone who holds the other viewpoint recognize my description as accurate?
Evidence Test	Does my rebuttal use a relevant passage detail and reasoning instead of a personal attack?
Bridge Test	Does my response return to the claim and show whether I defend or refine it?

An argumentative prompt asks you to build one fair, evidence-based case, not to prove another person wrong.

How this strategy works for me

A FAIR MIRROR AND REBUTTAL and A DISTORTED MIRROR OR ATTACK

A FAIR MIRROR AND REBUTTAL	A DISTORTED MIRROR OR ATTACK
states the other viewpoint with its reasonable reason, answers the idea with reasoning and passage evidence, and bridges back to the claim.	mocks or exaggerates the other viewpoint, denies the idea without evidence, or attacks the person instead of the idea.

A fair mirror does not mean agreeing. It means representing the idea accurately before responding.

How I Say the Standard!

5.12(C)(i):

I can state my claim, represent another viewpoint fairly, answer it with reasoning and evidence, and connect my rebuttal back to my claim.

5.12(C)(ii):

I can organize my draft with an introduction, transitions, and a conclusion, and develop my idea with specific facts and details.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for the Declaration and Parliament.
- ☐ I use a period or another ending mark.

A fair mirror and rebuttal I can write

Five Thinking Levels

Read from the top down. Each level names a Hidden Question a thinker asks.

Level	Symbol	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

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I understand

Five Thinking Levels

Move from explaining a cause to explaining why an idea matters to everyone.

Level	Symbol	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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Defend the position that careful observation should guide decisions while accurately acknowledging the viewpoint that quick action can sometimes seem helpful.
HOW	Analyze how parts work together or how something happens.	Defend the position that the Declaration's promise of equality was important while accurately acknowledging that many people were excluded from its protections in 1776.

A fair mirror states the other viewpoint with its reasonable reason. A rebuttal answers the idea with reasoning and exact passage evidence.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Kendrix learns that careful observation leads to better decisions. The Declaration states that governments receive power from the consent of the governed, and its promise of equality did not apply equally to everyone in 1776. Both passages give me viewpoints to mirror and evidence to answer.

Background I Need

"The Garden That Wouldn't Grow" is a fiction passage about Kendrix, who believes weak plants need more water and learns that careful observation leads to better decisions. "Words That Changed a Nation" is an informational passage about the Declaration of Independence and questions about who was included in its promise of equality.

Words I dotted while reading

The Garden That Wouldn't Grow

Fiction and nonfiction passages, High stamina. Read every paragraph for time, reactions, actions, character, key knowledge, and setting.

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation

Fiction and nonfiction passages, High stamina. Read every paragraph for time, reactions, actions, character, key knowledge, and setting.

My
marks

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

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

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

4 Some events made these disagreements even worse. The Boston Massacre increased anger toward British soldiers. The Tea Act led to the Boston Tea Party, where colonists dumped tea into Boston Harbor to protest British policies. Great Britain responded by passing laws that punished Massachusetts. Instead of ending the protests, these actions caused many colonies to work together.

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, High stamina. Read every paragraph for time, reactions, actions, character, key knowledge, and setting.

My
marks

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, High stamina. Read every paragraph for time, reactions, actions, character, key knowledge, and setting.

My
marks

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

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, High stamina. Read every paragraph for time, reactions, actions, character, key knowledge, and setting.

My
marks

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, High stamina. Read every paragraph for time, reactions, actions, character, key knowledge, and setting.

My
marks

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, High stamina. Read every paragraph for time, reactions, actions, character, key knowledge, and setting.

My
marks

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Garden That Wouldn't Grow

Details that show a viewpoint a writer could mirror and evidence a rebuttal could use.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Words That Changed a Nation

Details that show a viewpoint a writer could mirror and evidence a rebuttal could use.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which passage detail could answer the other viewpoint in your response?

My thinking

My Prompt Marking Notes

An argumentative prompt asks you to take a side. Mark the parts that tell you what to argue.

Shape	Word	Question I ask myself
Red circle	Topic	What am I arguing about?
Yellow box	Task	What must my argument do?
Green underline	Two sides	Which side should I defend?

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I gather the two viewpoints and learn the two-step habit

Our Question for Today

How can understanding another viewpoint make my argument stronger?

1. Gather: Two Viewpoints

Read both passages and listen for a viewpoint a writer could mirror.

Passage	A viewpoint a writer could mirror
The Garden That Wouldn't Grow	Kendrix was reasonable to water more immediately because the plants looked weak and water is normally necessary for growth.
Words That Changed a Nation	The Declaration's promise of equality was limited because many people were excluded from equal rights in 1776.

One viewpoint I noticed is...

2. Reveal: U and R

U means Understanding Others. R means Rebuttal. Mirror first, respond second.

- ☐ U: Understanding Others states the other viewpoint accurately and fairly.
- ☐ R: Rebuttal answers the viewpoint with reasoning and evidence.

3. Model the Two-Step Habit

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

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

STOP & THINK

Why does the response state the other viewpoint before answering it?

My answer

Day 1: Reveal, continued

4. Run the Fairness Check

A mirror is fair when the person who holds the viewpoint would recognize it and its reasonable reason.

- ☐ The viewpoint keeps its reasonable reason.
- ☐ The words are respectful, not mocking.
- ☐ The person who holds it would agree that it is accurate.

5. Listen and Decide

Listen for each sentence. Decide whether it states the other viewpoint (U) or answers it with evidence (R).

Sentence	U or R?
Some readers may argue Kendrix was reasonable to water more because the plants looked weak.	
However, the soil became overly wet and the roots needed air.	
Some readers may argue the Declaration's equality was limited because many people were excluded in 1776.	
However, the document established principles that later movements used to argue for greater freedom.	

I can explain the difference between U and R

Day 1: Reveal, continued

6. Fill In What You Hear

Sentence	My word
A _____ states another viewpoint accurately and fairly.	
A _____ answers the viewpoint with reasoning and evidence.	
The _____ Check asks whether someone who holds the view would recognize the description.	
_____ is accurate information from a text used as proof.	
A _____ returns the reader to the claim and conclusion.	

 STOP & THINK

Say the two steps from memory: mirror first, respond second. What does the second step add?

My answer

STUDENT WORKBOOK



MIRROR AND RESPOND

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the CREATURES and viewpoint cards in the middle of the table and the sentence cards in a stack. Store all cards in your Pocket Practice.

CLAIM	REASON
EVIDENCE	VIEWPOINT
REBUTTAL	Some readers may argue Kendrix was reasonable to water more because the plants looked weak.

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

REASON tells why the claim makes sense.	CLAIM takes a position the writer can defend.
VIEWPOINT the other idea another reader holds.	EVIDENCE comes straight from the passage.
Viewpoint	REBUTTAL answers the viewpoint with reasoning and evidence.

STUDENT WORKBOOK



MIRROR AND RESPOND

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the CREATURES and viewpoint cards in the middle of the table and the sentence cards in a stack. Store all cards in your Pocket Practice.

However, the passage shows that the soil became overly wet and that the roots needed air.	Careful observation should guide decisions when the cause of a problem is uncertain.
Because observation revealed a condition her assumption missed, gathering evidence first is more reliable.	The soil became overly wet and many of the leaves turned yellow.
Some people think Kendrix was wrong and dumb to water so much.	

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Claim	Rebuttal
Evidence	Bridge
	Distractor (unfair mirror, mocks the other side)

STUDENT WORKBOOK

Day 2: Attempt

I match a viewpoint with evidence



Our Question for Today: How do I match another viewpoint with evidence that answers it?

1. Play MIRROR AND RESPOND

- Sit with your team. Place the CLAIM, REASON, EVIDENCE, VIEWPOINT, and REBUTTAL cards face up in the middle.
- Draw one viewpoint card. Read it fully, then mirror it in your own words. Keep its reasonable reason.
- Run the Fairness Check. The person who holds the view would agree that it is fair.
- Draw an Evidence card or return to the passage. Choose a relevant, accurate detail.
- Write a rebuttal that answers the idea with reasoning and evidence, not a personal attack.
- Bridge toward the claim. Decide whether to defend or refine it.
- Check each answer against the Self-Check key on the back of the cards.
- Put every card back in Pocket Practice.

Round	1	2	3	4	5
My partner					
My point					

2. Talk About It

Point to your rebuttal and explain how the passage detail answers the viewpoint instead of attacking the person.

My reason

3. Mark the Second Prompt

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

My claim for this prompt is...

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain why a fair mirror matters



Our Question for Today

Why does a writer mirror the viewpoint before writing a rebuttal?

1. Discuss

Explain your reasoning, not just your answer.

Question	My thinking
Why does a writer mirror the viewpoint before writing a rebuttal?	
What makes a rebuttal evidence-based?	
Can a rebuttal answer the idea without agreeing with it?	
How can understanding another viewpoint and answering it fairly make an argument stronger rather than weaker?	

My discussion notes

2. My Personal Connection

Connect a time you disagreed with someone. Tell how you could have stated their idea fairly before answering.

My connection and what I learned

Retell how Kendrix changed her plan after she examined the soil.

My retelling

Tell one way a fair mirror is different from agreeing with the other viewpoint.

My comparison



? STOP & THINK

A rebuttal must answer the idea with evidence. In the model, what does the passage detail add that the other viewpoint alone does not?

My answer

3. Use: Understand, Then Respond

Write one claim, one U sentence that mirrors a viewpoint, one R sentence with reasoning and evidence, and one bridge toward the claim and conclusion. Use the frames: Some readers may argue ____ because _____. However, the passage shows _____.

1

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

Claim, U, R, or Bridge: _____

2

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

Claim, U, R, or Bridge: _____

Why does my rebuttal answer the idea instead of the person?



Understand, Then Respond, continued

Build a U-R response for the second passage. Label every part.

3

Underline the task. Circle the topic. Find the two sides the prompt offers.

Argue whether Kendrix was reasonable to water more immediately because the plants looked weak.

Claim, U, R, or Bridge: _____

4

Underline the task. Circle the topic. Find the two sides the prompt offers.

Argue whether a rebuttal should answer the idea instead of attacking the person.

Claim, U, R, or Bridge: _____

Embedded Check

Did I represent the viewpoint fairly and answer it with evidence?

- ☐ My U sentence states the other viewpoint fairly.
- ☐ My R sentence uses reasoning and evidence from the passage.
- ☐ My bridge returns to the claim and conclusion.
- ☐ I responded to the idea, not the person.

What makes my strongest U-R response work?

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

Which part of my response, the mirror, the rebuttal, or the bridge, is strongest, and what needs work?

1. Award Your Understanding

Highlight one move your response makes well. Point to the words that show your mirror is fair or your rebuttal uses evidence.

My Best Fair Mirror and Evidence-Based Rebuttal (write it here)

U, R, Bridge

Something I did well, and where I did it

2. Target Your Response

Choose one target: a fairer mirror, a stronger evidence detail, a clearer bridge, or a more respectful tone.

- ☐ Next time I will state the other viewpoint fairly.
- ☐ Next time I will add a passage detail that answers the idea.
- ☐ Next time I will keep a respectful tone and respond to the idea.

My next step for writing a fair mirror and an evidence-based rebuttal is to...

STUDENT WORKBOOK



Day 5: Explain/Educate

I teach someone else



Our Question for Today

How do I teach the two-step habit of mirror first, respond second?

1. Explain to Others

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

- Understanding Others means stating the other viewpoint with its _____.
- A rebuttal answers the idea with reasoning and _____.
- A fair mirror is different from agreeing because _____.
- The bridge returns the reader to the _____ and conclusion.
- One original rebuttal sentence I can give is _____.

My partner taught me...

2. Educate: Connect to CREATURES

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

Mirror the view. Respond with the text.

Evidence answers; the idea comes next.

Bridge to the claim; defend or refine.

Fair and precise, the argument stands in line.

One part of the two-step habit I can explain well

3. Transfer: Day 5 Exit Ticket

Read the viewpoint. Use one passage to write a fair U sentence, an R sentence with evidence, and a bridge back toward the claim.

Passage chosen

My claim

My U sentence (the other viewpoint, fairly)

My R sentence (reasoning and evidence)

My bridge (back to the claim and conclusion)

Check My Exit Ticket

- ☐ My U sentence states the other viewpoint fairly.
- ☐ My R sentence uses reasoning and evidence from the passage.
- ☐ My bridge connects back toward my claim and conclusion.
- ☐ I responded to the idea, not the person.
- ☐ I labeled each part.

Ⓢ STOP & THINK

I can mirror another viewpoint and answer it with evidence. A fair rebuttal makes my argument stronger, not weaker.

My final Day 5 thought



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Underline the task. Circle the topic. Find the two sides the prompt offers.

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

My Plan

- Read the argumentative prompt. Underline the task.
- Read both passages and locate evidence with TRACKS.
- Write one clear, defensible claim.
- Write one U sentence that states another viewpoint fairly.
- Write one R sentence with reasoning and evidence.
- Add a bridge back toward the claim and conclusion.

Two possible reasons from the passage

The stronger reason is...

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Declaration, Parliament, and Continental Congress begin with capital letters.
- ☐ garden, soil, and nation are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Claim and Reason	I wrote a clear, defensible claim and a logical reason.	
Understanding Others	I stated the other viewpoint fairly and accurately.	
Rebuttal and Evidence	My rebuttal uses reasoning and evidence from the passage.	
Bridge	I connected the rebuttal back toward the claim and conclusion.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

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

Low

Some people think Kendrix was wrong and dumb to water so much.

What needs improvement: state the viewpoint fairly instead of mocking it, then answer the idea with passage evidence.

Medium

Some readers may argue Kendrix was reasonable to water more because the plants looked weak. However, she should have waited.

What needs improvement: add passage evidence, the soil became overly wet and the roots needed air, and explain how that detail answers the viewpoint.

High

Careful observation should guide decisions when the cause of a problem is uncertain. Some readers may argue that Kendrix was reasonable to water more immediately because plants need water and the leaves looked weak. That concern makes sense at first; however, the passage shows that the soil was already overly wet and that the roots needed air. Because observation revealed a condition her assumption missed, gathering evidence before choosing the next action is more reliable.

Why it works: it represents the other viewpoint fairly, answers it with reasoning and passage evidence, and bridges back to the claim.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
State another viewpoint accurately and fairly.	☐	☐	☐
Write a rebuttal with reasoning and evidence.	☐	☐	☐
Respond to the idea instead of attacking the person.	☐	☐	☐
Bridge from a rebuttal back toward the claim.	☐	☐	☐
Decide whether to defend or refine the claim.	☐	☐	☐
Tell the difference between a fair mirror and a distorted one.	☐	☐	☐
Use respectful language in a rebuttal.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new prompt about the other passage. Write a claim, a U sentence, an R sentence, and a bridge. Explain whether you defended or refined your claim.

My new prompt

Take It Further! Fair Mirror Challenge

Build a fair U sentence, an evidence-based R sentence, and a bridge from one prompt: Defend the position that the Declaration's promise of equality was important while accurately acknowledging that many people were excluded from its protections in 1776. Build a complete claim, U sentence, R sentence, and bridge.

- Write one clear, defensible claim.
- Write one U sentence that states another viewpoint fairly.
- Write one R sentence with reasoning and evidence.
- Add a bridge back toward the claim and conclusion.
- Decide whether to defend or refine the claim.
- Present your response to the class.
- Find one classmate whose response differs, and tell why theirs also works.

My plan: claim, U sentence, R sentence, and bridge

My Fair Mirror Challenge

Write your full claim, U sentence, R sentence, and bridge in the box below. Label each part.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Mirror First

Ask a family member for an opinion. Restate it fairly, then wait for confirmation before answering with a reason.

Ask them: Did I state your idea the way you meant it?

Family member signature: _____

Evidence Responds

Say, "Some readers may think Kendrix was right to water more because the plants looked weak." Answer with the wet soil and roots needing air.

Ask them: What detail from the passage answers the idea?

Family member signature: _____

Refine, Don't Retreat

State whether the Declaration's promise of equality was important. Acknowledge that many people were excluded in 1776, then defend or refine the claim with evidence.

Ask them: Did the evidence make you defend your claim or refine it?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Fair Mirror and Evidence-Based Rebuttal

I built a fair, evidence-based case that turns another viewpoint into a stronger argument.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 4 - Module 4

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



Name: _____



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Grade 5 • Cluster 4 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

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



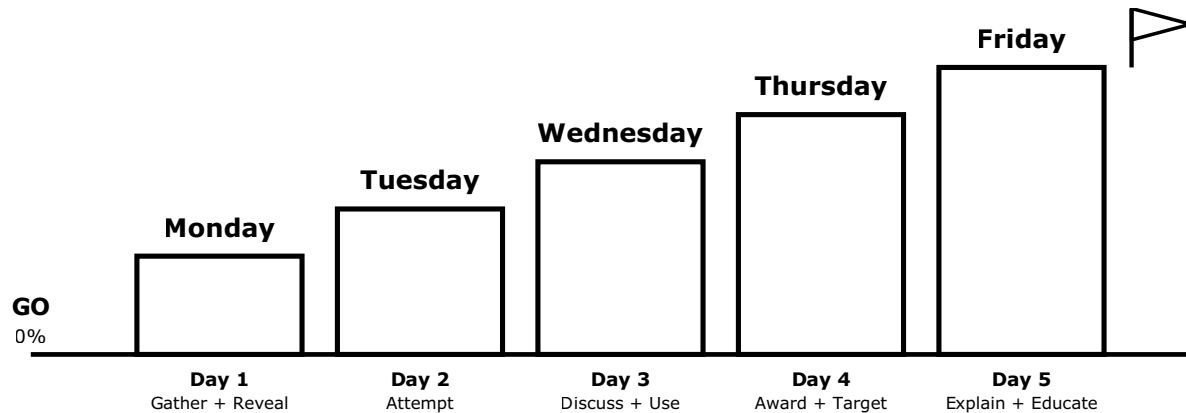
Why This Matters to Me

An Ending is not a sudden stop or a repeated Claim. It reinforces the Claim and gathers the strongest reasoning. Significance widens the lens while staying grounded in Evidence.

Essential Question

How do a purposeful Ending and a Bluebird Moment of Significance turn a complete argument into a message that matters beyond the paper?

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

I Can

- I can write an Ending that reinforces my Claim and synthesizes my strongest reasoning.
- I can write a Significance statement that stays grounded in Evidence.
- I can complete all nine CREATURES parts in one response.

I Will

- I will write an Ending that reinforces my Claim and synthesizes my strongest reasoning.
- I will write a Significance statement that stays grounded in Evidence.
- I will complete all nine CREATURES parts in one response.
- I will revise and edit my response.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How a purposeful Ending and a grounded Significance complete a full CREATURES response.	Two Very High stamina passages: "The Garden That Wouldn't Grow" and "Words That Changed a Nation."	A complete nine-part CREATURES response, a CREATURES TRAIL, and a reflection.

Where We Are Going

I will complete a full nine-part CREATURES response on my own, then teach a partner the two jobs of E, from C through S.

I'll Know I've Got It When...

- ☐ My Ending reinforces my Claim and synthesizes my reasoning.
- ☐ My Significance is a grounded Bluebird Moment.
- ☐ All nine CREATURES parts connect to one Claim.
- ☐ I can explain the difference between Ending and Significance.

Check Myself

- ☐ I can write an Ending that synthesizes my reasoning.
- ☐ I can write a grounded Significance statement.
- ☐ I can complete all nine CREATURES parts.

How I Will Show What I Know

I will show what I know with a complete nine-part CREATURES response, the CREATURES TRAIL stations, a partner explanation, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I gather the difference between an abrupt and a purposeful Ending.
Reveal	Day 1	Ending synthesizes, and Significance gives the Bluebird Moment.
Attempt	Day 2	I move through the CREATURES TRAIL stations.
Discuss	Day 3	I plan all nine parts and draft a full response.
Award	Day 4	I name my strongest CREATURES letter and revise.
Explain	Day 5	I teach CREATURES from C through S and edit my response.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(iii):

I organize my ideas so my reader can follow my argument, and I end by bringing it together.

5.12(C)(i):

I write an opinion argument with a clear claim, logical reasons, and evidence that fits my position.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do E and S stand for in CREATURES?"

Class answers: "Ending and Significance!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to identify a Claim, Reasons, Evidence, Thinking, and a response to another viewpoint. I can explain how a detail supports a position.

A connection I can make

Remember It!

- ☐ A Claim takes a defensible position.
- ☐ Reasons and Evidence build the case; Thinking explains it.
- ☐ Understanding Others and Rebuttal keep the argument fair.

One idea I remember

Ready Check

- ☐ I can read both passages while maintaining meaning.
- ☐ I can explain how a detail supports a position.
- ☐ I can use complete sentences and transitions.

Watch Out! Common Mix-Up

Watch out! An Ending is not a repeated Claim or a new Reason. Significance is not any random life lesson; it must trace back to the Evidence.

Where This Fits in My Writing

Ending and Significance complete the CREATURES map. A response is not finished until the close is purposeful and the larger meaning stays grounded.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread either passage as often as you want.

Part 1: Prompt Analysis

Read the argumentative prompt. Underline the task. Circle the topic. Find the two sides the prompt offers.

Defend the position that a purposeful Ending and a Bluebird Moment make an argumentative response stronger.

Part 2: Claim

Write one clear, defensible claim that directly answers the prompt.

My thesis (central idea)

Part 3: Ending or Significance?

Number these four sentences 1, 2, 3, 4 to show the order they belong in a full CREATURES response.

Number	Sentence
_____	Kendrix's grandmother examines the soil and explains that too much water keeps roots from getting enough air.
_____	Careful evidence-based problem solving is more reliable than acting on assumptions.
_____	Ultimately, Kendrix's experience shows that careful investigation builds a reliable path from a problem to a solution.
_____	This matters because people and communities make wiser decisions when they observe conditions and use Evidence.

Part 4: Reason

Write one logical reason that explains why your claim makes sense.

My first sentence

Part 5: Ending and Significance

Reason: Observation can reveal conditions that a first guess misses. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I would use as my Ending

This matters because...

Part 6: Ending, Significance

Write one Ending sentence and one Significance sentence. Label each part E or S.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a complete passage-based sentence.

Word	Say it	What it means	Sentence frame
garden	GAR-din	place where people grow plants	The garden ____.
plant	PLANT	living thing that grows in soil	The plants needed ____.
water	WAH-ter	liquid plants need	Too much water ____.
soil	SOYL	ground in which plants grow	The soil became ____.
rights	RYTS	things people may have or do	The Declaration named ____.
nation	NAY-shun	country and its people	The nation ____.
leader	LEE-der	person who guides a group	The leaders decided ____.
decision	dih-SIZH-un	choice a person makes	Kendrix decided ____.
problem	PROB-lum	something needing a solution	The problem was ____.
change	CHAYNJ	to become or make different	Kendrix changed ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words. Use them when you explain how Evidence supports a position and why an idea matters.

Word	Say it	What it means	Sentence frame
synthesize	SIN-thuh-syz	bring important ideas together	I synthesize by ____.
significance	sig-NIF-ih-kuhns	importance beyond one paper	The significance is ____.
conclusion	kuhn-KLOO-zhun	Ending that brings an argument together	My conclusion ____.
coherence	koh-HEER-uhns	ideas fit in clear order	My response has coherence.
revise	rih-VYZ	improve writing by changing it	I will revise ____.
edit	ED-it	correct conventions	I will edit ____.
elaborate	ih-LAB-or-ayt	add thinking that clarifies	I elaborate by ____.
support	suh-PORT	strengthen an idea with proof	This supports my Claim.
organize	OR-guh-nyz	arrange ideas for a reader	I organize by ____.
argument	AR-gyuh-muhnt	connected case supporting a position	My argument shows ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the special words that belong to our passages and our argument. Use them to talk like an expert reader and writer.

Word	Say it	What it means	Sentence frame
Kendrix	KEN-driks	girl in the garden passage who learns to use Evidence	Kendrix realized ____.
Bluebird Moment	BLOO-berd MOH-muhnt	Significance that widens meaning	My Bluebird Moment explains ____.
Revolutionary War	rev-uh-LOO-shuh-ner-ee wor	war fought for independence	The Revolutionary War continued until ____.
Loyalists	LOY-uh-lists	colonists loyal to Great Britain	Loyalists believed ____.
Patriots	PAY-tree-uhts	colonists who supported independence	Patriots believed ____.
democracy	dih-MOK-ruh-see	government in which people help choose leaders	The Declaration inspired later ____.
abolitionists	ab-uh-LISH-uh-nists	people who argued against slavery	Abolitionists used its language to ____.
legacy	LEG-uh-see	influence that continues	The Declaration's legacy is ____.
unalienable	un-AL-yuh-nuh-bul	not able to be taken away	Unalienable rights cannot be ____.
consent	kuhn-SENT	agreement or permission	Government power comes from the consent of ____.

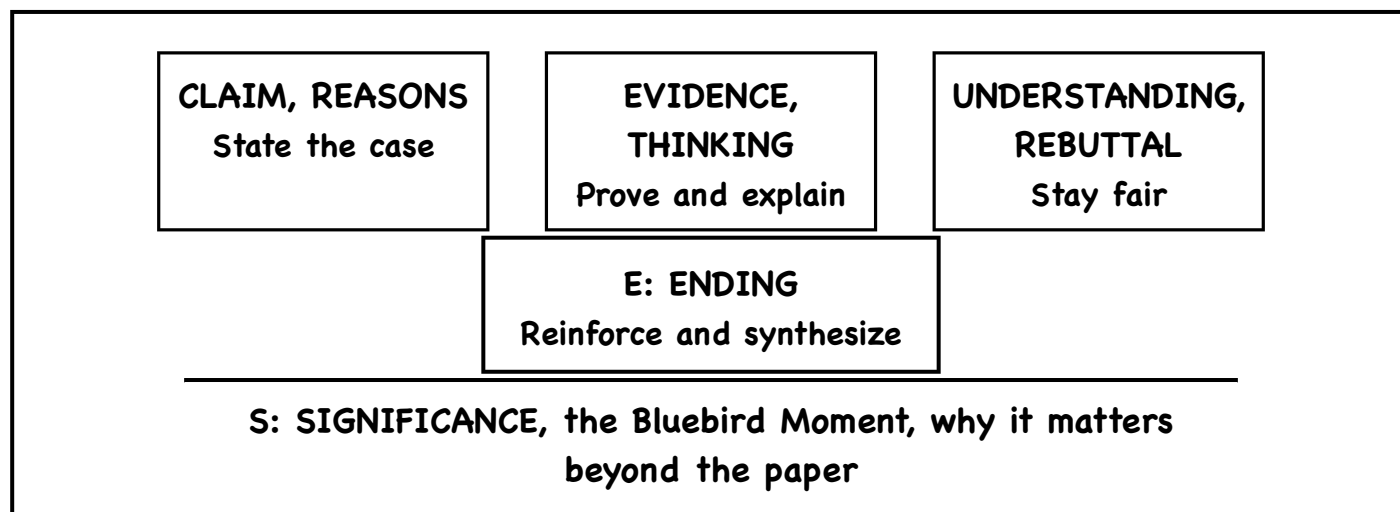
Use one Tier 3 word in a sentence

My Strategy Tools

Ending and Significance



This module completes the CREATURES map with E, Ending, and S, Significance, while keeping every other part visible: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, and Rebuttal.



An Ending is not a sudden stop or a repeated Claim. It reinforces the Claim and gathers the strongest reasoning. Significance widens the lens while staying grounded in Evidence.

The Nine CREATURES Parts

Mark	What it means
Ending Test	Does it reinforce the Claim and synthesize the strongest reasoning, without adding a new Reason?
Significance Test	Does it explain why the position matters beyond the paper, and does it stay grounded in Evidence?
Full Response Test	Do all nine parts, Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance, connect to one Claim?

An argumentative prompt asks you to build one connected case that ends with a purposeful close, not a repeated introduction.

[illegible]

A PURPOSEFUL ENDING and A REPEATED OR ABRUPT ENDING

A PURPOSEFUL ENDING	A REPEATED OR ABRUPT ENDING
reinforces the Claim and synthesizes the strongest reasoning; leads into a grounded Significance.	repeats the Claim word for word, adds a new Reason, or stops without connecting the ideas.

Significance is not any life lesson. It must trace back to the Evidence.

How I Say the Standard!

5.11(B)(iii):

I organize my ideas so my reader can follow my argument, and I end by bringing it together.

5.12(C)(i):

I write an opinion argument with a clear claim, logical reasons, and evidence that fits my position.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Kendrix and the Declaration of Independence.
- ☐ I use a period or another ending mark.

A purposeful Ending I can build

Five Thinking Levels

Read from the top down. Each level names a Thinking Stage from the CREATURES map.

Level	Symbol	Thinking Stage	Student Must Do
Level 1 (Red)		Literal	Identify E and S. Names parts.
Level 2 (Orange)		Understand	Explain jobs. Oral explanation.
Level 3 (Yellow)		Apply	Add E and S to a plan. CREATURES TRAIL.
Level 4 (Green)		Analyze	Trace Evidence to S. Draft.
Level 5 (Blue)		Create	Write and revise. Final.

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I understand

Five Thinking Levels

Move from identifying E and S to writing and revising a full response.

Level	Symbol	Thinking Stage	Student Must Do
Level 1 (Red)	○	Literal	Identify E and S. Names parts.
Level 2 (Orange)	□	Understand	Explain jobs. Oral explanation.
Level 3 (Yellow)	▽	Apply	Add E and S to a plan. CREATURES TRAIL.
Level 4 (Green)	△	Analyze	Trace Evidence to S. Draft.
Level 5 (Blue)	◇	Create	Write and revise. Final.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Defend the position that a purposeful Ending and a Bluebird Moment make an argumentative response stronger.
HOW	Analyze how parts work together or how something happens.	Defend the position that careful evidence-based problem solving is more reliable than acting on assumptions in The Garden That Wouldn't Grow.

An Ending is not a sudden stop or a repeated Claim. It reinforces the Claim and gathers the strongest reasoning. Significance widens the lens while staying grounded in Evidence.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Kendrix learns that careful investigation builds a reliable path from a problem to a solution. The Declaration's ideas about rights and consent continued to influence later movements for equality. Both passages give me Evidence I can use to build a full CREATURES response, ending with a purposeful close and a grounded Bluebird Moment.

Background I Need

"The Garden That Wouldn't Grow" (Very High stamina) is a fiction passage about Kendrix, who learns that careful observation and evidence-based problem solving are more reliable than acting on a first assumption. "Words That Changed a Nation" (Very High stamina) is an informational passage about the Declaration of Independence, natural rights, consent of the governed, and the continuing conversation about freedom and equality.

Words I dotted while reading

The Garden That Wouldn't Grow

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

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

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

[3] The garden quickly became part of Kendrix's daily routine. Before breakfast, she walked outside to see if anything had changed overnight. She looked for tiny sprouts pushing through the soil and watched as each plant slowly became taller. Every afternoon, she and her grandmother pulled small weeds that appeared between the rows. Her grandmother explained that weeds compete with garden plants for water, sunlight, nutrients, and space. Removing them gave the vegetables a better chance to grow. Kendrix noticed that gardening required patience because progress happened a little at a time.

[4] As the days passed, the tiny seedlings developed more leaves. The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden. Kendrix enjoyed watching bees visit the flowers nearby. Her grandmother explained that many flowering plants depend on pollinators to help them reproduce. Although the tomatoes had not yet produced fruit, small yellow flowers began to appear on several plants. Kendrix became even more excited about the growing season.

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

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

[2] Before this happened, many colonists considered themselves loyal British subjects. They spoke English, traded with British merchants, and followed British laws. Most people did not originally want to separate from Great Britain. Instead, they hoped disagreements with the British government could be resolved peacefully. However, the relationship between the colonies and Great Britain changed over many years as conflicts became more serious.

[3] One major turning point came after the French and Indian War, which ended in 1763. Although Great Britain won the war and gained more land in North America, it also gained a large amount of debt. British leaders believed the colonies should help pay for the cost of defending the land. Parliament passed several new taxes, including the Sugar Act and the Stamp Act. These laws required colonists to pay taxes on goods they used every day.

[4] Many colonists believed these taxes were unfair. They argued that they had no representatives in Parliament, the group that made Britain's laws. Because they could not vote for members of Parliament, they believed it was wrong for Parliament to tax them. Their protest became known by the phrase "taxation without representation." This idea spread quickly through newspapers, speeches, and public meetings. Colonists believed that governments should listen to the people they governed.

[5] As more taxes were passed, protests became stronger. Some colonists refused to buy British goods. Others organized meetings to encourage people to support local businesses instead. Groups such as the Sons of Liberty protested against British policies and encouraged resistance. Although not every colonist agreed with these actions, many shared the belief that their rights were being ignored.

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[5] After two weeks, however, something changed. Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others seemed to have stopped growing altogether. Kendrix slowly walked down each row, comparing the plants with how they had looked only a few days earlier. She could tell something was wrong, but she was not sure what had caused the change.

[6] Thinking she understood the problem, Kendrix suggested that the plants needed more water. The weather had been warm for several days, and the afternoon sun felt much hotter than it had earlier in the spring. Kendrix reasoned that the heat must have dried out the soil more quickly than usual. Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do. Kendrix glanced at the soil and thought it looked dry enough. Feeling confident in her conclusion, she believed extra water would quickly solve the problem.

[7] The following day, she watered each plant much more than usual. She slowly poured water around every stem until the soil became dark and soaked. She carefully made sure every row received the same amount of water. Later that afternoon, she returned with the watering can again because she wanted to make certain none of the plants became thirsty during the hottest part of the day. Kendrix felt proud of herself for taking extra care of the garden. She imagined the leaves becoming greener overnight and expected to see stronger stems by morning.

[8] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix had finished watering. When she stepped into the garden, her shoes sank slightly into the soft ground. The muddy soil stuck to her boots as she walked from one row to another. Even though the plants had received plenty of water, they looked less healthy each day. Some leaves curled at the edges, and several stems leaned farther toward the ground.

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[9] Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse. She sat quietly beside the garden, trying to think of another explanation. Maybe insects were eating the roots underground where she could not see them. Perhaps the seeds had not been healthy from the beginning. She even wondered whether the weather had simply been too unusual that year. None of her ideas seemed to explain why every plant was struggling.

[10] Her grandmother joined her in the garden and quietly examined the plants. Instead of making an immediate decision, she carefully observed each row. She looked at the leaves, gently pressed the soil with her hands, and examined the stems one by one. Finally, she dug a small hole beside one of the tomato plants. The soil beneath the surface was still very wet even though many hours had passed since Kendrix watered it.

[11] Her grandmother explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. Healthy roots absorb water and nutrients from the soil, but they also need tiny spaces between soil particles where air can reach them. When those spaces fill completely with water, oxygen cannot move through the soil as easily. The roots struggle to do their job, even though water is plentiful.

[12] To help Kendrix understand, her grandmother compared plant roots to people breathing. "Imagine trying to breathe if the air around you disappeared," she said. "Your body would have trouble working properly. Plant roots also need oxygen to stay healthy." Kendrix suddenly realized that she had only been thinking about giving the plants enough water. She had not considered that too much water could create an entirely different problem.

[13] Her grandmother continued explaining that healthy plants depend on several environmental conditions working together. Plants need sunlight to make food in their leaves through photosynthesis. They need nutrient-rich soil to supply minerals that support growth. They need enough space so their roots and stems can develop properly. They also need air in the soil and the right amount of water. When one condition changes too much, the balance is disturbed, and the entire plant can be affected.

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[14]Kendrix listened carefully. She remembered learning in science class that scientists collect evidence before drawing conclusions. Instead of making guesses, they observe carefully and test their ideas. She realized she had skipped that important step. She had assumed she knew the cause of the problem without gathering enough information first.

[15]Together, Kendrix and her grandmother decided to change their approach. They stopped watering the garden every day and allowed the soil to dry out naturally between waterings. Each morning, Kendrix gently pressed her finger into the soil before deciding whether the plants needed more water. Sometimes the surface looked dry, but the soil underneath still felt damp. Her grandmother explained that appearances alone do not always tell the whole story.

[16]While waiting for the soil to dry, they continued caring for the garden in other ways. They removed weeds that competed with the vegetables for sunlight, water, and nutrients. They carefully checked the leaves for signs of insects or disease. They made sure taller plants were not blocking sunlight from the smaller herbs. Kendrix also noticed that different plants recovered at different rates. Some tomatoes improved quickly, while a few peppers needed several more days before showing signs of new growth.

[17]Each afternoon, Kendrix wrote short notes in a small gardening notebook. She recorded whether the soil felt dry or damp, whether they watered that day, and how the plants looked. After several days, she noticed patterns. The healthiest plants were not always the ones that received the most water. Instead, they were the ones growing in soil that stayed moist but not soaked. Recording observations helped her notice details she might have forgotten otherwise.

[18]Nearly a week later, the muddy soil gradually became firmer. The puddles disappeared, allowing more air to reach the roots. New leaves slowly appeared, and many of them looked greener than the older yellow ones. The stems became stronger and stood more upright. Although the improvement happened gradually, Kendrix could clearly see that the changes were helping. She learned that healthy growth often takes time and that problems are not always solved overnight.

A phrase I want to remember

My Words: One new word I learned today: _____

The Garden That Wouldn't Grow (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[19]As the weeks passed, the tomato plants grew taller and began producing clusters of green tomatoes that slowly ripened into bright red fruit. The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves. Bees and butterflies visited the flowers throughout the garden, and birds occasionally stopped nearby before flying away again. The garden looked alive once more.

[20]Harvest season soon arrived. Kendrix and her grandmother carefully picked tomatoes, peppers, and herbs together. They filled baskets with vegetables they had grown themselves. As they worked, Kendrix remembered how worried she had been only a few weeks earlier. Looking at the healthy garden now, it was difficult to believe that many of the plants had once looked close to dying.

[21]Her grandmother smiled and asked, "What do you think was the most important lesson you learned?"

[22]Kendrix thought for a moment before answering. "I learned that solving a problem isn't about making a quick guess. It's about paying attention to what you observe and using evidence before deciding what to do."

[23]Her grandmother nodded. "That's true in gardening, and it's true in many other situations as well."

[24]Kendrix quietly observed the garden one last time before carrying the baskets inside. She noticed the healthy green leaves, the firm stems, and the rich brown soil that now held just the right amount of moisture. She understood that healthy plants depend on a balance of sunlight, water, air, nutrients, and space. More importantly, she learned that careful observation, thoughtful investigation, and a willingness to change a plan based on evidence often lead to the best solutions. The garden had recovered, but Kendrix had grown, too, becoming a more careful thinker each time she stepped into the rows of plants.

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[6] Several important events increased tensions even further. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. News of the event spread quickly and caused many colonists to distrust British authority even more. Three years later, Parliament passed the Tea Act. Although tea became less expensive, the law gave one company special trading rights. Many colonists believed this law still represented unfair taxation.

[7] To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor. They dumped hundreds of chests of tea into the water during an event that became known as the Boston Tea Party. Great Britain responded by passing the Intolerable Acts, which punished the colony of Massachusetts. Instead of weakening colonial resistance, these laws encouraged the colonies to cooperate with one another.

[8] Leaders from the colonies gathered at the First Continental Congress to discuss what should happen next. At first, many delegates still hoped they could settle their disagreements peacefully. Fighting began in 1775 at Lexington and Concord, making compromise much more difficult. As the conflict continued, more colonial leaders concluded that independence was the only way to protect the rights they believed belonged to the people.

[9] In June 1776, the Continental Congress appointed a committee to prepare a declaration explaining why the colonies wanted independence. Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress. Delegates carefully debated the wording because they wanted every sentence to clearly explain their reasons for separating from Great Britain.

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

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[11]The Declaration explained that governments exist to protect these rights. According to the document, governments receive "their just powers from the consent of the governed." This means that governments receive authority because the people agree to be governed. If leaders fail to protect people's rights or become destructive, the people have the right to change or replace that government.

[12]These ideas were influenced by Enlightenment thinkers, especially John Locke. Locke believed that people possess natural rights simply because they are human. He argued that governments should protect life, liberty, and property. If a government failed to protect those rights, citizens could create a better government. Colonial leaders believed these ideas supported their decision to seek independence.

[13]At the time, these beliefs challenged the way many European countries were governed. Most nations were ruled by kings or queens who inherited power through their families. Some rulers claimed that God had chosen them to govern, an idea called divine right. The Declaration rejected this belief by saying that governments should serve the people instead of ruling over them without their agreement.

[14]The Declaration also included a long list of complaints against King George III. Colonial leaders believed he had repeatedly violated their rights. They accused him of refusing to approve important colonial laws, dissolving colonial legislatures, interfering with courts, maintaining standing armies during peacetime, quartering soldiers, placing unfair taxes on the colonies, and denying colonists many of the rights they believed English citizens deserved.

[15]By listing these grievances, the authors hoped to explain their decision not only to the colonists but also to other countries. They wanted foreign nations to understand that independence was not a sudden decision. Instead, they argued that it became necessary after years of unsuccessful attempts to solve their disagreements peacefully.

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[16]The Declaration was organized carefully. It began by explaining why the colonies were writing the document. Next, it described the basic principles of government and natural rights. After that, it listed complaints against King George III. Finally, it officially declared that the colonies were "Free and Independent States." This organization helped readers understand both the ideas behind independence and the reasons for declaring it.

[17]Approving the Declaration was only the beginning. Signing the document required tremendous courage. If Great Britain defeated the colonies, the delegates who signed it could have been arrested for treason. They risked losing their property, their freedom, and even their lives. Even with these dangers, they believed creating an independent nation was worth the risk.

[18]Winning independence also required years of fighting. The Revolutionary War continued until 1783. Soldiers faced shortages of food, clothing, weapons, and supplies. Families sacrificed by growing food, making clothing, raising money, and supporting the war effort in many different ways. The struggle for independence required the efforts of both soldiers and civilians.

[19]Not everyone in the colonies supported independence. People who remained loyal to Great Britain were called Loyalists. They believed the colonies should continue to be part of the British Empire. Others, known as Patriots, supported independence and believed the colonies should govern themselves. Families and neighbors sometimes disagreed strongly about which side to support.

[20]Not everyone in the colonies believed the ideas in the Declaration were being fully applied. Abigail Adams, the wife of John Adams, wrote a famous letter urging leaders to "Remember the Ladies." She argued that women should receive greater rights and protections. Although women could not vote at that time, Abigail Adams believed they deserved a stronger voice in the new nation.

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

My
marks

[21]Other groups also recognized that the promises in the Declaration did not apply equally to everyone. Enslaved African Americans remained in bondage despite the statement that "all men are created equal." Many enslaved people hoped that the ideas of liberty would eventually lead to freedom, but slavery continued for many years after independence.

[22]Native American nations also faced difficult challenges during this period. Many tribes had lived on the land long before European settlers arrived. As the new nation expanded westward, conflicts over land became more common. Some Native American groups sided with the British during the Revolutionary War because they hoped Britain would slow colonial expansion. Others remained neutral or made different choices based on their own circumstances.

[23]Free Black Americans also recognized the difference between the Declaration's promises and everyday life. Many believed that if the nation truly believed in equality, those principles should apply to everyone. Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments.

[24]Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles. Abolitionists used its language to argue against slavery. Women's rights advocates pointed to its promises while seeking equal treatment. Civil rights leaders later reminded Americans that the nation's founding ideals should apply to all citizens.

[25]The influence of the Declaration reached beyond the United States. People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights. Some nations created governments based on similar principles, while others used its ideas to support their own movements for independence.

A phrase I want to remember

My Words: One new word I learned today: _____

Words That Changed a Nation (continued)

Fiction and nonfiction passages, Very High Stamina. Read every paragraph for cause, effect, method, reasoning, and how a full CREATURES response would use it.

[26]Today, the Declaration of Independence remains one of the most important documents in American history. Students continue to study its words because they explain the nation's founding principles. The document reminds people that governments exist to protect rights and that citizens play an important role in shaping their government.

[27]Even as the ink dried on the document, the conversations it started did not disappear. In homes, churches, newspapers, schools, town meetings, and letters, people continued discussing what freedom, equality, and natural rights truly meant. Those conversations have continued for more than two centuries. Americans have often disagreed about how these ideas should be applied, but the principles written in 1776 have remained at the center of those discussions.

[28]The Declaration of Independence announced the birth of a new nation, but it also created a set of ideals that challenged future generations to continue improving the country. Its words encouraged people to think about fairness, liberty, equality, and the responsibilities of both citizens and government. While the nation has changed in many ways since 1776, the ideas expressed in the Declaration continue to shape American democracy and inspire people to work toward the promise of equal rights and freedom for all.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: The Garden That Wouldn't Grow

Details that show a claim, a reason, evidence, and how Thinking, Ending, or Significance would use it.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Words That Changed a Nation

Details that show a claim, a reason, evidence, and how Thinking, Ending, or Significance would use it.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail in your notes would make the strongest grounded Significance, or Bluebird Moment?

My thinking

My Prompt Marking Notes

An argumentative prompt asks you to take a side. Mark the parts that tell you what to argue.

Shape	Word	Question I ask myself
Red circle	Topic	What am I arguing about?
Yellow box	Task	What must my argument do?
Green underline	Two sides	Which side should I defend?

Underline the task. Circle the topic. Find the two sides the prompt offers.

Defend the position that a purposeful Ending and a Bluebird Moment make an argumentative response stronger.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I complete my argument with Ending and Significance

Our Question for Today

How is a purposeful Ending different from an abrupt or repetitive one?

1. Gather: Read the Final Ideas

Read the final paragraphs of both passages. Listen for meaning beyond the immediate events.

Ending type	What it does
Abrupt	Stops without connecting the ideas.
Repetitive	Repeats the Claim word for word, or adds a new Reason.
Purposeful	Reinforces the Claim and synthesizes the strongest reasoning.

2. Reveal: Ending and Significance

Model: "Ultimately, Kendrix's experience shows that careful observation and Evidence lead to better decisions than a quick assumption. This matters because people and communities make wiser decisions when they examine conditions before acting." The first sentence is E. The second is S.

- ☐ E: Ending reinforces the Claim and synthesizes the strongest reasoning.
- ☐ S: Significance explains why the position matters beyond the paper, and stays grounded in Evidence.

⊕ STOP & THINK

Label the two sentences in the model E or S, and explain the difference.

My answer

Day 1: Reveal, continued

3. The Nine-Letter Map

Say the nine CREATURES parts in order. Tell your partner which part brings the argument together and which part explains why it matters beyond the paper.

Letter	Job
C	Claim, takes a position.
R	Reasons, organize the case.
E	Evidence, comes from the passage.
A	Argument, orders the case.
T	Thinking, explains the evidence.
U	Understanding Others, represents a fair viewpoint.
R	Rebuttal, answers that viewpoint.
E	Ending, reinforces and synthesizes.
S	Significance, the Bluebird Moment.

The part that brings the argument together, and the part that explains why it matters

STOP & THINK

Why must Ending and Significance stay separate jobs, even in a short response?

My answer

STUDENT WORKBOOK



CREATURES TRAIL

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 3)

Cut on the dashed lines. Walk through all nine CREATURES station cards in order, C to S, and match each sentence card to its station. Store all cards in your Pocket Practice.

C: CLAIM

R: REASONS

E: EVIDENCE

A: ARGUMENT

T: THINKING

U: UNDERSTANDING OTHERS

Self-Check (back of cards) (sheet 1 of 3)

This page prints on the back of the card page. Each answer sits behind its own station card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

R: REASONS

organize the case.

C: CLAIM

takes a position the writer can defend.

A: ARGUMENT

orders the case into one coherent line.

E: EVIDENCE

comes straight from the passage.

U: UNDERSTANDING OTHERS

represents a fair, different viewpoint.

T: THINKING

explains how and why the evidence supports the claim.

STUDENT WORKBOOK



CREATURES TRAIL

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 3)

Cut on the dashed lines. Walk through all nine CREATURES station cards in order, C to S, and match each sentence card to its station. Store all cards in your Pocket Practice.

R: REBUTTAL	E: ENDING
S: SIGNIFICANCE	Evidence-based problem solving is more reliable than assumptions.
Observation reveals conditions a first guess can miss.	Soil stayed wet and plants worsened after extra water.

Self-Check (back of cards) (sheet 2 of 3)

This page prints on the back of the card page. Each answer sits behind its own station card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

E: ENDING

reinforces the Claim and synthesizes the strongest reasoning.

R: REBUTTAL

answers that viewpoint.

C: Claim

S: SIGNIFICANCE

gives the Bluebird Moment, why it matters beyond the paper.

E: Evidence

R: Reasons

STUDENT WORKBOOK



CREATURES TRAIL

Day 2: Attempt

✂ Cut out these cards (sheet 3 of 3)

Cut on the dashed lines. Walk through all nine CREATURES station cards in order, C to S, and match each sentence card to its station. Store all cards in your Pocket Practice.

Observation gave a stronger basis for action.

Someone might think quick action would help.

Results show the quick choice made the problem worse.

Investigation builds a reliable path to a solution.

People make wiser decisions when they examine Evidence.

Self-Check (back of cards) (sheet 3 of 3)

This page prints on the back of the card page. Each answer sits behind its own station card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

U: Understanding Others	T: Thinking
E: Ending	R: Rebuttal
	S: Significance

Day 2: Attempt, continued

Our Question for Today: How do all nine CREATURES parts connect to one Claim?

1. Walk the CREATURES TRAIL

- Sit with your team. Place the nine CREATURES station cards (C, R, E, A, T, U, R, E, S) in order.
- Draw one sentence card. Read it aloud. Decide which station it matches using the Kendrix position.
- Place the card at its station. Explain why it belongs there.
- Move through every station from C to S before checking your work.
- Check each answer against the Self-Check key on the back of the cards.
- Put every card back in Pocket Practice.

Station	Expected Addition
C	Evidence-based problem solving is more reliable than assumptions.
R	Observation reveals conditions a first guess can miss.
E	Soil stayed wet and plants worsened after extra water.
A	Problem, assumption, Evidence, changed plan, result.
T	Observation gave a stronger basis for action.
U	Someone might think quick action would help.
R	Results show the quick choice made the problem worse.
E	Investigation builds a reliable path to a solution.
S	People make wiser decisions when they examine Evidence.

2. Talk About It

Claim stays constant. Reasons organize. Evidence proves. Thinking connects. Understanding Others and Rebuttal show fairness. Ending synthesizes. Significance leaves the Bluebird Moment.

One station I can explain well

STUDENT WORKBOOK



Day 3: Discuss + Use



I plan and draft a full response

Our Question for Today

Why do E and S still have separate jobs even in a longer argument?

1. Discuss

A longer argument may use several Reasons and Evidence details, but E still synthesizes and S still widens.

Question	My thinking
Why do E and S still have separate jobs?	
What makes a Significance statement grounded instead of random?	

My discussion notes

Choose a prompt about evidence-based problem solving or the Declaration's continuing influence. Plan all nine parts before you draft.

Underline the task. Circle the topic. Find the two sides the prompt offers.

Defend the position that careful evidence-based problem solving is more reliable than acting on assumptions in The Garden That Wouldn't Grow.

My Claim, Reasons, and Evidence



STOP & THINK

Check that your Ending and Significance are separate. What job does each one do?

My answer

3. Draft Your Full Response

Write your Ending. Then write your grounded Significance, your Bluebird Moment.

My Ending

My Significance

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

Which CREATURES letter shows my greatest growth, and what needs work?

1. Award the CREATURES Letter

Choose the CREATURES letter showing your greatest growth and cite a line from your draft.

My Strongest CREATURES Letter (write it here)

Claim, Reasons, Evidence, Thinking, Understanding Others, Rebuttal, Ending, Significance

Something I did well, and where I did it

2. Revise for Coherence

Near miss: "The Declaration was important. It was important because rights are good."

Revision: "Taken together, the Declaration's ideas about rights and consent were important because later movements used those principles to argue for expanded equality."

- ☐ Next time I will add Thinking instead of repeating a detail.
- ☐ Next time I will combine or rearrange ideas for coherence.
- ☐ Next time I will strengthen my Evidence or ground my Significance.

My revision move, and the improved line

3. Practice: Revise a Near Miss

Read the near miss and the revision below. Then revise a sentence of your own the same way.

Version	Sentence
Near miss	The Declaration was important. It was important because rights are good.
Revised	Taken together, the Declaration's ideas about rights and consent were important because later movements used those principles to argue for expanded equality.

My own near miss, revised

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How do I teach CREATURES from C through S, and explain the two E jobs?

1. Explain to Others

With your notes closed, teach CREATURES to a partner from C through S. Explain the job of each letter and show how your Evidence supports your Claim.

- C, R, E, A, and T build the case and prove it: _____.
- U and R keep the argument _____.
- The first E, Evidence, is different from the second E, Ending, because _____.
- My Significance stays grounded because _____.
- One original Bluebird Moment I can give is _____.

My partner taught me...

2. Educate: Edit the Final Response

Edit capitalization, commas, spelling, and high-frequency words, then submit the polished response.

- ☐ I capitalized names and titles correctly.
- ☐ I used commas correctly in complex sentences.
- ☐ I checked my spelling.

3. Transfer: Day 5 Exit Ticket

Defend the position that a purposeful Ending and a Bluebird Moment make an argumentative response stronger.

1. Name the job of Ending

2. Name the job of Significance

3. Write an Ending for the Kendrix argument

4. Write a grounded Significance

5. Label C, R, E, A, T, U, R, E, S

Check My Exit Ticket

- ☐ My Ending reinforces the Claim and synthesizes the strongest reasoning.
- ☐ My Significance is grounded in Evidence.
- ☐ I labeled all nine parts.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Underline the task. Circle the topic. Find the two sides the prompt offers.

Defend the position that careful evidence-based problem solving is more reliable than acting on assumptions in The Garden That Wouldn't Grow.

My Plan

- Read the argumentative prompt. Underline the task.
- Plan all nine CREATURES parts: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.
- Draft your response, ending with a purposeful Ending and a grounded Significance.
- Revise for coherence, then edit for conventions.

Two possible reasons from the passage

The stronger reason is...

CREATURES Color Coding

Claim and reasons, Green. Evidence, Yellow. Explanation (Thinking), Red or Pink. Significance (Bluebird Moment), Blue.

My claim starter

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Kendrix, Parliament, and Boston begin with capital letters.
- ☐ Garden, soil, and nation are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work. A complete response shows all nine CREATURES parts, Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance, connected to one Claim.

Part	I can show...	Check
Claim	I wrote a clear, defensible claim that directly answers the prompt.	
Reasons	I gave logical reasons that organize my case.	
Evidence	My evidence comes straight from the passage.	
Argument	My parts connect into one coherent line of reasoning.	
Thinking	My Thinking explains how and why the Evidence supports the Claim.	
Understanding Others	I represented a fair, different viewpoint.	
Rebuttal	I answered that viewpoint with Evidence.	
Ending	My Ending reinforces my Claim and synthesizes my strongest reasoning, without adding a new Reason.	
Significance	My Significance is a grounded Bluebird Moment that explains why my position matters beyond the paper.	
Conventions	I used complete sentences, capital letters, and correct spelling.	

Study the Samples: Low, Medium, and High

Read the three responses to this prompt. Notice what improves from Low to Medium to High. Pay attention to how the Ending and the Significance, the Bluebird Moment, grow stronger from one response to the next.

Defend the position that careful evidence-based problem solving is more reliable than acting on assumptions in *The Garden That Wouldn't Grow*.

Low

Kendrix learned to use Evidence. The Declaration was important. This matters because people should think.

What needs improvement: parts are not connected; Evidence and Thinking are thin; the Ending repeats and the Significance is not grounded.

Medium

Careful Evidence is better than guessing because the soil was wet and the garden got better after Kendrix changed her plan. Some people might think watering more helped, but it did not. In the end, Evidence is important. This matters because people need good choices.

What needs improvement: strengthen the Thinking, the Argument, and the specificity of the Bluebird Moment.

What improves from Low to High?

[illegible]

Study the High Sample

This is the target. Notice how every CREATURES part has a job for the reader.

High

Careful evidence-based problem solving is more reliable than acting on assumptions because observation can reveal conditions that a first guess misses. In "The Garden That Wouldn't Grow," Kendrix assumes the weak plants need more water, but the soil becomes muddy, puddles remain, and leaves turn yellow. Her grandmother examines the soil and explains that too much water keeps roots from getting enough air. Kendrix records observations and changes her plan. Someone might argue that quick action is useful, but the results show that a fast decision without enough information can make a problem worse. Ultimately, Kendrix's experience shows that careful investigation builds a reliable path from a problem to a solution. This matters because people and communities make wiser decisions when they observe conditions, use Evidence, and remain willing to change a plan.

Why it works: the full CREATURES flow is present, with accurate Evidence, explained Thinking, fair Understanding Others and Rebuttal, a synthesized Ending, and a grounded Bluebird Moment.

High Sample TRAILS Key

CREATURES part	Evidence from the High sample	Why it works
Claim	Careful evidence-based problem solving is more reliable than acting on assumptions.	States a defensible position.
Evidence	The soil becomes muddy, puddles remain, and leaves turn yellow.	Comes straight from the passage.
Thinking	Kendrix records observations and changes her plan.	Explains how the Evidence supports the Claim.
Understanding Others	Someone might argue that quick action is useful.	Represents a fair, different viewpoint.
Rebuttal	The results show that a fast decision without enough information can make a problem worse.	Answers that viewpoint with Evidence.
Ending	Ultimately, Kendrix's experience shows that careful investigation builds a reliable path from a problem to a solution.	Reinforces the Claim and synthesizes the reasoning.
Significance	This matters because people and communities make wiser decisions when they observe conditions, use Evidence, and remain willing to change a plan.	A grounded Bluebird Moment.

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Write an Ending that reinforces my Claim and synthesizes my strongest reasoning.	☐	☐	☐
Write a Significance statement that stays grounded in Evidence.	☐	☐	☐
Complete all nine CREATURES parts in one response.	☐	☐	☐
Tell the difference between a repeated and a purposeful Ending.	☐	☐	☐
Reject a Significance statement that is not grounded in Evidence.	☐	☐	☐
Label each part of my full response.	☐	☐	☐
Revise and edit my response.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How do a purposeful Ending and a Bluebird Moment of Significance turn a complete argument into a message that matters beyond the paper?

The answer

A purposeful Ending reinforces the Claim and synthesizes the strongest Reasons, Evidence, and Thinking, so the reader sees one connected case. A Bluebird Moment widens the lens and explains why the position matters to people, communities, rights, decisions, or the future. A complete argument matters when its close is purposeful, its larger meaning is grounded, and its Evidence remains visible.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new prompt about the other passage. Write a full nine-part response with a purposeful Ending and a grounded Significance.

My new prompt

Take It Further! Full CREATURES Challenge

Build a complete nine-part CREATURES response from one prompt: Argue which passage gives the stronger Bluebird Moment about why careful thinking matters beyond the paper. Build a complete nine-part CREATURES response with a purposeful Ending and a grounded Significance.

- Write one clear, defensible Claim.
- Write two Reasons with Evidence and Thinking for each.
- Represent a fair Understanding Others viewpoint and answer it with a Rebuttal.
- Write an Ending that reinforces the Claim and synthesizes the strongest reasoning.
- Write a grounded Significance, a Bluebird Moment.
- Present your response to the class.
- Find one classmate whose Bluebird Moment differs, and tell why theirs also works.

My plan: all nine CREATURES parts, ending with a purposeful close and a grounded Significance

My Full CREATURES Challenge

Write your full nine-part CREATURES response in the box below. Label each part.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Repeated or Synthesized?

Explain the difference between a repeated and synthesized Ending.

Ask them: what makes an ending feel finished instead of just stopped?

Family member signature: _____

Find the Bluebird Moment

Say a Bluebird Moment and point to its Evidence.

Ask them: why does this idea matter beyond the paper?

Family member signature: _____

Teach CREATURES

Teach the nine CREATURES letters and the two E jobs.

Ask them: when have you had to bring an explanation together at the end?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Complete Argument

I built all nine CREATURES parts into one connected, purposeful response.

A note to my future writer self

My Proud Moment This Week
