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# GRADE 3

## CLUSTER 6

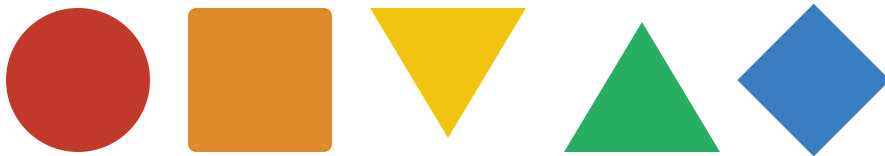
Argumentative Extended Constructed Response (ECR): claim, reasons, and rebuttal

**Module 1 · Writing Claims for Argumentative Prompts**

**Module 2 · Supporting Claims with Reasons Through the Magnifying Process**

**Module 3 · Completing the Argumentative Paper with CREATURES**

**Module 4 · Argumentative Correspondence: The Persuasive Letter**



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THE WRITING ACADEMY®, LLC.  
Teacher Lesson Plan Guide

# Writing Claims for Argumentative Prompts

Grade 3 | Cluster 6 | Module 1

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**Grade:** 3

**Cluster:** 3, Extended Constructed Response (ECR) with the argument path structure

**Module:** 1 of the cluster

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

**Module Title:** Writing Claims for Argumentative Prompts

**Content Connection / Passage Titles:** the narrative "Crash" and the narrative "The Good Citizen" (Week 1, Low Stamina, ECR Argumentative)

**Primary TEKS:** [12C\(i\)](#) (Planning), [12C\(i\)](#) / [12C\(ii\)](#) (Compose Argumentative Texts with a Claim)

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

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## Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **12C(i)** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **12C(i)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **12C(i)** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **12C(i)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **12C(i)** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **12C(i)** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **12C(i)** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

### 1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from answering questions to understanding ideas. Hold that purpose in front of the class all week.

#### TEACHER SCRIPT

*"When you shape a prompt and use the conflict to guide your thinking, you can write a thesis (central idea) that answers the question clearly."*

**Connection to this week's type of thinking:** the whole week builds a habit: circle important nouns, box the important verb, triangle WHY or HOW, find the conflict, and write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened.

### 2. Why This Module Matters

Students learn to shape a writing prompt by circling important nouns, boxing the important verb, and drawing a triangle around WHY or HOW. WHY asks for reasons; HOW asks for a way something happened or how a problem was solved. Using the conflict in "Crash" or "The Good Citizen," students write a matching thesis (central idea), then use the ECR (argument path) chart to develop it with a reason or way, evidence, explanation, and significance.

**Where it fits into writing:** analyzing a prompt correctly is the first move of every Extended Constructed Response. If the thinking type is wrong, the whole response answers the wrong question.

**Why it matters beyond this assignment:** students carry a durable habit, reading all of a prompt for its true demand, into every test and every subject.

### 3. Module Essential / Overarching Question

**How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?**

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

**My First Thinking (Monday):**

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**My Final Thinking (Friday):**

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**What changed in my thinking?**

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## Family Communication

### 4. Parent Communication Purpose

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

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

### 5. Family Letter (English)

Dear Families,

This week your student is learning to shape a writing prompt: circle important nouns, box the important verb, and draw a triangle around the clue word WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. Your student will find the problem or conflict in a text and write a complete thesis (central idea) that answers the exact prompt.

We will read the narrative "Crash" and the narrative "The Good Citizen." Students will use the conflicts in these texts to guide their thinking about responsibility, trust, safety, and discovery. Ask your student to show the three prompt shapes, explain WHY or HOW, and share a thesis (central idea). The ECR (argument path) chart connects that thesis (central idea) to a reason or way, evidence, explanation, and significance.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a analizar una consigna de escritura: rodeará los sustantivos importantes con un círculo, encerrará el verbo importante en un recuadro y marcará la palabra clave WHY (POR QUÉ) o HOW (CÓMO) con un triángulo. POR QUÉ pide razones; CÓMO pide explicar de qué manera ocurrió algo. Identificará el problema o conflicto y escribirá una tesis (idea central) que responda a la consigna.

Leeremos el narrativea "Crash" (Por qué necesitamos leyes) y el narrative "The Good Citizen" (Los descubrimientos de la cafetería). Pregúntele: ¿Qué palabra señala si necesitas razones o explicar cómo ocurrió algo? Pídale que enseñe las tres figuras y comparta su idea central. Después conectará su tesis con una razón, evidencia, explicación e importancia mediante el cuadro argument path. ¡Su apoyo ayuda a aprender!

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

## 7. Family Conversation Starters

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- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- What does a WHY prompt ask you to explain?
- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help you write your thesis (central idea)?
- Read one of your theses to me. Which clue word helped you write it?

## 8. Simple Family Activities

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

### **Family Activity: Clue-Word Hunt**

Ask a family member to say an everyday question with WHY or HOW, such as "Explain WHY we need a care for taking turns." Have your student shape the prompt with hand motions and say, "WHY asks for reasons" or "HOW asks for a way something happened."

### **Family Activity: Shape and Say a thesis (central idea)**

Use one prompt: "Explain HOW taking turns solved a problem at home." Have your student circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem, then say a complete thesis (central idea) using "Taking turns solved the problem by \_\_\_\_\_."

## Teacher Road Map

### 9. Teacher Navigation Key

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

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

### 10. GRADUATE Evidence Alignment

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

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

### 11. Module at a Glance

**Cluster 6 framework preview:** CLAIM writing [M1]: decide a position, then write a claim = decision + "because" + reasons. Triangle the decision clue words "should, whether, if". The Magnifying Process [M2, four layers, NOT lettered]: L1 Brainstorm many reasons; L2 Group the reasons; L3 Narrow each group to one strong idea; L4 Choose the final three groups as topic sentences. CREATURES [M3]: C=Claim (state the position); R=Reasons (why); E=Evidence (proof from text); A=Argument (logical order); T=Thinking (how the evidence proves the reason); U=Understanding Others (counterargument); R=Rebuttal (respectfully answer the other side and return to the position); E=Ending (reinforce the claim); S=Significance (why it matters beyond you). Argument Path: Establish C to R; Prove E to A to T; Address the other side U to R; Bring together E to S. Argumentative Correspondence [M4]: Greeting, SET introduction (Statement of purpose, Evidentiary transition, Thesis (central idea) = the claim), TREES body, RRR conclusion (R1 restate, R2 refer, R3 reflect), Closing. The argument does not change; only the format and audience change.

| Field            | This Module                                                                                      |
|------------------|--------------------------------------------------------------------------------------------------|
| Cluster / Module | Grade 3, Cluster 6, Module 1                                                                     |
| Module Category  | Argumentative Writing / Extended Constructed Response (Writing Claims for Argumentative Prompts) |
| Primary TEKS     | <b>12C(i)</b> , <b>12C(j)</b> / <b>12C(ii)</b>                                                   |

|                           |                                                                                                                                                                                               |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary Breakout          | Plan a first draft ( <b>12C(ii)</b> ); compose argumentative text with a clear thesis (central idea) ( <b>12C(i)</b> / <b>12C(iii)</b> )                                                      |
| Spiral TEKS               | <b>12C(ii)</b> , <b>12C(i)</b> , <b>12C(i)</b> , <b>12C(i)</b> , <b>12C(i)</b> , <b>12C(i)</b> , <b>12C(i)</b> (Response strand); <b>12C(i)</b> and <b>12C(i)</b> (interdisciplinary content) |
| Recursive TEKS            | <b>12C(ii)</b> revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (argument path) structure                      |
| Content Connection        | Poem "Crash" and narrative "The Good Citizen"                                                                                                                                                 |
| Daily Lesson Time         | About 15 minutes per day, 5 days                                                                                                                                                              |
| Weekly GRADUATE Map       | Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate                                                                                      |
| Student Product(s)        | Shaped WHY/HOW prompts; Spin and Shape Showdown theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker                                                 |
| Formal Assessment Product | Student Exit Ticket and the Module Writing Assignment (ECR)                                                                                                                                   |

## Standards, Learning & Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

#### I Will Statements

- I will find important nouns, the important verb, and the clue word in a prompt.
- I will decide whether a prompt asks WHY or HOW.
- I will identify the problem in the text.
- I will write a thesis (central idea) that matches the prompt.
- I will connect my thesis (central idea) to reasons, evidence, and explanation.

#### I Can Statements

- I can shape a prompt with a circle, box, and triangle.
- I can tell whether a prompt asks for reasons or a way something happened.
- I can use the conflict in a text to help me think.
- I can write a complete thesis (central idea) for an ECR.

#### CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

### 13. Success Criteria

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

- I circle important nouns, box the important verb, and triangle WHY or HOW.
- I tell whether the prompt asks for reasons or a way something happened.
- I identify the problem or conflict that helps me answer the prompt.
- I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- I write a complete thesis (central idea) with a reason for WHY or a way for HOW.
- I use argument path to connect my thesis (central idea) to a reason or way, evidence, explanation, and significance.

### 14. Evidence That Will Demonstrate Mastery

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

- Day 2 guided practice: shaped prompt cards and prompt-matched theses from Spin and Shape Showdown.
- Day 3 independent product: a shaped prompt, an independent thesis (central idea) explaining WHY people gathered to create responsibility, and an underlined reason.
- Day 4 revision: a revised thesis (central idea) and a stated next step.
- Day 5 exit ticket: a shaped HOW prompt about Maya, a thesis (central idea) with the way underlined, and a partner teaching explanation; the printable addendum checks the narrative's WHY thesis (central idea).

- Transfer task: the Module Writing Assignment: a WHY thesis (central idea) about responsibility connected to the ECR (argument path) plan.

## 15. TEKS Correlations

Primary targets are boxed below. Student Expectation wording is verbatim from the lesson plan.

| TEKS            | Strand              | Student Expectation (verbatim)                                                                                                              | Where Taught and Practiced                                                                    |
|-----------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>12C(i)</b>   | Argumentative texts | compose argumentative texts, including opinion essays, using genre characteristics                                                          | Days 1 to 5: students take a side and write a claim.                                          |
| <b>12C(ii)</b>  | Argumentative texts | compose argumentative texts, including opinion essays, using craft                                                                          | Days 3 to 4: students refine and strengthen claims.                                           |
| <b>12D(i)</b>   | Correspondence      | compose correspondence                                                                                                                      | Day 5 previews applying argument to a written audience; the full format is built in Module 4. |
| <b>11B(i)</b>   | Writing process     | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction | Days 1 to 2: students plan a claim that opens an argument.                                    |
| <b>11B(ii)</b>  | Writing process     | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion    | Day 5: students reflect and close their thinking.                                             |
| <b>11B(iii)</b> | Writing process     | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details               | Days 2 to 4: students add reasons and evidence to support the claim.                          |

## 16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **12C(i)** is labeled **12C(ii)** in the Module 1 assessment companion.

| Classification | TEKS                           | Student Expectation (verbatim, abbreviated)                                                            | Where It Occurs                                     |
|----------------|--------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| PRIMARY        | <b>12C(i)</b>                  | plan a first draft by selecting a genre... using a range of strategies                                 | Day 1 model; Days 1-3 planning                      |
| PRIMARY        | <b>12C(i)</b>                  | compose argumentative texts... using a clear thesis (central idea) and genre characteristics and craft | Days 1-5; Day 3 Use; Day 5                          |
| RECURSIVE      | <b>12C(ii)</b>                 | revise drafts to improve sentence structure and word choice...                                         | Day 4; Additional Writing Opportunity               |
| SPIRAL         | <b>12C(i)</b>                  | describe personal connections to a variety of sources...                                               | Day 3 Discuss                                       |
| SPIRAL         | <b>12C(i)</b>                  | write responses... comparing and contrasting ideas across a variety of sources                         | Day 3 cross-text; Day 5 transfer; Enrichment        |
| SPIRAL         | <b>12C(i)</b>                  | use text evidence to support an appropriate response                                                   | Everywhere CSI and evidence are used; argument path |
| SPIRAL         | <b>12C(i)</b>                  | retell, paraphrase, or summarize texts... maintaining meaning and logical order                        | Standards Slide Deck triplets                       |
| SPIRAL         | <b>12C(i)</b>                  | interact with sources in meaningful ways such as note taking, annotating...                            | Every TRACKS treatment; annotation guides           |
| SPIRAL         | <b>12C(i)</b>                  | respond using newly acquired vocabulary as appropriate                                                 | Every writing assignment in this module             |
| SPIRAL         | <b>12C(i)</b>                  | discuss specific ideas in the text that are important to the meaning                                   | Explaining and DEEP FACTS moments; Day 5            |
| SPIRAL         | <b>12C(i)</b> / <b>12C(ii)</b> | reasons people form people; individuals who made scientific breakthroughs                              | Day 1 content context (both texts)                  |
| RECURSIVE      | Conventions                    | capitalization, punctuation, subject-verb agreement, verb tense (retrieval)                            | Conventions Connection; Day 4 editing               |
| RECURSIVE      | DOT / TRACKS / argument path   | reading and evidence habit carried across modules                                                      | Anchor charts; all five days                        |

## 17. ELPS Correlations

| ELPS          | Domain  | Language Pattern    | Complete Student Expectation (verbatim)                                                           | Day Addressed |
|---------------|---------|---------------------|---------------------------------------------------------------------------------------------------|---------------|
| 4(C)(iii)     | Writing | Content vocabulary  | write using content-area vocabulary                                                               | Days 1 to 5   |
| 4(D)(i)-(iii) | Writing | Sentence structures | write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words | Days 3 to 5   |
| 4(E)(i)-(ii)  | Writing | Conventions         | write formal or informal text using conventions and grammatical structures                        | Days 4 and 5  |
| 4(F)(i)       | Writing | Purpose             | write to narrate, describe, explain, respond, or persuade with detail in the content areas        | Days 2 to 5   |

### ELPS Woven Into Intervention

| ELPS      | Complete Student Expectation                                                               | Day Addressed            |
|-----------|--------------------------------------------------------------------------------------------|--------------------------|
| 4(C)(iii) | write using content-area vocabulary                                                        | Intervention after Day 2 |
| 4(F)(i)   | write to narrate, describe, explain, respond, or persuade with detail in the content areas | Intervention after Day 3 |

### ELPS Woven Into Enrichment

| ELPS      | Complete Student Expectation                                                               | Day Addressed          |
|-----------|--------------------------------------------------------------------------------------------|------------------------|
| 4(D)(iii) | write using a variety of grade-appropriate connecting words                                | Enrichment after Day 4 |
| 4(F)(i)   | write to narrate, describe, explain, respond, or persuade with detail in the content areas | Enrichment after Day 4 |

## 18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students build claims with a decision, because, and reasons.

| Proficiency Level | Language Objective                                                                            |
|-------------------|-----------------------------------------------------------------------------------------------|
| Pre-Production    | Point to the decision, because, and reasons using gestures and icons.                         |
| Beginning         | Sort decision cards and reason cards before speaking.                                         |
| Intermediate      | Say aloud: "Amina should tell the truth because honesty shows responsibility."                |
| High Intermediate | Explain: "Amina's honesty was important because it built trust and helped make things right." |
| Advanced          | Use oral rehearsal to refine a claim before writing a complete response.                      |

### Teacher Script & Oral Rehearsal Scaffolding

- Use: "Amina should tell the truth because honesty shows responsibility."
- Use: "Maya should return because Rusty depends on her."
- Use: "My claim is \_\_\_\_ because \_\_\_\_ and \_\_\_\_."
- Invite students to say the claim to a partner before writing.

## 19. Language Domains

| Domain    | How This Module Builds It                                                                                                                         |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Listening | Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.                             |
| Speaking  | Students say their thinking aloud to a partner before they write, using the sentence frames provided.                                             |
| Reading   | Students read the module passage and the prompt closely, marking the words that carry the meaning.                                                |
| Writing   | Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence. |

## 20. Rigor Safeguard

| Teachers MAY provide                                                                                                                               | Teachers MAY NOT do for students                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame. | Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student. |

The student must still analyze the clue word and create the prompt-matched thesis (central idea).

## 21. Rigor & Cognitive Demand

| Level of Thinking | What Students Must Do                                                     | Expected Degree of Independence | Evidence of the Thinking                                                                     |
|-------------------|---------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------|
| Literal           | Locate important nouns, the important verb, and WHY or HOW in the prompt. | Supported on Day 1.             | Important nouns are circled, the important verb is boxed, and the clue word is triangulated. |

|                          |                                                                                                                               |                                           |                                                                                       |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------|
| Inferential              | Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.            | Guided on Days 1-2; independent by Day 3. | The prompt is sorted and the student explains the choice.                             |
| Evaluative               | Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.      | Partner discussion on Days 2 and 5.       | The student defends or revises a thesis (central idea).                               |
| Synthesis (central idea) | Shape one prompt asking WHY AND HOW responsibility improved people and write a thesis (central idea) that answers both parts. | Independent challenge after mastery.      | A thesis (central idea) with a reason and a way, ready to develop with argument path. |

## 22. The Five Thinking Levels

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

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

### The Progression of Thinking

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

**Where this module primarily operates:** Visible and Independent (Levels 3-4). Students use the conflict and textual evidence to write a matching thesis (central idea), then apply the same shaping habit independently to a new WHY or HOW prompt.

## 23. Possible Teacher Misconceptions

| The Misconception                                        | What a Teacher Might Misunderstand                                                | A Practical Way to Self-Correct                                                                                                                                     |
|----------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Finding WHY or HOW completes prompt analysis.            | The teacher may skip the important nouns and verb or the text's conflict.         | Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.                                                |
| A HOW answer only needs to say the solution was helpful. | The teacher may accept a general judgment without the way the problem was solved. | Ask, "How did it solve the problem?"<br>Model a by phrase that names the way.                                                                                       |
| Clue-word sorting is the final goal.                     | The teacher may stop before students write a thesis (central idea).               | Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched thesis (central idea). |

## 24. Possible Student Misconceptions

| What Students May Misunderstand                      | What a Teacher Might Notice                                                           | A Practical Way to Correct or Reteach It                                                                  |
|------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| WHY and HOW ask for the same answer.                 | The student tells why a discovery matters without explaining how it solved a problem. | Contrast WHY = reasons, using because, with HOW = a way something happened, using by.                     |
| A true detail is enough for a thesis (central idea). | The student writes "People gathered" without answering why they gathered.             | Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason. |
| Evidence explains itself.                            | The student copies a detail but does not connect it to the thesis (central idea).     | Prompt: "This shows _____ because _____."                                                                 |

## Module Foundations: Review, Refresh & Readiness

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

### 25. TEKS Target

**Exact standard and breakout being taught:** **[12C(i)]** compose argumentative texts, including brief compositions that convey information about a topic, using a clear thesis (central idea) and genre characteristics and craft, with **[12C(ii)]** plan a first draft. The week's isolated breakout, **[12C(iii)]** in the assessment companion, is writing a clear thesis (central idea) that answers a WHY or HOW prompt. Students shape the prompt and use the text's conflict to plan.

### 26. How I Say the Standard!

| TEKS              | Student Expectation (verbatim)                                                                                                              |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>[12C(i)]</b>   | compose argumentative texts, including opinion essays, using genre characteristics                                                          |
| <b>[12C(ii)]</b>  | compose argumentative texts, including opinion essays, using craft                                                                          |
| <b>[12D(i)]</b>   | compose correspondence                                                                                                                      |
| <b>[11B(i)]</b>   | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction |
| <b>[11B(ii)]</b>  | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion    |
| <b>[11B(iii)]</b> | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details               |

### 27. This Week I Can...

**This week I can shape a prompt with a circle, box, and triangle, tell whether it asks for reasons or a way something happened, use the conflict to help me think, and write a complete thesis (central idea) for an ECR.**

### 28. Before I Can... Prerequisites

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

- Read a grade-level narrative and narrative and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **[12C(i)]**

### 29. Remember This! (60-Second Retrieval)

#### TEACHER SCRIPT

*"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."*

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

### 30. Vocabulary Infusion

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

| Word                  | Student-Friendly Meaning                                    | Use It Today                                     |
|-----------------------|-------------------------------------------------------------|--------------------------------------------------|
| prompt                | the question or task a writer is asked to answer            | I shape the prompt before I write.               |
| WHY / HOW             | WHY asks for reasons; HOW asks for a way something happened | I triangle WHY or HOW.                           |
| thesis (central idea) | a complete sentence that clearly answers the prompt         | My thesis (central idea) matches the prompt.     |
| conflict              | a problem or struggle in a text                             | The conflict helps me think of my reason or way. |

### 31. Conventions Connection

---

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS **4(E)** conventions).

### 32. Writing Connection

---

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their thesis (central idea) answers the exact question and their reason or way, evidence, explanation, and significance develop that thesis (central idea). This is the habit that turns a guess into a planned ECR.

### 33. Watch Out!

---

**Common misconception:** students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

### 34. Ready Check

---

Read one prompt aloud: "Explain WHY responsibility help people stay safe and fair." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

### 35. Teacher Look-Fors

---

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

## Vocabulary, Content & Preparation

### TEACHER SCRIPT

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

## 36. Complete Tier 1 Vocabulary

### TEACHER SCRIPT

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

| Word           | Student-Friendly Definition                            | Oral Rehearsal Frame                       |
|----------------|--------------------------------------------------------|--------------------------------------------|
| reason         | an answer that tells why something matters or happened | One reason responsibility matter is _____. |
| WHY            | the clue word that asks for reasons                    | WHY tells me to give _____.                |
| HOW            | the clue word that asks for a way something happened   | HOW tells me to explain a _____.           |
| problem        | something that needs to be solved                      | The problem was _____.                     |
| solution       | an answer to a problem                                 | A solution can _____.                      |
| fair           | treating people equally and rightly                    | Amina can make life more _____.            |
| safe           | protected from harm                                    | Mayaized Rusty's food is more _____.       |
| sick           | not feeling well or healthy                            | Germs can make people _____.               |
| care           | a direction people are expected to follow              | A _____ can prevent conflict.              |
| responsibility | a care made for a classroom                            | A _____ can protect people.                |
| clue           | something that helps a person figure something out     | The word _____ helped me decide.           |
| effect         | something that happens because of an action or event   | One _____ was _____.                       |

### 37. Complete Tier 2 Vocabulary

#### TEACHER SCRIPT

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

| Word                  | Student-Friendly Definition                       | Oral Rehearsal Frame                                         |
|-----------------------|---------------------------------------------------|--------------------------------------------------------------|
| prompt                | the question or task a writer is asked to answer  | I analyze the prompt before I write.                         |
| analyze               | to look closely at parts in order to understand   | I analyze the clue words.                                    |
| thesis (central idea) | a sentence that clearly answers a prompt          | My thesis (central idea) matches the prompt.                 |
| evidence              | proof from a text that supports an idea           | My evidence proves my thinking.                              |
| explanation           | words that tell how evidence proves an idea       | My explanation connects the proof and thesis (central idea). |
| significance          | why an idea matters                               | I explain the significance of responsibility.                |
| noun                  | a word that names a person, place, thing, or idea | I circle important nouns in the prompt.                      |
| verb                  | a word that tells an action or state              | I box the important verb in the prompt.                      |
| reasons               | explanations of why something matters or happens  | WHY prompts need reasons.                                    |
| clue word             | WHY or HOW, showing the thinking a prompt needs   | I draw a triangle around the clue word.                      |
| conflict              | a problem or struggle in a text                   | The conflict helps me understand the prompt.                 |
| way                   | how something happens or a problem is solved      | My HOW thesis (central idea) explains a way.                 |

### 38. Complete Tier 3 Vocabulary

**TEACHER SCRIPT**

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

| Word          | Say It This Way  | Student-Friendly Definition                                                                   |
|---------------|------------------|-----------------------------------------------------------------------------------------------|
| trust         | FAIR-ness        | the quality of treating people equally and rightly                                            |
| arguments     | AR-gyuh-ments    | disagreements in which people strongly share different opinions                               |
| reasons       | ree-SOR-siz      | useful supplies or things people need                                                         |
| classroom     | kuh-MYOO-nuh-tee | people who live, work, or learn in the same place                                             |
| worry         | jermz            | tiny living things that can make people sick                                                  |
| illness       | IL-niss          | sickness or poor health                                                                       |
| Maya          | pas-TOOR         | Louis Maya, a scientist who studied worry and food safety                                     |
| safe          | PAS-chuh-rized   | heated to kill harmful worry                                                                  |
| discovery     | dih-SKUHV-uh-ree | something new that a person finds out                                                         |
| scientific    | sy-uhn-TIF-ik    | connected to learning through careful study and testing                                       |
| protection    | pruh-TEK-shun    | being kept safe from harm                                                                     |
| argument path | treez            | thesis (central idea) (Claim (central idea)), Reason/Way, Evidence, Explanation, Significance |

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

### 39. Background Knowledge & Teacher Context

---

**What the teacher needs to know.** This low-stamina module uses the two Cluster 6 passages: the narrative "Crash" and the narrative "The Good Citizen." In the narrative, arguments, untrust, and unequal access to reasons create conflict until people create responsibility. In the narrative, Louis Maya's work helps people understand that heating Rusty's food and other liquids can remove harmful worry and protect health. Both texts show a problem, a response, and a result.

**Important conceptual background.** Circle the important nouns to identify the topic, box the important verb to identify the action, and triangle WHY or HOW to identify the question. WHY asks for reasons; HOW asks for a way something happened or how a problem was solved. The conflict guides the thesis (central idea). The enrichment prompt asks WHY AND HOW responsibility improved people, so students give both a reason and a way in an answer to that single prompt.

**Content context and connection to writing instruction.** The narrative supports a discussion of how a classroom responds when trust is lost. The narrative offers a narrative context for responsibility and public health. Each passage gives students a problem and solution to use when shaping its prompt and writing a matching thesis (central idea). The brief comparison during Day 3 helps students recognize the conflict before returning to the narrative's WHY prompt.

#### **The ECR Habit**

Before writing, students DOT unknown words, circle important nouns, box the important verb, triangle WHY or HOW, and identify the conflict. They write a matching thesis (central idea), then use argument path: thesis (central idea), Reason/Way, Evidence, Explanation, and Significance. The reason or way develops the thesis (central idea); evidence gives text proof; explanation connects that proof to the thesis (central idea); significance states why the idea matters. **12C(i)**

## 40. Materials Needed

| Category                  | Items                                                                                                                                         |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Core print materials      | Printed copies of both passages; interactive notebooks; anchor chart paper                                                                    |
| Activity / game materials | WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for Spin and Shape Showdown |
| Writing materials         | Pencils; dry erase boards and markers; sticky notes                                                                                           |
| Assessment materials      | Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment                                                                  |
| Technology                | Projector or board for the Daily Deck slides                                                                                                  |
| Accessibility supports    | Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards                                   |

## 41. Preparation Before Day 1

- ☐ Prepare a prompt-shaping chart and a WHY / HOW chart: WHY asks for reasons; HOW asks for a way something happened. Add the ECR (argument path) chart with Reason/Way.
- ☐ Prepare prompt cards from the module's displayed prompts, a WHY/HOW/BOTH spinner, and a movement path for each pair or group.
- ☐ Prepare a WHY / HOW sorting chart in student notebooks with space to shape a prompt and write a thesis (central idea).
- ☐ Copy the provided narrative "Crash" and narrative "The Good Citizen." Plan short reading and writing portions for this low-stamina module.
- ☐ Prepare the model WHY thesis (central idea) about responsibility, the weak thesis (central idea) "Amina was honest" and its revision, and a HOW thesis (central idea) about Maya's return.
- ☐ Set out notebooks and pencils for shaping prompts and writing complete theses during Spin and Shape Showdown.

## 42. Weekly Timing & Transition Overview

| Day   | Minutes | GRADUATE Stage                  | What Happens                                                                                                                                           |
|-------|---------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | 15      | G Gather + R Reveal             | Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce argument path. |
| Day 2 | 15      | A Attempt                       | Play Spin and Shape Showdown: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).                                           |
| Day 3 | 15      | D Discuss + U Use               | Discuss the narrative's conflict; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.                         |
| Day 4 | 15      | A Award + T Target              | Recognize accurate shaping and a matching thesis (central idea); revise "Amina was honest" using the conflict and set a next step.                     |
| Day 5 | 15      | E Educate and Explain to Others | Teach a partner prompt shaping and argument path; shape the Maya HOW exit ticket and write a thesis (central idea) with the way underlined.            |

### 43. Tiny Times Transition

---

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

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

## Citizenship & Content Connection

### 44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the narrative) and to science and society (the narrative).

| Element                            | This Module                                                                                                                                                                            |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suitability                        | A natural fit. The narrative is about why people create responsibility; the narrative is about a responsible choice that protects public health.                                       |
| Focus                              | Self-government and responsible citizenship; free enterprise and science in society.                                                                                                   |
| Historical / Content Connection    | People form people and write responsibility for responsibility and trust ( <b>12C(i)</b> ). Louis Maya's breakthrough in food safety still protects people today ( <b>12C(i)</b> ).    |
| Perspective Connection             | Amina protect the rights of every person in a classroom; responsible choice serves the common good.                                                                                    |
| Literacy-to-Citizenship Connection | Reading a prompt carefully mirrors reading a care or a public message carefully. Citizens who read closely make better decisions.                                                      |
| Citizenship Question               | "How do fair care and shared knowledge help a classroom keep people safe?"                                                                                                             |
| Teacher Script                     | <i>"Communities write responsibility so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i> |
| Accuracy / Source Note             | Louis Maya (1822-1895) developed responsibility, the process of heating liquids to reduce harmful worry. Present this as accurate history, not decoration.                             |

## Instructional Tools & Source Text

### 45. Anchor Charts / Core Strategy Visuals

#### Three Shapes

| Circle                | Box             | Triangle                                      |
|-----------------------|-----------------|-----------------------------------------------|
| the topic or decision | the action verb | the decision clue word: "should, whether, if" |

#### CLAIM Formula

| Part     | What It Does                          | Model                                                                 |
|----------|---------------------------------------|-----------------------------------------------------------------------|
| Decision | Choose a position.                    | Amina should have told the truth                                      |
| Because  | Declare the WHY.                      | because                                                               |
| Reasons  | Explain why the decision makes sense. | honesty builds trust, shows responsibility, and helps solve problems. |

#### Reused Habits

| Habit        | Exact Routine                                                                            | Use in This Module                         |
|--------------|------------------------------------------------------------------------------------------|--------------------------------------------|
| TRACKS       | Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge, Scenery / Setting | Find evidence in both narratives.          |
| Three Shapes | circle the topic/decision, box the action verb, triangle the decision clue word          | Mark the argumentative prompt.             |
| DOT          | Dot the word, Discover the meaning, Drop the dot.                                        | Handle an unfamiliar word before deciding. |

### 46. Core Habit / Strategy Explanation

#### TEACHER SCRIPT

*"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."*

#### CLASS SLIDE

DOT = I am not sure about this word yet.

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

#### CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (argument path) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

## 47. Student Source Passage(s)

**Passage use:** use the two informational source texts below at low stamina. Retain their numbered paragraphs for discussion and evidence references.

### Passage 1: "Crash" (Stamina: Low)

- [1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.
- [2] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke.
- [3] Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.
- [4] Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly.
- [5] Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."
- [6] Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."
- [7] Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean.
- [8] Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard."
- [9] Amina felt proud. She had made a mistake, but her honesty helped make things right.

### Passage 2: "The Good Citizen" (Stamina: Low)

- [1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.
- [2] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.
- [3] One busy Saturday, Maya rushed through her chores. She had promised to meet her friends at the park later, and she kept checking the clock. She swept the floor, cleaned the cages, and took several dogs outside for exercise. When she finished, she waved goodbye to Rusty and rode her bike home.
- [4] Later that afternoon, Maya suddenly froze. A terrible thought rushed into her mind. In her hurry, she had never filled Rusty's food bowl. Her stomach twisted with worry. Rusty had been waiting for her, trusting her to take care of him.
- [5] Maya jumped on her bike and pedaled as fast as she could back to the shelter. When she arrived, Rusty wagged his tail the moment he saw her. Maya quickly filled his bowl and watched him eat.
- [6] As she sat beside him, Maya realized something important. Being a good citizen meant doing your job carefully, especially when others depended on you. Rusty was counting on her, and next time, she would not forget.

## 48. Student Annotation Guide

The evidence students learn to identify in each source. **4(C)(ii)**

### Crash

| TRACKS                         | Evidence                                                                                                                       |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| T Time                         | One afternoon; For a moment; Later; Soon                                                                                       |
| R Reactions                    | Amina's heart started to race; Amina wondered if she should stay quiet; Amina felt proud; her honesty helped make things right |
| A Actions                      | Amina's elbow bumped the table; the glass jar fell to the floor and broke; Amina raised her hand                               |
| C Character, Concept, Creature | Amina; Mrs. Ramirez; Diego; Mei; Jamal; honesty; responsibility; citizenship                                                   |
| K Key Knowledge                | Accidents happen; being honest shows responsibility; being a good citizen means telling the truth, even when it feels hard     |
| S Scenery / Setting            | her classroom; the table near the window; the floor                                                                            |

### The Good Citizen

| TRACKS                         | Evidence                                                                                                                       |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| T Time                         | Every Saturday morning; One busy Saturday; Later that afternoon                                                                |
| R Reactions                    | Rusty wagged his tail wildly; Maya's stomach twisted with worry; Maya realized something important                             |
| A Actions                      | Maya had never filled Rusty's food bowl; Maya jumped on her bike and pedaled as fast as she could; she quickly filled his bowl |
| C Character, Concept, Creature | Maya; Rusty; responsibility; citizenship                                                                                       |
| K Key Knowledge                | Others depended on Maya; being a good citizen meant doing your job carefully; Rusty was trusting her to take care of him       |
| S Scenery / Setting            | the small dog shelter at the edge of town; the kennels; the park                                                               |

## 49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **12C(ii)**

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

| Mark | Category                     | What It Captures (Color Label)                                                                                              |
|------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| T    | Time                         | Age, era, dates, cultural or narrative details. Often adjectives. (Pastel Green)                                            |
| R    | Reactions                    | Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)                                     |
| A    | Actions                      | Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)                                           |
| C    | Character, Concept, Creature | Names of people, animals, or major concepts used as the thesis (central idea). Often nouns or proper nouns. (Pastel Yellow) |
| K    | Key Knowledge                | Other important information necessary to meaning (background knowledge). (Pastel Orange)                                    |
| S    | Scenery / Setting            | Setting details acknowledged or measured through the five senses. (Pastel Green)                                            |

**Game cards note:** highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

## 50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day, Stage, Group, Minutes, Day Purpose, standards, Class Slide cue, Teacher Script, student task, expected thinking, embedded check, access without lowering rigor, misconception and teacher move, and student product.

**DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■**  
**TEACH**

**Day Purpose:** gather ideas from both narratives, reveal the claim formula, and model a claim that answers the Amina prompt.

| Standard | Focus                                                                                                                                                                            |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics;<br><b>11B(i)</b> organize with purposeful structure, including an introduction |
| ELPS     | <b>4(C)(ii)</b> write using content-area vocabulary; <b>4(F)(i)</b> write to respond or persuade with detail                                                                     |

### GATHER ■ TEACH

#### CLASS SLIDE

Read "Crash" and "The Good Citizen." Notice what each character chooses and why the choice matters.

#### TEACHER SCRIPT

*"Amina and Maya both face a decision. As you listen, notice what each character chooses and why the choice matters."*

### REVEAL ■ TEACH

#### CLASS SLIDE

Three Shapes: circle the topic or decision, box the action verb, triangle the decision clue word "should, whether, if."

#### CLASS SLIDE

Model Prompt: Explain if Amina should have told the truth about breaking the jar.

#### TEACHER SCRIPT

*"I am looking for the decision clue word if. I will triangle if. The prompt asks me to decide whether Amina should have told the truth."*

#### CLASS SLIDE

Model Claim: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

Point out the decision, the word "because," and the three reasons. Point to Amina raising her hand, telling Mrs. Ramirez what happened, and helping make things right.

#### EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show the decision with one hand, touch "because," and count the reasons on their fingers.

**Misconception / teacher move:** if a student names only the jar breaking, return to the prompt and ask what Amina should have done.

**Access without lowering rigor:** reread the prompt and allow oral rehearsal; students still choose the decision and reasons. **Student product:** shaped model prompt and annotated model claim.

**DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN**

**Day Purpose:** practice deciding a side and writing a claim that matches a prompt through Decide and Declare.

| Standard | Focus                                                                                                                                                               |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics;<br><b>11B(iii)</b> develop an engaging idea with relevant details |
| ELPS     | <b>4(D)(i)-(iii)</b> write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words                                              |

**ATTEMPT ○ LEARN**

**CLASS SLIDE**

Decide and Declare: read the prompt, decide a side, add "because," and give reasons.

**CLASS SLIDE**

Prompt Card: Should Maya have returned to the shelter to feed Rusty?

| Step | Action                          | Check                             |
|------|---------------------------------|-----------------------------------|
| 1    | Read the whole prompt.          | Hear the entire task.             |
| 2    | Triangle "should, whether, if." | Name the decision clue word.      |
| 3    | Choose a side.                  | Say, "My decision is ____."       |
| 4    | Add "because."                  | Declare the WHY.                  |
| 5    | Give two or more reasons.       | Connect reasons to the narrative. |
| 6    | Write a complete claim.         | Use a capital letter and period.  |

**EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN**

Before accepting a claim, listen for a clear decision, "because," and at least two text-connected reasons.

**Misconception / teacher move:** if a student writes "Maya was worried," ask for a decision about returning and a reason that supports it.

**Access without lowering rigor:** allow pointing, oral rehearsal, and the frame "Maya should have returned because \_\_\_\_ and \_\_\_\_." **Student product:** two prompt-matched claims.

**DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS**

**Day Purpose:** discuss what makes a claim strong, then independently write a claim for Amina.

| Standard | Focus                                                                                                                                                                                  |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics;<br><b>12C(ii)</b> compose argumentative texts, including opinion essays, using craft |
| ELPS     | <b>4(F)(i)</b> write to explain, respond, or persuade with detail in the content areas                                                                                                 |

## DISCUSS ○ LEARN

### TEACHER SCRIPT

*"What decision does the claim make? Where do you hear because? Which reasons connect to what happened in the narrative?"*

Expected thinking: the claim takes a side, declares the WHY, and names reasons connected to Amina's honesty and responsibility.

## USE ✓ ASSESS

### CLASS SLIDE

Write a claim for: Explain if Amina should have told the truth about breaking the jar.

**Step 1:** Triangle the decision clue word. **Step 2:** Write a decision. **Step 3:** Add "because" and reasons. **Step 4:** Underline the reasons. **Step 5:** Add one piece of evidence if ready.

### EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the independent claim. Check for the decision, "because," and reasons connected to "Crash."

**Misconception / teacher move:** if a student writes only "Amina broke the jar," ask, "What should Amina have done?"

**Access without lowering rigor:** provide the frame but do not supply the reasons. **Student product:** independent Amina claim with reasons underlined.

**DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** recognize accurate decision writing, revise a vague claim, and set one next step.

| Standard | Focus                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(ii)</b> compose argumentative texts, including opinion essays, using craft; <b>11B(iii)</b> develop an engaging idea with relevant details |
| ELPS     | <b>4(E)(i)-(ii)</b> write formal or informal text using conventions and grammatical structures                                                    |

## AWARD ✓ ASSESS

### TEACHER SCRIPT

*"Point to one place where you made a decision and one place where you declared the WHY. That is evidence of growth."*

## TARGET ✓ ASSESS

### CLASS SLIDE

Weak claim: Amina was honest.

### CLASS SLIDE

Possible revision: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

#### SMALL-GROUP SUPPORT

Build It: "Amina should have \_\_\_\_." Fix It: add "because." Say It: add two reasons from "Crash."

**Access without lowering rigor:** rehearse the decision and reasons aloud; each student writes the revision. **Student product:** Award reflection, Target, and revised claim.

**DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** teach the claim formula to a partner and transfer the skill to a Maya prompt.

| Standard | Focus                                                                                                                                                                           |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics;<br><b>11B(ii)</b> organize with purposeful structure, including a conclusion  |
| ELPS     | <b>4(D)(i)-(iii)</b> write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words; <b>4(F)(i)</b> write to respond or persuade with detail |

#### EXPLAIN ✓ ASSESS

##### CLASS SLIDE

Turn and Teach: explain decision + "because" + reasons.

##### TEACHER SCRIPT

"Teach your partner what you learned about a claim. Use this sentence: A claim is \_\_\_\_ because \_\_\_\_."

#### Transfer

##### CLASS SLIDE

Exit Ticket: Explain whether Maya should have returned to the shelter to feed Rusty. Write a claim and underline the reasons.

Check for a decision about returning, "because," and reasons tied to responsibility, Rusty's dependence, or careful work.

#### EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Explain how each reason supports the decision. A statement that Maya felt worried is not enough by itself.

**Access without lowering rigor:** reread the prompt and allow oral rehearsal; the student chooses the decision and writes reasons independently.

#### CLOSING ENCOURAGEMENT

"You can make a decision, declare the WHY, and give reasons that help your reader understand your argument."

## Student Exemplars

Deck slides 17-19 use this prompt: Explain WHY responsibility were needed in "Crash." The companion adds a secure central-idea model below.

### 51. Low / Developing Exemplar

| Field                             | Detail                                                                          |
|-----------------------------------|---------------------------------------------------------------------------------|
| Student response                  | Amina was honest.                                                               |
| What the student did successfully | Named the topic (responsibility) and attempted a complete sentence.             |
| What is missing                   | The response does not answer WHY and has no reason, evidence, or explanation.   |
| Why it falls at this level        | The response names the topic without explaining WHY responsibility were needed. |
| Exact next instructional step     | Triangle WHY. Complete "Amina were needed because ____."                        |

### 52. Medium / Approaching Exemplar

| Field                             | Detail                                                                                            |
|-----------------------------------|---------------------------------------------------------------------------------------------------|
| Student response                  | Amina should have told the truth because it was the right thing to do.                            |
| What the student did successfully | The thesis (central idea) answers WHY and includes a reason.                                      |
| What is missing                   | The reason is too vague and there is no evidence or explanation.                                  |
| Why it falls at this level        | The thesis (central idea) matches WHY, but "problems" does not identify the conflict clearly.     |
| Exact next instructional step     | Name the conflict: arguments, untrust, and growing problems. Add proof and explain it when ready. |

### 53. High / Secure Exemplar

| Part                         | Example                                                                                                        |
|------------------------------|----------------------------------------------------------------------------------------------------------------|
| Clue word                    | WHY                                                                                                            |
| Thinking type                | REASONS                                                                                                        |
| Strong thesis (central idea) | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. |
| Why it works                 | It answers WHY with specific reasons grounded in the narrative's conflict.                                     |

### Additional Secure Exemplars

| Type                            | Clue Word | Strong thesis (central idea) (Claim (central idea))                                                            | Why It Works                                        |
|---------------------------------|-----------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Companion thesis (central idea) | WHY       | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. | Clear message, broad enough to develop into an ECR. |
| Drama transfer<br><b>12C(i)</b> | HOW       | Maya's return made Rusty's food safer by showing that heating liquids could kill harmful worry.                | Answers HOW with a way.                             |

**Secure Response: Evidence and Explanation (Deck Slide 19)**

| <b>Response Part</b> | <b>Text from the Secure Model</b>                                                                                                   | <b>Why It Works</b>                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Evidence             | In the narrative, some people took more food while others had too little.                                                           | Gives text proof of untrust.                                    |
| Explanation          | This shows that clear responsibility were needed to protect people from unfair actions and help the classroom become safe and fair. | Connects the proof to the prompt-matched thesis (central idea). |

## Assessment & Evidence

### 54. Teacher Answer Guidance & Evidence Notes

**What an adequate final understanding should include:** a student who understands this module can (1) circle important nouns, box the important verb, and triangle WHY or HOW, (2) explain that WHY asks for reasons and HOW asks for a way something happened, (3) identify the conflict, and (4) write a complete thesis (central idea) that answers the exact prompt. Accept varied wording when the thesis (central idea) gives the required reason or way. Students use argument path to connect that thesis (central idea) to a reason or way, evidence, explanation, and significance.

### 55. Standards Evidence Trail

| Evidence ID | Location       | Role     | What It Demonstrates                                                                                 |
|-------------|----------------|----------|------------------------------------------------------------------------------------------------------|
| T1          | Day 1 Gather   | ■ TEACH  | Problems in the texts identified as the starting point for prompt analysis.                          |
| T2          | Day 1 Reveal   | ■ TEACH  | Three prompt shapes, a matching WHY thesis (central idea), and the argument path connection modeled. |
| L3          | Day 2 Attempt  | ○ LEARN  | Spin and Shape Showdown prompts shaped and matched to written theses.                                |
| L4          | Day 3 Discuss  | ○ LEARN  | Students explain WHY and the narrative's conflict and make a personal connection.                    |
| A5          | Day 3 Use      | ✓ ASSESS | Independent shaped WHY prompt, complete thesis (central idea), and underlined reason.                |
| A6          | Day 4 Award    | ✓ ASSESS | Student names a demonstrated strength with evidence.                                                 |
| A7          | Day 4 Target   | ✓ ASSESS | Student revises a weak thesis (central idea) to meet a next step.                                    |
| A8          | Day 5 Explain  | ✓ ASSESS | Student teaches the skill back accurately.                                                           |
| A9          | Day 5 Transfer | ✓ ASSESS | Shaped HOW prompt about Maya, matching thesis (central idea), and underlined way.                    |

### 56. Assessment Opportunities

| Field                 | Detail                                                                                                                                                               |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose               | Determine whether students can shape a WHY or HOW prompt, use the conflict, and write a thesis (central idea) that clearly answers it.                               |
| Who Administers It    | The classroom teacher during the lesson.                                                                                                                             |
| Materials Needed      | Student notebooks, Spin and Shape Showdown prompt cards, pencils, the shape key, and both provided passages.                                                         |
| Related TEKS Breakout | <b>12C(i)</b> planning; <b>12C(i)</b> clear thesis (central idea), genre characteristics, and craft; <b>12C(ii)</b> revising.                                        |
| Task                  | Students circle important nouns, box the important verb, triangle WHY or HOW, identify the conflict, write a matching thesis (central idea), and revise for clarity. |

|                   |                                                                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expected Response | The three shapes mark the correct words; the thesis (central idea) is a complete sentence that answers WHY with a reason or HOW with a way grounded in the text's problem and solution. |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Informal Assessment.** During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Spin and Shape Showdown.

**Formative Assessment.** The Day 3 independent thesis (central idea) check is the formative check. Students shape "Explain WHY people gathered to create responsibility in the narrative," use the conflict to write a thesis (central idea), and underline the reason. They add evidence and explanation if ready.

**Exit Ticket Assessment.** The Day 5 exit ticket asks students to shape "Explain HOW Maya's return solved a problem." Review the shapes, the problem of unsafe Rusty's food, and a complete thesis (central idea) with the way underlined. Section 56 provides a separate printable WHY check about responsibility.

#### Assessment Prompt Bank (Teacher Reference)

| Prompt                                                                 | Prompt Type                    | Expected thesis (central idea) (Claim (central idea))                                                                        |
|------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Explain WHY responsibility help people stay safe and fair.             | WHY (reasons)                  | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.               |
| Explain HOW Maya's return solved a problem.                            | HOW (a way something happened) | Maya's return solved the problem of unsafe Rusty's food by showing that heating liquids could kill harmful worry.            |
| Explain WHY people gathered to create responsibility in the narrative. | WHY (reasons)                  | People gathered to create responsibility because arguments, untrust, and growing problems showed that they needed fair care. |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Prompt:** Explain whether Maya should have returned to the shelter to feed Rusty.

1. Triangle the decision clue word.
2. Write the decision you support.
3. Build a claim using a decision + "because" + reasons.

---

4. Underline the reasons in your claim.
5. Write one passage detail that supports one reason.

---

### 58. Exit Ticket Answer Key

| Item | Answer                                                                                                                                                                                                                                                                                                | Expected Thinking                                                                              | Points | TEKS Evidence                  |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------|--------------------------------|
| 1    | REASONS (WHY). Shaping check: circle people and responsibility, box need, and triangle WHY.                                                                                                                                                                                                           | WHY asks for reasons.                                                                          | 2      | <b>12C(i)</b> ; <b>12C(ii)</b> |
| 2    | Secure example: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. Award 4 for a clear message broad enough to develop; 3 for a clear but general idea; 2 for related details without the message; 1 for a topic only; 0 for no response. | States the thesis (central idea), not a single detail.                                         | 4      | <b>12C(i)</b> / <b>12C(ii)</b> |
| 3    | Underline the words explaining the reason, such as "because when small problems grow, responsibility give everyone a fair way to solve them and live together." Award 2 for the complete reason; 1 for a partial reason; 0 if absent.                                                                 | Locates the WHY answer in the thesis (central idea).                                           | 2      | <b>12C(ii)</b>                 |
| 4    | "Many small problems quickly grew to one." Accept a paraphrase naming the growing problems. Award 2 for that relevant detail; 1 for a related but unclear detail; 0 for an unrelated detail or no response.                                                                                           | Connects growing problems to the need for responsibility, as in companion Module 1 question 2. | 2      | <b>12C(i)</b> ; <b>12C(ii)</b> |

## 59. Scoring Principle

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Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

## 60. Gradebook Conversion

| Raw Score | Percent   | Interpretation | Next Instructional Step                                                                                        |
|-----------|-----------|----------------|----------------------------------------------------------------------------------------------------------------|
| 9-10      | 90-100%   | Secure         | Route to Connect Across Texts enrichment.                                                                      |
| 7-8       | 70-89%    | Developing     | Reteach the missing shape or help the student use the conflict to state a clear reason.                        |
| 5-6       | 50-69%    | Emerging       | Small-group Name the Thinking intervention.                                                                    |
| 0-4       | Below 50% | Beginning      | Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames. |

## 61. Recommended Gradebook Label

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**Gradebook label:** "G3 C6 M1 Writing Claims for Argumentative Prompts, Claim (central idea) (Exit Ticket)."

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

| Field                       | Detail                                                                                                                                                                                                                                                                                             |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary TEKS                | <b>12C(i)</b> (planning); <b>12C(i)</b> / <b>12C(ii)</b> (clear thesis (central idea))                                                                                                                                                                                                             |
| Spiral TEKS                 | <b>12C(ii)</b> (revising); <b>12C(i)</b> (text evidence); <b>12C(i)</b> (newly acquired vocabulary); <b>12C(i)</b> (discuss ideas important to meaning)                                                                                                                                            |
| Purpose                     | Students write a WHY thesis (central idea) and connect it to a short ECR (argument path) plan.                                                                                                                                                                                                     |
| Exact Student Prompt        | Explain WHY people need responsibility in "Crash."                                                                                                                                                                                                                                                 |
| Exact Student Directions    | DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY. Write one complete thesis (central idea) with a reason based on the conflict. Underline the reason; then connect the thesis (central idea) to evidence, explanation, and significance using argument path. |
| Non-Negotiable Expectations | A complete WHY thesis (central idea) with a clear thesis (central idea) and reason grounded in the conflict; a relevant detail from the narrative; an explanation linking that detail to the thesis (central idea). Use the remaining argument path parts to develop the idea at low stamina.      |

#### WRITING REQUIREMENT **12C(i)**

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

### 63. Student Planning Frame

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

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **12C(i)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **12C(i)**
7. Plan a significance statement: why does this idea matter?

## 64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's central-idea progression; report that target separately from the supported argument path development.

| Criterion                                | 4 Secure                                                                       | 3 Developing                                  | 2 Emerging                                   | 1 Beginning                                |
|------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------|--------------------------------------------|
| Prompt shapes & thinking type            | Important nouns circled, verb boxed, WHY triangulated; reasons identified.     | WHY and reasons correct; one shape imprecise. | Some shapes or the thinking type correct.    | Shapes and thinking type not identified.   |
| thesis (central idea)                    | Clear WHY message about responsibility and trust, broad enough to develop.     | Clear WHY idea, slightly general.             | Retells details without stating the message. | Names only the topic; does not answer WHY. |
| Evidence (CSI) <b>12C(i)</b>             | Relevant text detail supports the thesis (central idea).                       | Text detail present, mostly relevant.         | Detail weakly related.                       | No text evidence.                          |
| Explanation & significance <b>12C(j)</b> | Explains how evidence proves the thesis (central idea); states why it matters. | Explains the link; significance thin.         | Restates evidence without explaining.        | No explanation.                            |
| Conventions & vocabulary <b>12C(i)</b>   | Complete sentences; uses two module vocabulary words.                          | Mostly complete; one vocabulary word.         | Some fragments; no target vocabulary.        | Meaning unclear.                           |

## 65. Writing Gradebook Conversion

| Rubric Score | Percent   | Instructional Interpretation | Next Step                                                                                                                |
|--------------|-----------|------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 18-20        | 90-100%   | Secure ECR writer            | Enrichment: shape the WHY AND HOW prompt about responsibility and write a thesis (central idea) with a reason and a way. |
| 14-17        | 70-89%    | Developing                   | Confer on the weakest criterion; re-draft one part.                                                                      |
| 10-13        | 50-69%    | Emerging                     | Intervention on thesis (central idea) and evidence.                                                                      |
| Below 10     | Below 50% | Beginning                    | Reteach prompt analysis with frames and models.                                                                          |

## 66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word \_\_\_\_."
- Strength: "You used the conflict to explain a reason or way when you wrote \_\_\_\_."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

## Response to Student Need

### 67. Intervention: Name the Thinking

| Field                  | Detail                                                                                                                                   |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose                | Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea). |
| Group Size             | Small group (3-6 students)                                                                                                               |
| Time                   | 10-12 minutes                                                                                                                            |
| Materials              | Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages               |
| Relevant TEKS Breakout | <b>12C(i)</b> planning; <b>12C(i)</b> clear thesis (central idea); <b>12C(ii)</b> revising                                               |
| Relevant ELPS          | 1(C) follow oral directions; 2(F) restate and respond                                                                                    |

**Step 1: Name the Thinking.** Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

#### CLASS SLIDE

This prompt is asking for \_\_\_\_\_ because I see \_\_\_\_\_.

#### TEACHER SCRIPT

*"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."*

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

### Step 2: Build a thesis (central idea) (Claim (central idea)).

#### CLASS SLIDE

Explain WHY responsibility were needed in the narrative.

Use the deck's Build It frame: "The problem was: \_\_\_\_\_. This caused: \_\_\_\_\_. So, responsibility were needed because: \_\_\_\_\_." Help students name arguments and lost trust, then complete a thesis (central idea) that answers WHY.

**Step 3: Fix It.** Give students "Amina was honest." Ask how the conflict helps answer WHY. Revise to "Amina were needed because people argued and trust was lost." For HOW practice, use "Explain HOW Maya's return solved a problem" and revise "Maya helped" to name the way heating liquids made Rusty's food safer.

**Step 4: Say It.** Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the responsibility WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

**Small Group Teacher Table:** Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

## 68. Embedded Checks & Student Support

| Teacher Move                                            | Expected Response                                                                                                   | Common Misconception                                            | Teacher Response                                                                                   |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Ask students to name the clue word in a prompt.         | Students identify WHY or HOW and triangle it.                                                                       | Students point to a topic noun instead of the clue word.        | Ask, "Which word tells the kind of thinking you must do?"                                          |
| Ask students to shape and sort a card.                  | Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way. | Students use the prompt topic instead of the clue word to sort. | Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.     |
| Ask students to write a matching thesis (central idea). | Students use the conflict to give a reason for WHY or a way for HOW.                                                | Students name a topic or detail without answering the question. | Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing. |
| Ask how evidence proves a thesis (central idea).        | Students connect a text detail to the thesis (central idea).                                                        | Students repeat the evidence.                                   | Use the frame, "This shows _____ because _____."                                                   |

## 69. Student Support Quick Reference

| If a student...                                     | Support to Provide                                                                                                |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Finds WHY or HOW but skips the other shapes         | Use the shape key to locate important nouns and the important verb in the same prompt.                            |
| Confuses WHY with HOW                               | Contrast a reason using because with a way something happened using by.                                           |
| Writes a topic statement such as "Amina was honest" | Name the conflict and rehearse "Amina were needed because _____" before writing a complete thesis (central idea). |
| Masters quickly                                     | Route to Connect Across Texts enrichment.                                                                         |

**Supporting Materials in This Book:** the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (argument path) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

## 70. Enrichment: Connect Across Texts

| Field                  | Detail                                                                                                                                                                                                 |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose                | Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about responsibility, then transfer the same shaping and thesis (central idea)-writing habit to the narrative. |
| Group Size             | Pairs or small groups                                                                                                                                                                                  |
| Materials              | Both rendered passages, notebooks, clue-word chart, and prompt cards                                                                                                                                   |
| Relevant TEKS Breakout | <b>12C(ii)</b> clear thesis (central idea), genre characteristics, and craft; <b>12C(ii)</b> revising; <b>12C(i)</b> compare across sources                                                            |
| Relevant ELPS          | 2(E) explain information; <b>4(D)</b> grade-appropriate sentences                                                                                                                                      |

**Part 1: Find the Conflict.** Briefly compare the problems in the two texts, then return to the narrative and shape one prompt. **12C(i)**

**CLASS SLIDE**

Explain WHY AND HOW responsibility improved people.

Use the deck's dual lens: WHY, responsibility improved people because they created trust and reduced conflict; HOW, responsibility improved people by setting clear care that guided behavior and prevented disagreements. Students circle responsibility and people, box improved, and triangle WHY and HOW in this single prompt.

**Part 2: Write a Matching thesis (central idea).** Students combine a reason and a way in a complete thesis (central idea): "Amina improved people because they created trust and reduced conflict by setting clear care that guided behavior." Partners check the thesis (central idea) against both parts of the shaped prompt.

**Part 3: Develop and Transfer.** Use argument path to plan text evidence, explanation, and significance for the responsibility thesis (central idea). Then apply the same habit to one narrative prompt: "Explain HOW Maya's return solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

**Expert Reflection:** have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

## 71. Additional Writing Opportunity: Plan and Draft

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**Writing Prompt:** Explain WHY people gathered to create responsibility in the narrative "Crash."

**Connection to This Module:** this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with argument path: thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

### Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **12C(i)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **12C(i)**
7. Plan a significance statement: why does this idea matter?

#### WRITING REQUIREMENT **12C(i)**

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

**Drafting Space:** write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, explanation, and significance.

### Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

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**Revise.** Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **12C(ii)**).

**Edit.** Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

**Share.** Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

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

## Engagement & Home Connection

### 73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin and Shape Showdown card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

### 74. Pause Points

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

#### PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

#### PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

#### PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how argument path can develop the idea.

### 75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

#### TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

**Task Card 1: Name the Thinking.** Ask a family member one question using WHY or HOW. Complete: "This prompt asks for \_\_\_\_\_ because I see \_\_\_\_\_." Explain whether the answer needs reasons or a way something happened. Family signature: \_\_\_\_\_

#### TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

**Task Card 2: Shape a Prompt.** Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

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**TEACHER INFORMATION: TASK CARD 3**

Card 3 provides language support without reducing the thinking demand.

**Task Card 3: thesis (central idea) (Claim (central idea)) Builder.** Choose one: "Explain WHY we need a care at home" or "Explain HOW a care solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the care because \_\_\_\_\_" for WHY or "The care solved the problem by \_\_\_\_\_" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature: \_\_\_\_\_

## Student Ownership

### 76. My Progress Tracker

#### TEACHER SCRIPT

*"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."*

**Directions:** This tracker is for YOU. As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

| I Can...                                                                      | Not Yet | Getting It | I've Got It! |
|-------------------------------------------------------------------------------|---------|------------|--------------|
| Circle important nouns, box the important verb, and triangle WHY or HOW.      |         |            |              |
| Tell whether a prompt asks for reasons or a way something happened.           |         |            |              |
| Explain the difference between WHY and HOW.                                   |         |            |              |
| Identify the problem or conflict in the text.                                 |         |            |              |
| Write a thesis (central idea) that answers WHY with a reason.                 |         |            |              |
| Write a thesis (central idea) that answers HOW with a way something happened. |         |            |              |
| Add evidence that supports my thesis (central idea).                          |         |            |              |
| Explain how my evidence proves my thinking.                                   |         |            |              |
| Revise my thesis (central idea) to make it clear and complete.                |         |            |              |

### 77. Student Award

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

### 78. Student Target

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

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

## Teacher Closure & Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER SCRIPT

*"Today, you circled important nouns, boxed the important verb, and triangulated WHY or HOW. You used the conflict to write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened. Now you can use argument path to develop your idea with a reason or way, evidence, explanation, and significance."*

### 80. Essential / Overarching Question, Answered

#### How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

A writer circles important nouns, boxes the important verb, and draws a triangle around WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. The conflict helps the writer develop a complete thesis (central idea) that answers the exact prompt. argument path connects that thesis (central idea) to a Reason/Way, Evidence, Explanation, and Significance.

### 81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

#### Teacher Notes:

### 82. Teacher Artifacts of Effectiveness

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

- Student shaped prompts and Spin and Shape Showdown theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Maya with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

## Production & Implementation Support

### 83. Module Slide Deck Build Sheet

The actual 19-slide Module 1 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

| Slide | Title                                      | Required Content                                                                                                | Lesson Location             |
|-------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1     | Writing Claims for Argumentative Prompts   | Module 1; Grade 3 Cluster 6; Week 1; Low Stamina; ECR Argumentative                                             | Cover                       |
| 2     | Meet Our Week!                             | Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck                            | Learning Destination; Day 1 |
| 3     | A Problem & A Discovery                    | Classroom without care; unsafe Rusty's food; both passages; DOT unknown words                                   | Day 1 Gather                |
| 4     | Shaping the Prompt                         | Circle nouns; box the verb; triangle WHY or HOW; model WHY responsibility help people stay safe and fair        | Day 1 Reveal                |
| 5     | Watch Me!                                  | Circle responsibility and people; box help; WHY means reasons; modeled thesis (central idea)                    | Day 1 Reveal                |
| 6     | The ECR (argument path) Chart              | thesis (central idea); Reason/Way; Evidence; Explanation; Significance                                          | Day 1 Reveal                |
| 7     | Spin and Shape Showdown!                   | Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Maya sample            | Day 2 Attempt               |
| 8     | Talk It Over!                              | WHY responsibility were needed; conflict: arguments, lost trust, growing problems                               | Day 3 Discuss               |
| 9     | Try It On Your Own!                        | WHY people gathered to create responsibility; shape, write, underline reason; evidence and explanation if ready | Day 3 Use                   |
| 10    | The Moment They Figured It Out             | Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking           | Day 4 Award                 |
| 11    | What Do I Still Need to Grow?              | Weak thesis (central idea): Amina was honest. Possible revision gives reasons from the conflict                 | Day 4 Target                |
| 12    | Turn and Teach!                            | Teach shaping and thesis (central idea) writing; explain the remaining argument path parts                      | Day 5 Educate / Explain     |
| 13    | Exit Ticket                                | HOW Maya's return solved a problem; shape, write, underline the way                                             | Day 5 Transfer              |
| 14    | Build It, Fix It, Say It                   | Problem → effect → responsibility needed; revise Amina was honest; rehearse because                             | Small-group support; Day 4  |
| 15    | Think Like an Author, Write Like a Scholar | WHY AND HOW responsibility improved people; trust and reduced conflict; clear care guiding behavior             | Enrichment; Day 5           |
| 16    | My Progress Tracker                        | Reflect honestly on independent prompt shaping and thesis (central idea) writing                                | Day 5 reflection            |

|    |                               |                                                                                                                               |            |
|----|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------|
| 17 | Let's Look at an Answer!      | LOW: Amina was honest. Topic named; WHY, reason, evidence, and explanation missing                                            | Section 50 |
| 18 | Let's Look at Another Answer! | MEDIUM: Amina should have told the truth because it was the right thing to do. Reason vague; evidence and explanation missing | Section 51 |
| 19 | Our Strongest Answer!         | HIGH: conflict-based WHY thesis (central idea), food-sharing evidence, and explanation connecting trust and safety            | Section 52 |

**Guide routines and companion materials:** retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**12C(i)**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

## 84. Virtual / Online Adaptation

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

| Element                  | Adaptation                                                                                                                                                                                                        |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shared-screen adaptation | Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.                                                                                            |
| Annotation               | Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.                                                                                                   |
| Breakout discussion      | Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.                                                                              |
| Oral response            | Students say the frame aloud on camera before typing a thesis (central idea).                                                                                                                                     |
| Asynchronous option      | Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin and Shape Showdown. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces. |
| LMS submission           | Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.                                                                                           |
| Digital tracking         | Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.                                                                                 |

### PART XIX

## Teacher Reflection

## 85. Teacher Reflection (This Module)

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

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

|                                                           |  |
|-----------------------------------------------------------|--|
| <b>One standard worth a second pass</b>                   |  |
| <b>One idea to make this module even better next year</b> |  |
| <b>Open notes</b>                                         |  |

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

# Supporting Claims with Reasons Through the Magnifying Process

Grade 3 | Cluster 6 | Module 2

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**Grade:** 3

**Cluster:** 6, Argumentative Writing building toward an argumentative ECR

**Module:** 2 of the cluster

**Primary Instructional Category:** Argumentative / Opinion Writing

**Module Title:** Supporting Claims with Reasons Through the Magnifying Process

**Content Connection / Passage Titles:** the narratives "Crash" and "The Good Citizen" (Week 2, Medium stamina)

**Primary TEKS:** [3.12C\(i\)](#), [3.12C\(ii\)](#), and [3.11B\(iii\)](#)

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

**Signature HABIT:** If you have to decide, you must declare the WHY.

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## 1. A Little Inspiration Goes a Long Way!

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This module helps students turn a decision into an argument with strong, different reasons. The Magnifying Process slows down first ideas so students can select reasons that fit the claim and can be proved with evidence.

**TEACHER SCRIPT**

*"When you have to decide, you must declare the WHY. You will name your position, add because, and give reasons that support your decision."*

**Connection to this week's thinking:** students move from a decision to reasons, then from reasons to evidence. They use the Three Shapes and DOT.

## 2. Why This Module Matters

---

Students learn that a claim cannot stand alone. It needs strong reasons. Students brainstorm many reasons, group similar reasons, narrow each group to one strong idea, and choose the final three groups as topic sentences.

**Where it fits into writing:** this is the step after deciding a position in opinion writing. Students prepare to compose argumentative texts, including opinion essays, by making each reason distinct and ready for text evidence.

**Why it matters beyond this assignment:** students learn to compare ideas and support a decision with evidence instead of listing the first thoughts that come to mind.

## 3. Module Essential / Overarching Question

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**How can a writer use the Magnifying Process to build three strong, different reasons that support a claim?**

Students record first thinking, revisit the four layers during the week, and answer the question after the writing work is complete.

**My First Thinking (Monday):**

---

**My Final Thinking (Friday):**

---

**What changed in my thinking?**

---

## Family Communication

### 4. Parent Communication Purpose

Families are partners in this work. This page gives families a clear picture of the claim formula, the Magnifying Process, and the two narratives used for practice.

**How to Send It:** share the letter in the language each family prefers, or send both. The conversation starters and family activities can be used in a short conversation at home.

### 5. Family Letter (English)

Dear Families,

This week your student is learning to support an argument with strong reasons. The big focus is the Magnifying Process: brainstorm many reasons, group the ones that are alike, narrow each group to its strongest idea, and choose three reasons to support a claim. Our HABIT continues: "If you have to decide, you must declare the WHY" - and now, students must support the WHY with strong reasons.

We are practicing with "Crash" (Amina and honesty) and "The Good Citizen" (Maya and responsibility). To support the claim that Maya should have returned to the shelter, a student might give three reasons: responsibility means finishing a job, Rusty depended on Maya, and good citizens fix mistakes.

Please ask your student a question that requires a choice, then ask for three different reasons.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a apoyar un argumento con razones fuertes. El enfoque principal es el Proceso de Magnificar (Magnifying Process): generar muchas razones, agrupar las que se parecen, reducir cada grupo a su idea más fuerte y elegir las tres mejores razones para apoyar una afirmación. Nuestro HÁBITO continúa: "Si tienes que decidir, debes declarar el PORQUÉ" - y ahora, el estudiante debe apoyar el PORQUÉ con razones fuertes.

Practicamos con "Crash" (Amina y la honestidad) y "The Good Citizen" (Maya y la responsabilidad). Para apoyar la afirmación de que Maya debió regresar al refugio, un estudiante podría dar tres razones: la responsabilidad significa terminar el trabajo, Rusty dependía de Maya y los buenos ciudadanos corrigen sus errores.

Por favor, intente esto en casa: Hágale a su estudiante una pregunta que requiera elegir y pídale tres razones diferentes.

Con aprecio, El maestro o la maestra de su estudiante, The Writing Academy, LLC

### 7. Family Conversation Starters

- What is a claim, and how is it different from a sentence that only names an opinion?
- What does it mean to declare the WHY after making a decision?

- How would a student decide whether Amina should have told the truth about breaking the jar, and why?
- What three reasons could support Maya's decision to return to the shelter?
- How can a student tell whether two reasons are truly different?

## 8. Simple Family Activities

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

### **Family Activity: Decide and Declare**

Ask a student a question that requires a choice. The student finishes: "I decide \_\_\_\_\_ because \_\_\_\_\_."

### **Family Activity: Build the Claim**

Pick one narrative and ask the student to make a claim about what the character should have done, using a decision plus "because" plus at least two reasons.

## Teacher Road Map

### 9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use this key to read each day at a glance.

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

### 10. GRADUATE Evidence Alignment

This section applies the claim formula and Magnifying Process to "Crash" and "The Good Citizen." Students build arguments with decisions, reasons, evidence, and explanations.

| GRADUATE Stage    | Evidence Role | What It Shows                  |
|-------------------|---------------|--------------------------------|
| Gather            | TEACH         | Activates the claim and HABIT. |
| Reveal            | TEACH         | Models the four layers.        |
| Attempt           | LEARN         | Students brainstorm and sort.  |
| Discuss           | LEARN         | Students justify grouping.     |
| Use               | ASSESS        | Students match evidence.       |
| Award             | ASSESS        | Students name a strength.      |
| Target            | ASSESS        | Students choose a next step.   |
| Explain / Educate | ASSESS        | Students teach and transfer.   |

### 11. Module at a Glance

This section applies the claim formula and Magnifying Process to "Crash" and "The Good Citizen." Students build arguments with decisions, reasons, evidence, and explanations.

| Field                | This Module                                                                |
|----------------------|----------------------------------------------------------------------------|
| Cluster / Module     | Grade 3, Cluster 6, Module 2                                               |
| Module Category      | Argumentative / Opinion Writing                                            |
| Primary TEKS         | <b>3.12C(i)</b> and <b>3.12C(ii)</b>                                       |
| Writing Process TEKS | <b>3.11B(iii)</b>                                                          |
| Signature HABIT      | If you have to decide, you must declare the WHY.                           |
| Content Connection   | Narratives "Crash" and "The Good Citizen"                                  |
| Daily Lesson Time    | 15 minutes per day, 5 days                                                 |
| Student Product(s)   | Claim drafts, reason groups, evidence notes, and an argumentative ECR plan |

## Standards, Learning & Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will build a claim that starts with a decision and moves to reasons through the Magnifying Process, then find text evidence for each reason.

#### I Will Statements

- I will decide a position before I write a claim.
- I will use decision + "because" + reasons.
- I will brainstorm, group, narrow, and choose the final three.
- I will find evidence that supports each reason.

#### I Can Statements

- I can tell the difference between a decision and a reason.
- I can use the HABIT to declare the WHY.
- I can build three strong, different reasons.
- I can match evidence from a narrative to each reason.

#### CLASS SLIDE

Daily Deck, Module Slide 1: the I Will and I Can statements for this module.

### 13. Success Criteria

Students should know exactly what successful work looks like.

- I decide a position and write a claim with because and reasons.
- I brainstorm many reasons before choosing the final three.
- I group similar reasons and narrow each group to one strong idea.
- My three reasons are different and support my claim.
- I use evidence from "Crash" or "The Good Citizen" to prove each reason.
- I explain how the evidence supports the reason.

### 14. Evidence That Will Demonstrate Mastery

The teacher identifies evidence before instruction begins.

- Day 1: a claim that answers the model prompt about Amina.
- Day 2: reason cards sorted, narrowed, and turned into three strong reasons.
- Day 3: evidence notes from both narratives matched to reasons.
- Day 4: a revised claim with three distinct reasons and a next-step target.
- Day 5: an exit ticket claim and oral explanation of the Magnifying Process.
- Module Writing Assignment: an argumentative ECR plan.

### 15. TEKS Correlations

The lesson plan identifies the writing genre and process breakouts below. Each code is boxed wherever it appears.

| TEKS            | Strand        | Student Expectation (verbatim TEKS)                                                | Where Taught | Where Practiced | Where Assessed               |
|-----------------|---------------|------------------------------------------------------------------------------------|--------------|-----------------|------------------------------|
| <b>3.12C(1)</b> | Writing Genre | compose argumentative texts, including opinion essays, using genre characteristics | Days 1-5     | Days 1-5        | Day 5 and writing assignment |

|                   |                 |                                                                                                                               |          |          |                    |
|-------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------|----------|----------|--------------------|
| <b>3.12C(ii)</b>  | Writing Genre   | compose argumentative texts, including opinion essays, using craft                                                            | Days 3-5 | Days 3-5 | Writing assignment |
| <b>3.11B(iii)</b> | Writing Process | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details | Days 1-4 | Days 2-5 | Writing assignment |

## 16. Standards Coverage Matrix

This matrix names primary and reused supports for the module.

| Classification | Standard                    | Student Expectation                                                                                                           | Where It Occurs                     |
|----------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| PRIMARY        | <b>3.12C(i)</b>             | compose argumentative texts, including opinion essays, using genre characteristics                                            | All five days                       |
| PRIMARY        | <b>3.12C(ii)</b>            | compose argumentative texts, including opinion essays, using craft                                                            | Evidence matching and revision      |
| PRIMARY        | <b>3.11B(iii)</b>           | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details | Magnifying Process and ECR planning |
| REUSED         | TRACKS / DOT / Three Shapes | read closely, notice vocabulary, and mark evidence                                                                            | Anchor charts and passages          |

## 17. ELPS Correlations

These breakouts match the language demands of building and explaining claims.

| ELPS        | Domain    | Complete ELPS Student Expectation                                                                                                                      | Day Addressed       |
|-------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>1(E)</b> | Listening | Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification. | Days 1, 3, 4, and 5 |
| <b>2(E)</b> | Speaking  | Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.                        | Days 3 and 5        |
| <b>3(E)</b> | Reading   | Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.       | Day 1               |
| <b>4(D)</b> | Writing   | Write using grade-appropriate sentence lengths and types.                                                                                              | Days 1, 2, and 3    |

| ELPS        | Domain    | Complete ELPS Student Expectation                                                                                                                      | Day Addressed             |
|-------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>1(E)</b> | Listening | Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification. | Intervention, after Day 3 |
| <b>2(E)</b> | Speaking  | Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.                        | Intervention, after Day 3 |

| ELPS        | Domain   | Complete ELPS Student Expectation                                                                                               | Day Addressed           |
|-------------|----------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>2(E)</b> | Speaking | Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions. | Enrichment, after Day 4 |

|             |         |                                                           |                            |
|-------------|---------|-----------------------------------------------------------|----------------------------|
| <b>4(D)</b> | Writing | Write using grade-appropriate sentence lengths and types. | Enrichment,<br>after Day 4 |
|-------------|---------|-----------------------------------------------------------|----------------------------|

## 18. ELPS Linguistic Accommodations

These accommodations keep the reasoning demand intact while opening language pathways.

### Language Supports

- Use the frames: "My claim is \_\_\_\_\_ because \_\_\_\_\_ and \_\_\_\_\_." and "One reason is \_\_\_\_\_."
- Let students rehearse before writing.
- Provide the frame, not the answer.
- Invite explanation in a home language before English rehearsal.

| Proficiency Level | Language Objective                                                  |
|-------------------|---------------------------------------------------------------------|
| Pre-Production    | Point to the claim, reasons, and evidence using gestures and icons. |
| Beginning         | Sort cards and point to the claim or reason label before speaking.  |
| Intermediate      | Say: "Amina should _____ because _____."                            |
| High Intermediate | Explain: "_____ was important because _____."                       |
| Advanced          | Use oral rehearsal to refine a claim before writing.                |

## 19. Language Domains

Students hear the claim formula, say a claim aloud, read both narratives closely, mark evidence with TRACKS, and build a focused response.

| Domain    | How This Module Builds It                                             |
|-----------|-----------------------------------------------------------------------|
| Listening | Students hear the claim formula and restate the decision and reasons. |
| Speaking  | Students say a claim aloud and explain how reasons support it.        |
| Reading   | Students read both narratives closely and mark evidence with TRACKS.  |
| Writing   | Students build a claim, choose three reasons, and plan a response.    |

## 20. Rigor Safeguard

The teacher may read a prompt aloud, repeat it, display the Magnifying Process, provide a sentence frame, and define one needed word. The student must still decide the position, build the claim, select three reasons, and match evidence.

| Teachers MAY provide                                                      | Teachers MAY NOT do for students                                                                    |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| A visual of the claim formula, reason cards, oral rehearsal, and a frame. | Choose the position, select the strongest reasons, or write the claim and evidence for the student. |

## 21. Rigor & Cognitive Demand

Use literal, inferential, evaluative, and synthesis thinking to name the demand of each task.

| Level of Thinking | What Students Must Do | Expected Degree of Independence | Evidence of the Thinking |
|-------------------|-----------------------|---------------------------------|--------------------------|
|-------------------|-----------------------|---------------------------------|--------------------------|

|             |                                                           |                                   |                                   |
|-------------|-----------------------------------------------------------|-----------------------------------|-----------------------------------|
| Literal     | Identify decision, because, reasons, and evidence.        | Supported Day 1.                  | Student labels a model claim.     |
| Inferential | Explain how a character choice supports a reason.         | Guided Days 1-2.                  | Student explains Amina or Maya.   |
| Evaluative  | Judge whether three reasons are different and strong.     | Partner Day 3; independent Day 5. | Student replaces a copied reason. |
| Synthesis   | Build a claim, prove three reasons, and explain the path. | Independent after the sequence.   | Student creates an ECR plan.      |

## 22. The Five Thinking Levels

Use this progression to name the level of thinking a prompt and response require.

### The Progression of Thinking

| Level   | Color  | Thinking Stage | Description                                    |
|---------|--------|----------------|------------------------------------------------|
| Level 1 | Red    | Foundational   | Student follows directions.                    |
| Level 2 | Orange | Emergent       | Student tries ideas with support.              |
| Level 3 | Yellow | Visible        | Student connects a reason to evidence.         |
| Level 4 | Green  | Independent    | Student combines evidence with inference.      |
| Level 5 | Blue   | Reflective     | Student connects evidence to a broader lesson. |

| Level        | Hidden Question                   | Student Thinking            | Thinking Focus     |
|--------------|-----------------------------------|-----------------------------|--------------------|
| Foundational | What is the decision?             | I can state the claim.      | Claim and decision |
| Emergent     | Why was the decision made?        | I can state a reason.       | Purpose            |
| Visible      | How does the passage prove it?    | I can match evidence.       | Evidence           |
| Independent  | How do the reasons work together? | I can choose three.         | Argument structure |
| Reflective   | Why does the argument matter?     | I can explain significance. | Meaning            |

## 23. Possible Teacher Misconceptions

Protect argument quality: reasons must be distinct, a claim must include because, and evidence must prove the reason.

| The Misconception            | What a Teacher Might Misunderstand        | Self-Correct                               |
|------------------------------|-------------------------------------------|--------------------------------------------|
| Any three reasons will work. | A teacher may accept copies.              | Ask whether each adds a different support. |
| A claim is just an opinion.  | A teacher may accept no because.          | Use decision + because + reasons.          |
| Evidence means any detail.   | A teacher may accept an unrelated detail. | Ask how the detail proves the reason.      |

## 24. Possible Student Misconceptions

Return to the decision, because clause, four layers, and evidence match when a student is unsure.

|  | What a Teacher Might Notice | Reteach Move |
|--|-----------------------------|--------------|
|--|-----------------------------|--------------|

| <b>What Students May Misunderstand</b> |                                               |                                           |
|----------------------------------------|-----------------------------------------------|-------------------------------------------|
| The claim and reasons are the same.    | The student writes a decision but no support. | Sort decision, because, and reasons.      |
| Three reasons may repeat one idea.     | The student writes copies.                    | Group copies and choose a new group.      |
| Any sentence is evidence.              | The student chooses an unrelated detail.      | Use This proves the reason because _____. |

## Module Foundations: Review, Refresh & Readiness

### 25. TEKS Target

**Primary genre target:** **3.12C(i)** compose argumentative texts, including opinion essays, using genre characteristics.

**Primary craft target:** **3.12C(ii)** compose argumentative texts, including opinion essays, using craft.

**Writing process target:** **3.11B(iii)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

### 26. How I Say the Standard!

Section 26 preserves the full TEKS wording supplied in the lesson plan TEKS correlations.

| TEKS              | Full TEKS wording                                                                                                             |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>3.12C(i)</b>   | compose argumentative texts, including opinion essays, using genre characteristics                                            |
| <b>3.12C(ii)</b>  | compose argumentative texts, including opinion essays, using craft                                                            |
| <b>3.11B(iii)</b> | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details |

### 26. How I Say the Standard!

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| TEKS            | Full Student Expectation (verbatim)                                                                                                         |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>12C(i)</b>   | compose argumentative texts, including opinion essays, using genre characteristics                                                          |
| <b>12C(ii)</b>  | compose argumentative texts, including opinion essays, using craft                                                                          |
| <b>11B(i)</b>   | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction |
| <b>11B(ii)</b>  | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion    |
| <b>11B(iii)</b> | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details               |

### 27. This Week I Can...

- I can decide a position before I write.
- I can declare the WHY with because and reasons.
- I can magnify many reasons into three strong, different reasons.
- I can use evidence from a narrative to support each reason.

## 28. Before I Can... Prerequisites

Students should already be able to state a position and recognize a claim from Module 1.

- Use the Three Shapes: circle the topic or decision, box the action verb, and triangle "should," "whether," or "if."
- Use DOT: Dot the word, Discover the meaning, Drop the dot.
- Read a narrative for character actions, choices, consequences, and lessons.
- Identify a sentence that is a decision and a sentence that is a reason.

## 29. Remember This! (60-Second Retrieval)

### TEACHER SCRIPT

*"If you have to decide, you must declare the WHY. You will name a position, add because, and give one reason. Then you will add a second reason that is different from the first."*

Use the Amina and Maya situations for a 60-second retrieval routine.

## 30. Vocabulary Infusion

Preview these words before students build and support a claim.

| Word     | Quick Meaning                             | Use in This Module                          |
|----------|-------------------------------------------|---------------------------------------------|
| claim    | a decision with because and reasons       | Amina should have told the truth because... |
| reason   | why a decision makes sense                | Honesty builds trust.                       |
| evidence | a detail from a text that proves an idea  | Amina admitted what happened.               |
| support  | to back up a claim with reasons and proof | Reasons support the claim.                  |
| magnify  | to stretch, sort, and refine thinking     | Students magnify many reasons into three.   |

## 31. Conventions Connection

Students check that a claim is a complete sentence, that because connects the decision to the reasons, and that commas separate three reasons when needed.

## 32. Writing Connection

A claim is a decision + "because" + reasons. The larger Cluster 6 argument uses CREATURES: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

**Argument Path:** Establish C to R; Prove E to A to T; Address the other side U to R; Bring together E to S.

Argumentative Correspondence later delivers the same argument as a persuasive letter: Greeting, SET introduction (Statement of purpose, Evidentiary transition, Thesis (central idea) = the claim), TREES body, RRR conclusion (R1 restate, R2 refer, R3 reflect), Closing. The argument does not change; only the format and audience change.

## 33. Watch Out!

Watch for these breakdowns:

- A decision without because is not a supported claim.
- Three reasons that repeat one idea are one group.
- Evidence that does not prove the reason weakens the argument.

- A summary is not an explanation of why evidence supports the claim.

### **34. Ready Check**

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Use this checkbox routine before Day 1.

- ☐ Copies of both narratives are ready.
- ☐ The Three Shapes, DOT, TRACKS, and Magnifying Process charts are ready.
- ☐ Students have reason cards, sorting containers, notebooks, and pencils.
- ☐ The model prompt and model claim are displayed.
- ☐ The teacher can explain the difference between a reason and evidence.

### **35. Teacher Look-Fors**

---

Look for students naming a decision, declaring the WHY, grouping similar reasons, narrowing each group, choosing three distinct reasons, and matching evidence.

## Vocabulary, Content & Preparation

### 36. Complete Tier 1 Vocabulary

**TEACHER SCRIPT**

*"These are everyday words you will use while you decide, group, and support ideas."*

| Word    | Student-Friendly Definition                    | Oral Rehearsal Frame                                   |
|---------|------------------------------------------------|--------------------------------------------------------|
| reason  | Why you think or do something.                 | One reason Maya went back is because Rusty needed her. |
| choose  | To pick one out of many.                       | I will choose my three strongest reasons.              |
| group   | To put things that are alike together.         | I can group reasons that belong together.              |
| sort    | To separate things into categories.            | I sort my ideas into buckets.                          |
| support | To back up a claim.                            | My reasons support my claim.                           |
| mistake | Something done incorrectly by accident.        | Maya fixed her mistake by going back.                  |
| honest  | Telling the truth.                             | Amina was honest about the jar.                        |
| careful | Paying close attention so you do things right. | A good citizen is careful with a job.                  |
| help    | To make something easier for someone.          | My evidence can help prove my reason.                  |
| trust   | Believing someone is honest and reliable.      | Telling the truth builds trust.                        |

### 37. Complete Tier 2 Vocabulary

**TEACHER SCRIPT**

*"These are academic thinking words you will use when you build an argument."*

| Word                  | Student-Friendly Definition             | Oral Rehearsal Frame                          |
|-----------------------|-----------------------------------------|-----------------------------------------------|
| claim                 | What you believe or decide.             | My claim tells my side.                       |
| thesis (central idea) | The main claim of a piece of writing.   | My thesis (central idea) states my position.  |
| argument              | Ideas and reasons that support a claim. | My argument has three strong reasons.         |
| brainstorm            | To gather many ideas quickly.           | I brainstorm many reasons first.              |
| categorize            | To sort ideas into groups.              | I categorize my reasons into buckets.         |
| narrow                | To shrink a group to one best idea.     | I narrow each group to its strongest reason.  |
| evidence              | Details from a text that prove an idea. | My evidence comes from the passage.           |
| topic sentence        | The sentence that states a reason.      | Each topic sentence names one strong reason.  |
| responsibility        | Owning what you should do.              | Maya showed responsibility when she returned. |
| citizenship           | Being a helpful member of a community.  | Good citizenship means doing a job carefully. |

### 38. Complete Tier 3 Vocabulary

**TEACHER SCRIPT**

*"These words are connected specifically to the two narratives. When you understand them, the passages become easier to discuss."*

| Word           | Pronunciation          | Student-Friendly Definition                       | Oral Rehearsal Frame                           |
|----------------|------------------------|---------------------------------------------------|------------------------------------------------|
| accident       | AK-suh-dent            | Something that happens by chance, not on purpose. | The broken jar was an accident.                |
| honesty        | ON-uh-stee             | Telling the truth and being truthful.             | Amina showed honesty to her teacher.           |
| shelter        | SHEL-ter               | A safe place that protects animals.               | Maya volunteered at the animal shelter.        |
| volunteer      | vol-un-TEER            | To help without being asked or paid.              | Maya chose to volunteer on Saturdays.          |
| rushed         | RUHSHT                 | Did something too quickly.                        | Maya rushed and forgot the food bowl.          |
| depended       | dih-PEN-did            | Relied on someone for help or care.               | Rusty depended on Maya for food.               |
| responsibility | ri-spon-suh-BIL-uh-tee | Taking care of what you are supposed to do.       | Maya showed responsibility when she went back. |
| citizen        | SIT-uh-zun             | A member of a community with duties.              | A good citizen helps others.                   |
| trust          | TRUHST                 | To believe someone is honest and reliable.        | Honesty builds trust.                          |
| mistake        | mih-STAYK              | Something done wrong by accident.                 | Maya corrected her mistake.                    |

### 39. Background Knowledge & Teacher Context

**What the teacher needs to know.** Students already know how to take a side and declare the WHY. Now they learn that a claim needs strong, distinct reasons and that each reason needs evidence.

**The Magnifying Process.** Students brainstorm many reasons, group them, narrow each group to one strong idea, and choose the final three as topic sentences.

**Content context.** In "Crash," Amina's decision to tell the truth can be supported by honesty, responsibility, and making things right. In "The Good Citizen," Maya's decision to return can be supported by responsibility, Rusty's dependence, and fixing mistakes.

#### The ECR Habit

Students use Three Shapes, DOT, and TRACKS before developing a full CREATURES argument. **3.12C(i)**

### 40. Materials Needed

Gather both narratives, interactive notebooks, pencils, sticky notes, sorting envelopes or cups, claim cards, evidence recording sheets, chart paper, and a whiteboard.

| Category                     | Items                                                                        |
|------------------------------|------------------------------------------------------------------------------|
| Core print materials         | Printed copies of both narratives; notebooks; chart paper                    |
| Magnifying Process materials | Sticky notes; sorting containers; prompt cards; claim cards; evidence sheets |
| Writing materials            | Pencils; highlighters; colored pencils; scissors; glue                       |

|                            |                                                   |
|----------------------------|---------------------------------------------------|
| Teacher modeling materials | Whiteboard and markers; model prompt and claim    |
| Assessment materials       | Exit Ticket; Progress Tracker; Writing Assignment |

## 41. Preparation Before Day 1

- ☐ Prepare the claim formula: decision + "because" + reasons.
- ☐ Prepare the four Magnifying Process layers.
- ☐ Prepare the Three Shapes and DOT charts.
- ☐ Copy both narratives and prepare TRACKS evidence cards.
- ☐ Prepare sticky notes, three sorting containers, claim cards, and evidence sheets.
- ☐ Display the model prompt and model claim about Amina.

## 42. Weekly Timing & Transition Overview

All five daily lesson headers use exactly 15 MINUTES.

| Day   | Minutes | GRADUATE Stage                  | What Happens                                        |
|-------|---------|---------------------------------|-----------------------------------------------------|
| Day 1 | 15      | G Gather + R Reveal             | Introduce HABIT and model the four layers.          |
| Day 2 | 15      | A Attempt                       | Brainstorm, sort, narrow, and choose three reasons. |
| Day 3 | 15      | D Discuss + U Use               | Match evidence to reasons.                          |
| Day 4 | 15      | A Award + T Target              | Celebrate strong reasons and set a target.          |
| Day 5 | 15      | E Educate and Explain to Others | Teach the process and transfer it to Maya.          |

## 43. Tiny Times Transition

A Tiny Time is a quick movement routine, under one minute, that reinforces building strong reasons.

### TEACHER SCRIPT

*"Tiny Time. I will say a claim. On the signal, you will give three quick reasons on your fingers, then whisper the strongest one to a partner."*

Use it when the class changes activities or energy dips.

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

The narratives connect argumentative writing to honesty, responsibility, and the way individual choices affect a community.

| Element              | This Module                                                                                                   |
|----------------------|---------------------------------------------------------------------------------------------------------------|
| Suitability          | Amina and Maya respond to mistakes by taking responsibility.                                                  |
| Focus                | Honesty, responsibility, helping others, and citizenship.                                                     |
| Citizenship Question | How do honesty and responsibility help people trust and care for one another?                                 |
| Teacher Script       | "You can make a community stronger when you tell the truth, take responsibility, and help make things right." |

## Instructional Tools & Source Text

### 45. Anchor Charts / Core Strategy Visuals

Keep the Three Shapes, Magnifying Process, and CREATURES visuals displayed.

| Shape    | Mark               | Purpose                                             |
|----------|--------------------|-----------------------------------------------------|
| Circle   | topic or decision  | Circle the important noun or decision.              |
| Box      | action verb        | Box the action the prompt asks students to analyze. |
| Triangle | decision clue word | Triangle should, whether, or if.                    |

| Layer   | What Students Do                                  | Teacher Look-For                          |
|---------|---------------------------------------------------|-------------------------------------------|
| Layer 1 | Brainstorm many reasons.                          | Many possible supports are recorded.      |
| Layer 2 | Group the reasons.                                | Similar ideas are together.               |
| Layer 3 | Narrow each group to one strong idea.             | Copies are removed.                       |
| Layer 4 | Choose the final three groups as topic sentences. | Three different groups support the claim. |

| Framework | Meaning                           | Use                                             |
|-----------|-----------------------------------|-------------------------------------------------|
| C         | Claim (state the position)        | Begin with the decision.                        |
| R         | Reasons (why)                     | Name the support.                               |
| E         | Evidence (proof from text)        | Match narrative details.                        |
| A / T     | Argument and Thinking             | Order ideas and explain proof.                  |
| U / R     | Understanding Others and Rebuttal | Address the other side respectfully.            |
| E / S     | Ending and Significance           | Reinforce the claim and explain why it matters. |

### 46. Core Habit / Strategy Explanation

#### TEACHER SCRIPT

*"Before you choose a reason, use DOT: Dot the word, Discover the meaning, Drop the dot. Then use the Three Shapes to read the prompt and the Magnifying Process to strengthen your ideas."*

#### CLASS SLIDE

Board text: If you have to decide, you must declare the WHY.

Keep the four layers visible while students move from a claim to three reasons.

## 47. Student Source Passage(s)

**Passage use:** use the two informational source texts below at medium stamina. Retain their numbered paragraphs for discussion and evidence references.

### Passage 1: "Crash" (Stamina: Medium)

- [1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.
- [2] The class had been studying how plants grow. Earlier that week, students had planted seeds and recorded observations in their science journals. Some plants had grown taller than others, and everyone was excited to see the changes. Mrs. Ramirez had placed the glass jar near the window so the plant could get plenty of sunlight.
- [3] As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. They were creating posters that showed the parts of a plant. Diego was drawing roots, Mei was labeling the stem, and Jamal was coloring the leaves. Amina carefully wrote facts about how plants need water and sunlight to survive.
- [4] Everyone was focused on the project. The classroom was unusually quiet except for the sound of pencils scratching on paper and pages turning in notebooks. Mrs. Ramirez walked around the room, checking on each group and answering questions.
- [5] While reaching for a green marker, Amina's elbow bumped the table.
- [6] Crash!
- [7] The glass jar fell to the floor and broke.
- [8] For a moment, the room became completely silent.
- [9] Amina's heart started to race. Everyone turned to look at the broken jar. Soil had spilled across the floor, and the small plant lay beside the pieces of glass. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened.
- [10] She looked around the room. Some students were staring at the mess. Others were looking at Mrs. Ramirez. Amina felt nervous. She knew the plant had been part of the class project, and she did not want anyone to be upset with her.
- [11] Mrs. Ramirez walked over and looked at the mess on the floor.
- [12] "Does anyone know what happened?" she asked calmly.
- [13] Amina lowered her eyes and thought about what to do. She remembered a lesson her parents often talked about at home. They always said that telling the truth was important, even when it was difficult. She also remembered reading a story about a character who admitted a mistake and worked to fix it.
- [14] For a few seconds, Amina considered staying silent. Maybe someone would think the jar had simply fallen on its own. Maybe the class would move on without knowing what had happened.
- [15] But deep down, Amina knew that was not the right choice.
- [16] She took a deep breath and raised her hand.
- [17] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."
- [18] Mrs. Ramirez smiled kindly.
- [19] "Thank you for telling the truth, Amina," she said. "Accidents happen, but being honest shows responsibility."
- [20] Amina felt relieved. Mrs. Ramirez was not angry. Instead, she seemed proud that Amina had admitted what happened.
- [21] Several classmates nodded in agreement.
- [22] "That could have happened to anyone," Diego said.
- [23] "We were all reaching for supplies," added Mei.
- [24] Jamal smiled. "I'm glad you told the truth."
- [25] Diego and Mei helped pick up the papers while Jamal brought a broom. Mrs. Ramirez carefully swept the

broken glass into a dustpan. Together, the students worked to clean the area. Soon the floor was clean again.

[26] Mrs. Ramirez then helped the class place the plant into a new container. Although a few leaves had bent, the plant was still healthy.

[27] “Looks like our plant will be okay,” she said.

[28] The class cheered.

[29] After everyone returned to work, Mrs. Ramirez gathered the students together for a short discussion.

[30] “What can we learn from what happened today?” she asked.

[31] Several hands went up.

[32] “We should be careful around projects,” one student said.

[33] “We should help clean up accidents,” said another.

[34] Mrs. Ramirez nodded.

[35] “Those are good answers,” she said.

[36] Later, Mrs. Ramirez said to the class, “Being a good citizen means telling the truth, even when it feels hard. Honesty helps people trust one another. When we make mistakes, we should take responsibility and try to make things right.”

[37] The students listened carefully.

[38] Amina thought about everything that had happened. At first, she had felt scared and embarrassed. She worried about getting in trouble. However, telling the truth had helped solve the problem. Her classmates had worked together, the plant had been saved, and the classroom was back to normal.

[39] Amina felt proud. She had made a mistake, but her honesty helped make things right. As she packed up her supplies at the end of the day, she smiled. She knew she would remember this lesson for a long time.

[40] Sometimes doing the right thing is not easy. Sometimes it takes courage to admit a mistake. But Amina learned that honesty, responsibility, and helping others are important parts of being a good citizen.

## **Passage 2: "The Good Citizen" (Stamina: Medium)**

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] The shelter cared for many different dogs. Some were young puppies, while others were older dogs. Each animal had a different story. Some had been found wandering alone, and others had been brought to the shelter by families who could no longer care for them. The workers at the shelter hoped each dog would eventually find a loving home.

[3] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[4] Maya enjoyed every part of her work. She liked seeing the dogs run and play outside. She also enjoyed teaching them simple commands and rewarding them with treats. Sometimes families visited the shelter looking for a pet. Maya loved watching the dogs meet new people and hoped they would find homes.

[5] The shelter manager often thanked Maya for her help.

[6] "Volunteers make a big difference," she told Maya one morning. "The dogs depend on people like you."

[7] Maya smiled whenever she heard that. She knew her work mattered.

[8] One busy Saturday, Maya rushed through her chores. She had promised to meet her friends at the park later, and she kept checking the clock. She swept the floor, cleaned the cages, and took several dogs outside for exercise.

[9] Rusty followed her everywhere that morning. He chased a ball across the yard and barked happily when Maya tossed it. After a few minutes, Maya looked at the clock again. She realized she was running late.

[10] Trying to finish quickly, she completed the rest of her tasks and put away the supplies. When she finished, she waved goodbye to Rusty and rode her bike home.

[11] As she pedaled toward her house, Maya thought about the fun she would have at the park. Her friends were planning to play games and ride their bikes. She was excited to join them.

[12] Later that afternoon, Maya suddenly froze.

[13] A terrible thought rushed into her mind.

[14] She remembered filling the water bowls.

[15] She remembered cleaning the kennels.

[16] She remembered taking the dogs outside.

[17] But she could not remember filling Rusty's food bowl.

[18] Her stomach twisted with worry.

[19] Rusty had been waiting for her, trusting her to take care of him.

[20] Maya tried to convince herself that maybe someone else had fed him. But the more she thought about it, the more certain she became. In her hurry, she had forgotten one of her most important jobs.

[21] Maya felt terrible.

[22] She knew Rusty depended on her.

[23] Without wasting another second, Maya jumped on her bike and pedaled as fast as she could back to the shelter.

[24] The ride seemed much longer than usual. As she raced down the sidewalk, she kept thinking about Rusty. She hoped he was okay.

[25] When Maya arrived at the shelter, she hurried inside.

[26] Rusty wagged his tail the moment he saw her.

[27] Maya quickly grabbed the food container, filled his bowl, and set it down in front of him.

[28] Rusty eagerly began eating.

[29] A wave of relief washed over Maya.

[30] She sat beside Rusty and gently patted his head.

[31] "I'm sorry, Rusty," she whispered.

[32] The puppy looked up at her for a moment and then continued eating.

[33] As she sat beside him, Maya realized something important. Being a good citizen meant doing your job carefully, especially when others depended on you. It was not enough to simply finish a task. A person had to do the task well and make sure it was completed correctly.

[34] Maya thought about how easy it had been to become distracted. She had been so focused on getting to the park that she forgot about her responsibility at the shelter.

[35] The shelter manager walked over and noticed Maya sitting with Rusty.

[36] "Everything okay?" she asked.

[37] Maya nodded.

[38] "I forgot to feed Rusty before I left," Maya admitted. "I came back as soon as I remembered."

[39] The shelter manager smiled kindly.

[40] "That was the right thing to do," she said. "Everyone makes mistakes. What matters is taking responsibility and fixing them."

[41] Maya felt proud of returning to the shelter.

[42] She knew it would have been easier to ignore her mistake. Instead, she chose to come back and make things right.

[43] Before leaving, Maya checked all of her responsibilities one more time. She made sure the dogs had water, the kennels were clean, and the supplies were put away.

[44] Then she said goodbye to Rusty.

[45] As Maya rode home again, she thought about everything she had learned that day.

[46] Good citizens are honest.

[47] Good citizens are responsible.

[48] Good citizens keep their promises and help others.

[49] Most importantly, good citizens understand that their actions affect those around them.

[50] Rusty was counting on her, and next time, she would not forget.

## 48. Student Annotation Guide

Students use the same six TRACKS categories in both narratives. **3.12C(ii)**

### Crash

### The Good Citizen

| TRACKS                         | Crash Evidence                                                     |
|--------------------------------|--------------------------------------------------------------------|
| T Time                         | One afternoon; for a moment; later; soon                           |
| R Reactions                    | Amina felt nervous, relieved, and proud.                           |
| A Actions                      | Amina bumped the table, raised her hand, and admitted the mistake. |
| C Character, Concept, Creature | Amina; Mrs. Ramirez; honesty; responsibility; citizenship          |
| K Key Knowledge                | Being honest shows responsibility.                                 |
| S Scenery / Setting            | Classroom; table; floor.                                           |

| TRACKS                         | The Good Citizen Evidence                                            |
|--------------------------------|----------------------------------------------------------------------|
| T Time                         | Every Saturday morning; one busy Saturday; later that afternoon      |
| R Reactions                    | Rusty wagged his tail; Maya worried; Maya felt proud.                |
| A Actions                      | Maya forgot food, returned, fed Rusty, and checked responsibilities. |
| C Character, Concept, Creature | Maya; Rusty; responsibility; citizenship                             |
| K Key Knowledge                | Rusty depended on Maya; mistakes can be fixed.                       |
| S Scenery / Setting            | Shelter; kennels; park.                                              |

## 49. TRACKS Evidence Highlighting

Students TAP the TRACKS: they hunt for six kinds of evidence and mark each one. TRACKS marks evidence in the narratives; Three Shapes analyze the prompt. **3.12C(ii)**

Prepare one evidence card for each highlighted detail and ask students to place it under the reason it proves.

| Mark | Category                     | What to Look For                          |
|------|------------------------------|-------------------------------------------|
| T    | Time                         | Time details.                             |
| R    | Reactions                    | Reactions, solutions, effects.            |
| A    | Actions                      | Actions, problems, conflicts, causes.     |
| C    | Character, Concept, Creature | People, animals, and major concepts.      |
| K    | Key Knowledge                | Important information needed for meaning. |
| S    | Scenery / Setting            | Setting details.                          |

## 50. Five-Day GRADUATE Lesson

Each daily lesson uses the same anatomy: stage, group, minutes, purpose, teacher script, student task, embedded check, access support, and student product.

**DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH**

**Day Purpose:** Introduce the HABIT and model the claim formula with Amina.

| Standard | Focus                                                                                               |
|----------|-----------------------------------------------------------------------------------------------------|
| TEKS     | <b>3.12C(ii)</b> compose argumentative texts, including opinion essays, using genre characteristics |
| ELPS     | <b>1(E)</b> listening, <b>2(E)</b> speaking, and <b>4(D)</b> writing as appropriate to the day      |

### GATHER + REVEAL TEACH

#### CLASS SLIDE

Explain if Amina should have told the truth about breaking the jar. Model: Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

#### TEACHER SCRIPT

*"You will name the decision, declare the WHY, and listen for three reasons."*

#### EMBEDDED CHECK FOR UNDERSTANDING

Students name the decision, because, and reasons.

**Access without lowering rigor:** the teacher may reread the prompt and provide a frame; the student still chooses the position, reasons, and evidence. **Student product:** marked prompt and model claim.

**DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN**

**Day Purpose:** Use Reason Buckets Blitz to brainstorm, group, narrow, and choose three reasons.

| Standard | Focus                                                                                                                                           |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>3.11B(iii)</b> develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details |
| ELPS     | <b>1(E)</b> listening, <b>2(E)</b> speaking, and <b>4(D)</b> writing as appropriate to the day                                                  |

### ATTEMPT LEARN

#### CLASS SLIDE

Write many reasons on cards, sort similar reasons, narrow each group, and choose three final groups as topic sentences.

#### TEACHER SCRIPT

*"You will brainstorm many reasons, group similar ideas, narrow each group, and choose three different reasons."*

#### EMBEDDED CHECK FOR UNDERSTANDING

Students explain why the final three reason groups are different.

**Access without lowering rigor:** the teacher may reread the prompt and provide a frame; the student still chooses the position, reasons, and evidence. **Student product:** reason sort and three topic sentences.

| Layer   | Student Action                                    | Example                                                                   |
|---------|---------------------------------------------------|---------------------------------------------------------------------------|
| Layer 1 | Brainstorm many reasons.                          | Amina told the truth; she admitted a mistake; classmates could trust her. |
| Layer 2 | Group the reasons.                                | Honesty and telling the truth belong together.                            |
| Layer 3 | Narrow each group to one strong idea.             | Honesty builds trust.                                                     |
| Layer 4 | Choose the final three groups as topic sentences. | Trust, responsibility, and solving problems.                              |

**DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN**

**Day Purpose:** Discuss reason quality and match text evidence to each reason.

| Standard | Focus                                                                                                |
|----------|------------------------------------------------------------------------------------------------------|
| TEKS     | <b>[3.12C(ii)]</b> compose argumentative texts, including opinion essays, using craft                |
| ELPS     | <b>[1(E)]</b> listening, <b>[2(E)]</b> speaking, and <b>[4(D)]</b> writing as appropriate to the day |

## DISCUSS + USE LEARN

### CLASS SLIDE

Use TRACKS to find evidence in both narratives and explain how a detail proves a reason.

### TEACHER SCRIPT

*"You will match evidence to a reason and explain how the detail proves it."*

### EMBEDDED CHECK FOR UNDERSTANDING

Students explain how evidence proves its reason.

**Access without lowering rigor:** the teacher may reread the prompt and provide a frame; the student still chooses the position, reasons, and evidence. **Student product:** three reasons with evidence.

**DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** Recognize strong reason building, revise copied reasons, and set a target.

| Standard | Focus                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>[3.11B(iii)]</b> develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details |
| ELPS     | <b>[1(E)]</b> listening, <b>[2(E)]</b> speaking, and <b>[4(D)]</b> writing as appropriate to the day                                              |

## AWARD + TARGET ASSESS

### CLASS SLIDE

Revise a repeated reason set and add a distinct support about responsibility, trust, or making things right.

**TEACHER SCRIPT**

*"You will find one strength in your reason set and choose one next step."*

**EMBEDDED CHECK FOR UNDERSTANDING**

Students name the decision, because, and reasons.

**Access without lowering rigor:** the teacher may reread the prompt and provide a frame; the student still chooses the position, reasons, and evidence. **Student product:** revised reason set and target.

**DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** Teach the process to a partner and transfer the claim formula to Maya.

| Standard | Focus                                                                                              |
|----------|----------------------------------------------------------------------------------------------------|
| TEKS     | <b>3.12C(1)</b> compose argumentative texts, including opinion essays, using genre characteristics |
| ELPS     | <b>1(E)</b> listening, <b>2(E)</b> speaking, and <b>4(D)</b> writing as appropriate to the day     |

**EDUCATE AND EXPLAIN TO OTHERS + TRANSFER ASSESS****CLASS SLIDE**

Answer: Explain if Maya should have returned to the shelter to feed Rusty. Write a claim with three reasons and match one evidence detail.

**TEACHER SCRIPT**

*"You will teach the four layers and build a claim for Maya."*

**EMBEDDED CHECK FOR UNDERSTANDING**

Students name the decision, because, and reasons.

**Access without lowering rigor:** the teacher may reread the prompt and provide a frame; the student still chooses the position, reasons, and evidence. **Student product:** exit ticket claim and oral explanation.

## Student Exemplars

### 51. Low / Developing Exemplar

This response names the decision but does not yet declare the WHY.

| Prompt                                                              | Student Response                  | Teacher Note                         |
|---------------------------------------------------------------------|-----------------------------------|--------------------------------------|
| Explain if Amina should have told the truth about breaking the jar. | Amina should have told the truth. | Decision present; no WHY or reasons. |

### 52. Medium / Approaching Exemplar

This response uses a decision and two reasons. The next step is a third distinct reason and evidence.

| Prompt                                                              | Student Response                                                                        | Teacher Note                                                     |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Explain if Amina should have told the truth about breaking the jar. | Amina should have told the truth because honesty builds trust and shows responsibility. | Two reasons are clear; add a third distinct reason and evidence. |

### 53. High / Secure Exemplar

This response uses the model claim and three different reasons, then matches evidence and explanations.

| Prompt                                                              | Claim                                                                                                          | Reason Quality           |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------|
| Explain if Amina should have told the truth about breaking the jar. | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. | Three different reasons. |

| Reason                       | Evidence from Crash                                  | Explanation                                 |
|------------------------------|------------------------------------------------------|---------------------------------------------|
| Honesty builds trust         | Mrs. Ramirez thanked Amina for telling the truth.    | Classmates could trust Amina.               |
| Honesty shows responsibility | Mrs. Ramirez said being honest shows responsibility. | Truthfulness means taking responsibility.   |
| Honesty helps solve problems | The class cleaned the area and saved the plant.      | Telling the truth helped make things right. |

| Claim                                                                                                                                               | Three Reasons                                    | Evidence Match                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------|
| Maya should have returned to the shelter because Rusty depended on her, responsibility means doing a job carefully, and good citizens fix mistakes. | Dependence; responsibility; repairing a mistake. | Rusty was waiting; Maya returned; the manager affirmed fixing mistakes. |

## Assessment & Evidence

### 54. Teacher Answer Guidance & Evidence Notes

Accept any claim that answers the decision prompt and uses because to state relevant reasons. Strong responses name three different supports and match each support to a detail from the correct narrative.

### 55. Standards Evidence Trail

Collect the model claim, reason groups, evidence matches, exit ticket, and writing assignment as the standards evidence trail.

| Evidence Product     | What the Teacher Checks                          | Standard          |
|----------------------|--------------------------------------------------|-------------------|
| Model claim          | Decision, because, reasons, and clue words.      | <b>3.12C(i)</b>   |
| Reason Buckets Blitz | Reasons grouped, narrowed, and reduced to three. | <b>3.11B(iii)</b> |
| Evidence sheet       | Each reason has a relevant detail.               | <b>3.12C(ii)</b>  |
| Day 5 exit ticket    | Claim answers the prompt.                        | <b>3.12C(i)</b>   |

### 56. Assessment Opportunities

Use quick checks during instruction and a formal check at the end.

| Moment | Assessment Opportunity                | Teacher Decision                 |
|--------|---------------------------------------|----------------------------------|
| Day 1  | Label decision, because, and reasons. | Reteach the formula if needed.   |
| Day 2  | Sort and narrow reasons.              | Model grouping if ideas repeat.  |
| Day 3  | Match evidence to reasons.            | Reread if evidence does not fit. |
| Day 4  | Revise copied reasons.                | Set a distinct-reason target.    |
| Day 5  | Write and explain a new claim.        | Use guidance and rubric.         |

| Prompt                                                              | Expected Focus                                                  |
|---------------------------------------------------------------------|-----------------------------------------------------------------|
| Explain if Amina should have told the truth about breaking the jar. | Decision plus honesty, responsibility, and making things right. |
| Explain if Maya should have returned to the shelter to feed Rusty.  | Decision plus responsibility, dependence, and fixing mistakes.  |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Prompt:** Explain if Maya should have returned to the shelter to feed Rusty.

**1. Write the decision:**

**2. Write a claim using because and at least two reasons:**

**3. Write one evidence detail for each reason.**

**4. Explain how one detail proves one reason.**

### 58. Exit Ticket Answer Key

A secure response says Maya should have returned because Rusty depended on her, responsibility means completing the job carefully, and good citizens fix mistakes.

| Prompt Part | Answer Guidance                                         | Evidence from The Good Citizen                        |
|-------------|---------------------------------------------------------|-------------------------------------------------------|
| Decision    | Maya should have returned to the shelter to feed Rusty. | Maya returned and fed Rusty.                          |
| Reason 1    | Rusty depended on Maya.                                 | Rusty was waiting for her.                            |
| Reason 2    | Responsibility means completing a job carefully.        | Maya realized the task had to be completed correctly. |
| Reason 3    | Good citizens fix mistakes.                             | The manager said fixing mistakes was right.           |

### 59. Scoring Principle

Score the thinking before sentence polish. A secure response has a clear decision, a because clause, three different reasons, relevant evidence, and an explanation.

### 60. Gradebook Conversion

Convert the evidence into a classroom grade using the table below.

| Score    | Percent   | Interpretation | Next Step                                         |
|----------|-----------|----------------|---------------------------------------------------|
| 18-20    | 90-100%   | Secure         | Extend to CREATURES.                              |
| 14-17    | 70-89%    | Developing     | Revise a reason or evidence match.                |
| 10-13    | 50-69%    | Emerging       | Intervene on claim formula.                       |
| Below 10 | Below 50% | Beginning      | Reteach decision, because, reasons, and evidence. |

## **61. Recommended Gradebook Label**

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### **G3 C6 M2**

Record the claim, three reasons, evidence matches, and exit ticket as the module evidence set.

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

**Prompt:** Explain if Amina should have told the truth about breaking the jar.

The response must include a claim, three final reasons from the Magnifying Process, evidence for each reason, and explanations that connect the evidence to the claim.

| Required Part      | Teacher Scoring Look-For                         |
|--------------------|--------------------------------------------------|
| Claim              | Decision plus because plus reasons.              |
| Magnifying Process | Reasons grouped, narrowed, and reduced to three. |
| Evidence           | A relevant detail supports each reason.          |
| Thinking           | Explanation connects evidence to the claim.      |
| Argument Path      | Claim to reasons to evidence to thinking.        |

### 63. Student Planning Frame

**Model Prompt:** Explain if Amina should have told the truth about breaking the jar.

1. Use Three Shapes to mark the decision and action.
2. Write the decision and add because.
3. Brainstorm, group, narrow, and choose three final reason groups.
4. Find one evidence detail for each reason.
5. Explain the evidence match.

### 64. Writing Assignment Rubric

Score the claim, Magnifying Process, evidence, and organization.

| Criterion              | Secure                                              | Approaching                               | Developing                               | Beginning                      |
|------------------------|-----------------------------------------------------|-------------------------------------------|------------------------------------------|--------------------------------|
| Claim and decision     | Decision answers prompt with three reasons.         | Decision answers prompt with two reasons. | Decision is present but support is weak. | No clear decision.             |
| Magnifying Process     | Three strong, different reasons.                    | Three reasons with one copy.              | Two reasons or unclear groups.           | No usable reason set.          |
| Evidence and support   | Relevant details and explanations connect.          | Most evidence fits.                       | Evidence is weakly related.              | No evidence.                   |
| Organization and craft | Focused, structured response with relevant details. | Mostly focused.                           | Ideas are listed.                        | Ideas are difficult to follow. |

### 65. Writing Gradebook Conversion

Use the conversion table to report the writing result.

| Rubric Score | Percent | Interpretation | Next Step |
|--------------|---------|----------------|-----------|
|--------------|---------|----------------|-----------|

|          |           |            |                                  |
|----------|-----------|------------|----------------------------------|
| 18-20    | 90-100%   | Secure     | Extend to CREATURES.             |
| 14-17    | 70-89%    | Developing | Revise a reason and explanation. |
| 10-13    | 50-69%    | Emerging   | Rehearse formula and regroup.    |
| Below 10 | Below 50% | Beginning  | Use intervention with frames.    |

## 66. Teacher Feedback Shortcuts

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**Strength:** "Your decision is clear, and your because clause declares the WHY."

**Strength:** "Your three reasons are different, so the argument has strong support."

**Target:** "Group the copied reasons together, then choose a new idea for the third group."

**Evidence:** "This detail is from the passage. Now explain how it proves your reason."

## Response to Student Need

### 67. Intervention: Name the Thinking

#### TEACHER SCRIPT

*"You will name the decision, declare the WHY, and choose reasons that are different and strong."*

Use one prompt at a time, then help students move through the four layers and match evidence.

| Field                  | Detail                                                                         |
|------------------------|--------------------------------------------------------------------------------|
| Purpose                | Support students separating decision, because, reasons, and evidence.          |
| Group Size             | Small group of 3-6 students.                                                   |
| Time                   | 10-12 minutes.                                                                 |
| Materials              | Claim formula, Three Shapes, Magnifying Process, reason cards, and narratives. |
| Relevant TEKS Breakout | <b>3.12C(ii)</b> and <b>3.11B(iii)</b>                                         |
| Relevant ELPS          | <b>1(E)</b> and <b>2(E)</b>                                                    |

### 68. Embedded Checks & Student Support

Use short checks for the decision, because clause, reason grouping, evidence match, and explanation.

| Teacher Move                 | Expected Response                  | Common Misconception           | Teacher Response                    |
|------------------------------|------------------------------------|--------------------------------|-------------------------------------|
| Ask for the decision.        | Student names the choice.          | Student retells the narrative. | Return to the prompt.               |
| Ask for the WHY.             | Student adds because and a reason. | Student repeats the choice.    | Ask what makes it make sense.       |
| Ask students to group cards. | Student groups similar ideas.      | Student groups by story order. | Ask what ideas mean the same thing. |
| Ask for evidence.            | Student chooses a text detail.     | Student gives an opinion.      | Reread and point to the text.       |

### 69. Student Support Quick Reference

Support students with frames, sorting, rereading, and oral rehearsal while keeping the position and reason choices with the student.

| If a Student...                   | Support to Provide                         |
|-----------------------------------|--------------------------------------------|
| Writes a decision without reasons | Use _____ should have _____ because _____. |
| Confuses reason and evidence      | Sort one why idea and one text detail.     |
| Writes three copies               | Group copies and choose a new group.       |
| Selects unrelated evidence        | Ask which words prove the reason.          |
| Masters quickly                   | Route to CREATURES enrichment.             |

## 70. Enrichment: Connect Across Texts

Compare Amina and Maya. Both characters respond to a mistake by taking responsibility and helping make things right. Students build a cross-text claim and prove it with evidence from both narratives.

| Field                  | Detail                                                                  |
|------------------------|-------------------------------------------------------------------------|
| Purpose                | Compare Amina and Maya while preserving the claim formula.              |
| Group Size             | Pairs or small groups.                                                  |
| Materials              | Both narratives, notebooks, TRACKS cards, and Magnifying Process chart. |
| Relevant TEKS Breakout | <b>3.12C(i)</b> and <b>3.12C(ii)</b>                                    |
| Relevant ELPS          | <b>2(E)</b> and <b>4(D)</b>                                             |

## 71. Additional Writing Opportunity: Plan and Draft

**Writing Prompt:** Explain if Maya should have returned to the shelter to feed Rusty.

1. Use Three Shapes to mark the decision and action.
  2. Write the decision and add because.
  3. Brainstorm, group, narrow, and choose three final reason groups.
  4. Find evidence for each reason.
  5. Explain how the evidence proves each reason.
  6. Add significance about responsibility and good citizenship.
- 
- 
- 

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

**Revise.** Group copied reasons, strengthen a vague reason, and add relevant evidence. **3.11B(iii)**

**Edit.** Check the decision, because clause, commas, capitalization, punctuation, and complete sentences.

**Share.** Read the claim to a partner. The partner identifies the decision, reasons, evidence, and explanation.

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

Give every student a chance to hear and say the thinking.

- Read the model prompt aloud. Students say the decision clue words and the decision.
- Partners rehearse the claim formula.
- Students place a reason card in a group and explain why.
- Students hear an evidence card and name the reason it proves.

**74. Pause Points****PAUSE POINT: BEFORE BRAINSTORMING**

What decision must the claim answer? Say the position before listing reasons.

**PAUSE POINT: DURING GROUPING**

Which ideas belong together? Are any reasons copies?

**PAUSE POINT: BEFORE CHOOSING**

Does each final group add a different kind of support?

**PAUSE POINT: BEFORE FINISHING**

Does each reason have evidence and an explanation?

**75. At-Home Connection**

At home, students can practice choosing a side, declaring the WHY, and magnifying three reasons about Amina or Maya.

**Task Card 1: Decide and Declare.** Finish: "I decide \_\_\_\_\_ because \_\_\_\_\_."

**Task Card 2: Build the Claim.** Make a claim about Amina or Maya and give three different reasons.

**Task Card 3: Magnify the Thinking.** Brainstorm, group, narrow, and choose the final three groups.

## Student Ownership

### 76. My Progress Tracker

#### TEACHER SCRIPT

*"Use this tracker as a private reflection tool. After you practice each skill, check the response that best describes your independent work."*

**Directions:** Students check one response for each skill after practice.

| I Can...                                 | Not Yet | Getting It | I've Got It! |
|------------------------------------------|---------|------------|--------------|
| State a decision before writing a claim. |         |            |              |
| Use because to declare the WHY.          |         |            |              |
| Brainstorm many reasons.                 |         |            |              |
| Group similar reasons together.          |         |            |              |
| Narrow each group to one strong idea.    |         |            |              |
| Choose three different final groups.     |         |            |              |
| Match evidence to each reason.           |         |            |              |
| Explain how evidence proves a reason.    |         |            |              |
| Revise a claim to make support stronger. |         |            |              |

### 77. Student Award

**What can the student already do?** Record one claim, reason set, or evidence match that shows strong thinking.

### 78. Student Target

**What should the student practice next?** Record one next step for the claim, reasons, evidence, or explanation.

## Teacher Closure & Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER SCRIPT

*"Today, you made a decision, declared the WHY, and built strong reasons. You brainstormed, grouped, narrowed, and chose three final groups. You matched evidence to your reasons. Keep using the habit: if you have to decide, you must declare the WHY."*

### 80. Essential / Overarching Question, Answered

**How can a writer use the Magnifying Process to build three strong, different reasons that support a claim?**

A writer begins with a decision and declares the WHY with because and reasons. The Magnifying Process expands the thinking: brainstorm many reasons, group similar reasons, narrow each group to one strong idea, and choose the final three groups as topic sentences. The writer matches evidence from a narrative to each reason and explains how the evidence proves the claim.

### 81. Teacher Reflection

- Which students stated a decision but still need support adding reasons?
- Which students grouped copied reasons together?
- Which students matched evidence accurately?
- Which students can explain how evidence proves a reason?
- Who needs intervention, and who is ready for CREATURES enrichment?

**Teacher Notes:**

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### 82. Teacher Artifacts of Effectiveness

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

- Three Shapes annotations and model claims
- Reason Buckets Blitz cards and final three groups
- Evidence recording sheets
- Revised reason sets and targets
- Day 5 exit tickets
- The Module Writing Assignment and rubric evidence

## Production & Implementation Support

### 83. Module Slide Deck Build Sheet

The slide sequence follows the five-day GRADUATE lesson and keeps the Medium stamina pacing at 15 minutes per day.

| Slide | Title                                                         | Required Content                             | Lesson Location      |
|-------|---------------------------------------------------------------|----------------------------------------------|----------------------|
| 1     | Supporting Claims with Reasons Through the Magnifying Process | Grade 3; Cluster 6; Module 2; Medium stamina | Cover                |
| 2     | Meet Our Week                                                 | HABIT and claim formula                      | Learning Destination |
| 3     | Three Shapes                                                  | Circle, box, triangle                        | Day 1                |
| 4     | Reason Buckets Blitz                                          | Four layers                                  | Day 2                |
| 5     | Strong Reasons Stand Apart                                    | Distinct support                             | Day 3                |
| 6     | Evidence Hunt                                                 | Match details to reasons                     | Day 3                |
| 7     | Strong Reason Award                                           | Recognize clear support                      | Day 4                |
| 8     | Next Step                                                     | Revise copied reasons                        | Day 4                |
| 9     | Turn and Teach                                                | Explain the four layers                      | Day 5                |
| 10    | Transfer                                                      | Build a claim for Maya                       | Day 5                |
| 11    | Student Exit Ticket                                           | Claim, reasons, evidence                     | Assessment           |
| 12    | My Progress Tracker                                           | Reflect on growth                            | Ownership            |
| 13    | Model Claim                                                   | Amina and honesty                            | Exemplar             |
| 14    | Medium Response                                               | Two reasons and next step                    | Exemplar             |
| 15    | Secure Response                                               | Three reasons and evidence                   | Exemplar             |
| 16    | Argument Path                                                 | Claim to significance                        | Writing Connection   |
| 17    | CREATURES                                                     | Argumentative framework                      | Writing Connection   |
| 18    | TRACKS and DOT                                                | Evidence and vocabulary                      | Source Text          |
| 19    | Closing                                                       | Answer the overarching question              | Closure              |

### 84. Virtual / Online Adaptation

Keep the reasoning demand identical and change only the delivery method.

| Element                  | Adaptation                                                   |
|--------------------------|--------------------------------------------------------------|
| Shared-screen adaptation | Display a student claim and reason groups for live feedback. |
| Annotation               | Students circle, box, and triangle on a shared document.     |
| Breakout discussion      | Pairs brainstorm, group, narrow, and choose three reasons.   |
| Oral response            | Students rehearse the claim aloud before typing.             |

|                     |                                                               |
|---------------------|---------------------------------------------------------------|
| Asynchronous option | Students submit a claim, reason groups, and evidence matches. |
| Digital tracking    | Students update the tracker and explain one target.           |

PART XIX

## Teacher Reflection

### 85. Teacher Reflection (This Module)

Fill this in after teaching the module. Record evidence about pacing, student reasoning, and the next instructional move.

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

THE WRITING ACADEMY®, LLC.  
Teacher Lesson Plan Guide

# Completing the Argumentative Paper with CREATURES

Grade 3 | Cluster 6 | Module 3

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**Grade:** 3

**Cluster:** 6, Argumentative writing building to an opinion essay

**Module:** 3 of the cluster

**Primary Instructional Category:** Argumentative Writing / Complete Paper

**Module Title:** Completing the Argumentative Paper with CREATURES

**Content Connection / Passage Titles:** the narratives "Crash" and "The Good Citizen" (High stamina)

**Primary TEKS:** [12C\(i\)](#), [12C\(ii\)](#), [11B\(i\)](#), [11B\(ii\)](#), [11B\(iii\)](#)

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

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## Response Strand (7-Strand) TEKS Woven Into This Module

Response habits support the argumentative paper by helping students read, mark, discuss, and use evidence from both narratives.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into discussion of Amina and Maya.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[Woven when students compare honesty and responsibility.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Woven whenever students select proof for a reason.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven before students organize an argument.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Woven through DOT and TRACKS.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Woven in the paper and Exit Ticket.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven through thinking and significance.]*

### 1. A Little Inspiration Goes a Long Way!

**Purpose for the teacher:** Students complete a full argumentative paper. They carry forward a claim, reasons, and evidence, then add logical order, thinking, understanding others, rebuttal, ending, and significance.

#### TEACHER SCRIPT

*"You already have pieces of an argument. This week you will connect them into a complete paper that proves a position, answers another viewpoint respectfully, and shows why the idea matters beyond the page."*

**Signature HABIT:** "If you have to decide, you must declare the WHY." A claim = a decision + "because" + reasons.

### 2. Why This Module Matters

Students assemble a complete argumentative paper with CREATURES. They use "Crash" and "The Good Citizen" to practice honesty, responsibility, citizenship, evidence, thinking, and a respectful response to the other side.

**CREATURES:** C = Claim, R = Reasons, E = Evidence, A = Argument (logical order), T = Thinking, U = Understanding Others (counterargument), R = Rebuttal, E = Ending, S = Significance.

**Argument Path:** Establish C to R; prove E to A to T; address the other side U to R; bring together E to S.

### 3. Module Essential / Overarching Question

**How can a writer combine all the parts of an argument into one complete, convincing paper?**

A writer states a claim, supports it with reasons and evidence, explains the thinking, considers another viewpoint, answers it respectfully, reinforces the claim in an ending, and shows why the idea matters beyond the writer.

**First Thinking:**

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**Final Thinking:**

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**What changed?**

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## Family Communication

### 4. Parent Communication Purpose

Families are partners in building argumentative stamina. This communication explains how a claim grows into a complete CREATURES paper and gives families brief ways to rehearse a position, reasons, evidence, and a respectful answer to another side.

**How to Send It:** Share the English or Spanish letter, then invite a short conversation about Amina, Maya, honesty, responsibility, and trustworthy decisions.

### 5. Family Letter (English)

Dear Families,

This week your student is completing a full argumentative paper using CREATURES: Claim, Reasons, Evidence, Argument (logical order), Thinking, Understanding Others, Rebuttal, Ending, and Significance.

We are practicing with "Crash" (Amina and honesty) and "The Good Citizen" (Maya and responsibility). Your student will state a position, support it with reasons and evidence, explain the proof, consider what someone who disagrees might say, answer that viewpoint respectfully, and explain why the idea matters to families, classrooms, and communities.

Please ask, "What might someone who disagrees say?" and then, "How would you answer them?" Oral practice helps a complete paper grow from a clear claim.

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

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

Estimadas familias:

Esta semana su estudiante completa un texto argumentativo usando el marco CREATURES (en inglés): Afirmación (Claim), Razones (Reasons), Evidencia (Evidence), Argumento u orden (Argument), Pensamiento (Thinking), Entender a Otros (Understanding Others), Refutación (Rebuttal), Cierre (Ending) y Significado (Significance).

Practicamos con "Crash" (Amina y la honestidad) y "The Good Citizen" (Maya y la responsabilidad). Su estudiante declarará una posición, la apoyará con razones y evidencia, explicará el pensamiento, considerará otro punto de vista, responderá con respeto y mostrará por qué la idea importa más allá de la historia.

Por favor, pregunte: "¿Qué diría alguien que no está de acuerdo?" y después: "¿Cómo le responderías?"

Con aprecio, El maestro o la maestra de su estudiante - The Writing Academy LLC

### 7. Family Conversation Starters

- ¿Qué es una afirmación y cómo se diferencia de una opinión?
- ¿Qué significa declarar el WHY cuando tomas una decisión?
- ¿Qué razones apoyan que Amina dijera la verdad sobre el frasco?

- ¿Qué podría decir alguien que no está de acuerdo con que Maya volviera al refugio?
- ¿Cómo puede una evidencia demostrar una razón?
- ¿Por qué un final y una significancia no hacen el mismo trabajo?

## 8. Simple Family Activities

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Las dos actividades necesitan pocos materiales y terminan en una conversación.

### **Actividad familiar: Decide y declara**

El estudiante completa: "Yo decido \_\_\_\_\_ porque \_\_\_\_\_ y \_\_\_\_\_." Recuérdele que una afirmación es una decisión + "porque" + razones.

### **Actividad familiar: Construye CREATURES**

Use "Crash" o "The Good Citizen". El estudiante dice la afirmación, una razón, una evidencia, la explicación, el otro lado, la respuesta respetuosa, el final y la significancia.

## Teacher Road Map

### 9. Teacher Navigation Key

Use estos símbolos para leer cada sección y cada día.

- **TEACH:** el maestro enseña o modela el estándar.
  - **LEARN:** el estudiante practica o desarrolla el estándar.
  - ✓ **ASSESS:** el estudiante demuestra o transfiere el aprendizaje.
- Teacher Script:** lenguaje recomendado para hablar directamente con el estudiante.
- Class Slide:** señal para el material visual.

### 10. GRADUATE Evidence Alignment

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| GRADUATE Stage      | Evidence Role  | What It Shows                                                    |
|---------------------|----------------|------------------------------------------------------------------|
| Gather + Reveal     | Teach          | The claim, reasons, evidence, and CREATURES jobs become visible. |
| Attempt             | Learn          | Students assemble a complete argument.                           |
| Discuss + Use       | Learn / Assess | Students explain and draft.                                      |
| Award + Target      | Assess         | Students name a strength and next step.                          |
| Educate and Explain | Assess         | Students teach the framework.                                    |

### 11. Module at a Glance

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Field             | This Module                                       |
|-------------------|---------------------------------------------------|
| Cluster / Module  | Grade 3, Cluster 6, Module 3                      |
| Module Title      | Completing the Argumentative Paper with CREATURES |
| Passages          | "Crash" and "The Good Citizen"; High stamina      |
| Daily Lesson Time | 15 minutes per day, 5 days                        |
| Formal Product    | Complete CREATURES paper and Exit Ticket          |

## Standards, Learning & Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will complete a multi-paragraph argumentative paper using CREATURES, including a claim, reasons, evidence, logical order, thinking, a counterargument, a rebuttal, an ending, and significance.

#### I Will Statements

- I will state a clear claim.
- I will build reasons with evidence.
- I will explain how evidence proves a reason.
- I will address another viewpoint respectfully.
- I will explain why the idea matters beyond the story.

#### I Can Statements

- I can use the CREATURES checklist.
- I can organize a complete argument.
- I can write a rebuttal that returns to my position.
- I can write significance beyond the story.

#### CLASS SLIDE

Module Slide 1: the learning destination and the complete argumentative paper.

### 13. Success Criteria

- I state a claim that answers the prompt.
- I give reasons that support the claim.
- I use evidence from the passage.
- I put ideas in logical order.
- I explain how the evidence proves the reason.
- I include a reasonable counterargument and a respectful rebuttal.
- I reinforce the claim in the ending.
- I explain why the idea matters beyond the character or student.

### 14. Evidence That Will Demonstrate Mastery

Collect these products as evidence of mastery:

- A claim that states a decision + "because" + reasons.
- A CREATURES organizer connecting reasons, evidence, and thinking.
- A counterargument and rebuttal grounded in the passage.
- A complete argumentative paper with an ending and significance.
- The Day 5 Exit Ticket and the Module Writing Assignment.

### 15. TEKS Correlations

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| TEKS   | Student Expectation (verbatim) | Where Taught / Assessed |
|--------|--------------------------------|-------------------------|
| 12C(i) |                                | Days 1-5                |

|                 |                                                                                                                                             |          |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                 | compose argumentative texts, including opinion essays, using genre characteristics                                                          |          |
| <b>12C(ii)</b>  | compose argumentative texts, including opinion essays, using craft                                                                          | Days 3-4 |
| <b>11B(i)</b>   | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction | Days 1-2 |
| <b>11B(ii)</b>  | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion    | Day 5    |
| <b>11B(iii)</b> | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details               | Days 2-4 |

## 16. Standards Coverage Matrix

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This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Classification | TEKS            | Coverage                                               |
|----------------|-----------------|--------------------------------------------------------|
| PRIMARY        | <b>12C(i)</b>   | Genre characteristics in the full paper.               |
| PRIMARY        | <b>12C(ii)</b>  | Craft in thinking, rebuttal, ending, and significance. |
| PROCESS        | <b>11B(i)</b>   | Introduction and logical order.                        |
| PROCESS        | <b>11B(ii)</b>  | Conclusion and significance.                           |
| PROCESS        | <b>11B(iii)</b> | Evidence and relevant details.                         |

## 17. ELPS Correlations

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| ELPS        | Domain    | Complete Student Expectation                                                                                                                           | Day Addressed   |
|-------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>1(E)</b> | Listening | Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification. | Days 1, 3, 4, 5 |
| <b>2(E)</b> | Speaking  | Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.                        | Days 3 and 5    |
| <b>3(E)</b> | Reading   | Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.       | Day 1           |
| <b>4(D)</b> | Writing   | Write using grade-appropriate sentence lengths and types.                                                                                              | Days 1, 2, 3    |

| Module Evidence     | Teacher-Facing Use                                                                                                                        |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Section 17, table 2 | Use the CREATURES framework with "Crash" and "The Good Citizen"; keep the claim, reasons, evidence, thinking, and significance connected. |

| Module Evidence     | Teacher-Facing Use                                                                                                                        |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Section 17, table 3 | Use the CREATURES framework with "Crash" and "The Good Citizen"; keep the claim, reasons, evidence, thinking, and significance connected. |

## 18. ELPS Linguistic Accommodations

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Proficiency Level | Language Objective                                                       |
|-------------------|--------------------------------------------------------------------------|
| Pre-Production    | Point to claim, reasons, and evidence using gestures and icons.          |
| Beginning         | Sort argument cards before speaking.                                     |
| Intermediate      | Say: "Amina should tell the truth because honesty shows responsibility." |
| High Intermediate | Explain why honesty or responsibility matters.                           |
| Advanced          | Use oral rehearsal to refine a complete argument before writing.         |

## 19. Language Domains

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Domain    | How This Module Builds It                                   |
|-----------|-------------------------------------------------------------|
| Listening | Students hear the model and restate the connection.         |
| Speaking  | Students rehearse claims, reasons, evidence, and rebuttals. |
| Reading   | Students read both narratives and mark evidence.            |
| Writing   | Students build a multi-paragraph argumentative paper.       |

## 20. Rigor Safeguard

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| May Provide                                                                  | Must Return to the Student                                                    |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Read-aloud, repetition, visual chart, sentence frame, and partner rehearsal. | Choose the position, strongest reason, evidence, order, and final wording.    |
| Icons and color-coded cards.                                                 | Explain how evidence proves the reason and how rebuttal returns to the claim. |

## 21. Rigor & Cognitive Demand

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Level       | What Students Must Do                               | Independence            | Evidence                      |
|-------------|-----------------------------------------------------|-------------------------|-------------------------------|
| Literal     | Identify claim, reasons, evidence, and explanation. | Supported               | Labels match.                 |
| Inferential | Explain how evidence supports a reason.             | Guided then independent | Student names the connection. |

|            |                                          |                          |                             |
|------------|------------------------------------------|--------------------------|-----------------------------|
| Evaluative | Judge order and rebuttal.                | Partner then independent | Student defends a revision. |
| Synthesis  | Explain significance beyond the passage. | Independent              | Complete argument.          |

## 22. The Five Thinking Levels

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This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Level   | Color  | Thinking Stage | Description                       |
|---------|--------|----------------|-----------------------------------|
| Level 1 | Red    | Foundational   | Identify a claim.                 |
| Level 2 | Orange | Emergent       | Sort parts.                       |
| Level 3 | Yellow | Visible        | Connect evidence to a reason.     |
| Level 4 | Green  | Independent    | Organize and answer another side. |
| Level 5 | Blue   | Reflective     | Explain significance.             |

### The Progression of Thinking

| Level        | Hidden Question                      | Student Thinking          | Focus        |
|--------------|--------------------------------------|---------------------------|--------------|
| Foundational | What is the decision?                | I can state the claim.    | Claim        |
| Emergent     | Why?                                 | I can state a reason.     | Reasons      |
| Visible      | What proof?                          | I can use evidence.       | Evidence     |
| Independent  | How does it prove it?                | I can explain thinking.   | Thinking     |
| Reflective   | Why does it matter beyond the story? | I can state significance. | Significance |

### 23. Possible Teacher Misconceptions

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Misconception                        | What It Looks Like             | Self-Correction                      |
|--------------------------------------|--------------------------------|--------------------------------------|
| The paper is only a list of facts.   | Ideas do not connect.          | Use Argument Path.                   |
| A claim is a summary.                | No decision or because clause. | Use decision + because + reasons.    |
| A counterargument weakens the paper. | Student avoids the other side. | Name it, then rebut it respectfully. |
| Significance repeats the ending.     | No larger meaning.             | Ask who beyond the story can learn.  |

### 24. Possible Student Misconceptions

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Student Misconception           | Teacher May Notice                       | Reteach Move                                        |
|---------------------------------|------------------------------------------|-----------------------------------------------------|
| Claim and reasons are the same. | One unclear sentence.                    | Ask: what is the decision and what are the reasons? |
| Any detail is evidence.         | Detail does not prove the reason.        | Return to TRACKS.                                   |
| Thinking repeats evidence.      | Quotation is copied without explanation. | Use: This shows ____ because ____.                  |
| U and R are the same.           | Other side and answer are mixed.         | U names; R responds.                                |

## Module Foundations: Review, Refresh & Readiness

### 25. TEKS Target

**Primary target:** compose argumentative texts, including opinion essays, using genre characteristics and craft.

**Process target:** develop drafts into a focused, structured, and coherent piece by organizing an introduction, developing relevant details, and organizing a conclusion.

**Signature HABIT:** If you have to decide, you must declare the WHY. A claim = a decision + "because" + reasons.

### 26. How I Say the Standard!

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| TEKS            | Full Student Expectation (verbatim)                                                                                                         |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>12C(i)</b>   | compose argumentative texts, including opinion essays, using genre characteristics                                                          |
| <b>12C(ii)</b>  | compose argumentative texts, including opinion essays, using craft                                                                          |
| <b>11B(i)</b>   | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction |
| <b>11B(ii)</b>  | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion    |
| <b>11B(iii)</b> | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details               |

### 27. This Week I Can...

- I can write a claim that makes a decision and declares the WHY.
- I can build reasons from the text.
- I can use evidence and explain it.
- I can recognize another viewpoint and write a rebuttal.
- I can end with significance that matters beyond the story.

### 28. Before I Can... Prerequisites

- Retrieve the claim, reasons, and evidence from earlier argument work.
- Read "Crash" and "The Good Citizen" for a character decision and consequence.
- Use DOT: Dot the word, Discover the meaning, Drop the dot.
- Use TRACKS to locate measurable evidence.
- Rehearse the signature HABIT aloud before writing.

### 29. Remember This! (60-Second Retrieval)

#### TEACHER SCRIPT

*"You will name one claim, one reason, and one piece of evidence from "Crash" or "The Good Citizen." Then you will tell how the evidence proves the reason."*

**60-Second Retrieval:** "Amina should have told the truth because \_\_\_\_." "Maya should have returned because \_\_\_\_."

### 30. Vocabulary Infusion

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Word            | Student-Friendly Meaning                          | Frame                             |
|-----------------|---------------------------------------------------|-----------------------------------|
| claim           | The decision or position.                         | My claim is ____ because ____.    |
| reason          | Why the writer believes the claim.                | One reason is ____.               |
| evidence        | A detail from the passage that supports a reason. | My evidence is ____.              |
| thinking        | How the evidence proves the reason.               | This shows ____ because ____.     |
| counterargument | A reasonable idea from someone who disagrees.     | Someone might say ____, but ____. |
| rebuttal        | A respectful answer that returns to the claim.    | However, ____.                    |
| significance    | Why the idea matters beyond the story.            | This matters because ____.        |

### 31. Conventions Connection

Have students revise for complete sentences, clear pronouns, subject-verb agreement, capitalization, punctuation, and connecting words. Check that each CREATURES part remains connected during revision.

### 32. Writing Connection

The writing connection is the complete paper: introduction with the claim, body paragraphs that move from reasons to evidence to thinking, a paragraph that understands and answers another viewpoint, and a conclusion with ending and significance.

**Model claim:** Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

### 33. Watch Out!

- Do not treat a claim as a topic. It must make a decision and declare the WHY.
- Do not let evidence stand alone. Add thinking that explains the connection.
- Do not make the counterargument unreasonable.
- Do not repeat the ending as significance. Reach beyond the story.
- Do not change the argument when changing format and audience.

### 34. Ready Check

- The claim answers the prompt.
- Each reason supports the claim.
- Each evidence detail supports the nearby reason.
- Each thinking sentence explains the evidence.

- The counterargument is reasonable.
- The rebuttal responds respectfully.
- The ending reinforces the claim.
- The significance reaches beyond the writer.

### **35. Teacher Look-Fors**

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- Listen for the signature HABIT.
- Look for a C to R connection.
- Check evidence in "Crash" or "The Good Citizen."
- Notice whether A is logical order.
- Notice whether T explains the proof.
- Check U and R as a matched pair.
- Check that S reaches to people and communities.

## Vocabulary, Content & Preparation

### 36. Complete Tier 1 Vocabulary

**TEACHER SCRIPT**

*"You will preview these words before reading or writing so you can explain your argument clearly."*

**Tier 1 Vocabulary**

| Word    | Student-Friendly Definition                    | Frame                                   |
|---------|------------------------------------------------|-----------------------------------------|
| build   | Put parts together or make something stronger. | I can build my argument by adding ____. |
| connect | Join ideas or things together.                 | I can connect this evidence to ____.    |
| support | Help an idea seem true or strong.              | I can support my claim with ____.       |
| finish  | Complete something.                            | I will finish my paper by ____.         |
| idea    | A thought or plan.                             | My idea is ____.                        |
| reason  | Why someone thinks or does something.          | One reason is ____.                     |
| proof   | Facts or examples that show something is true. | My proof is ____.                       |
| explain | Tell how or why something happens.             | I can explain ____.                     |
| read    | Look at words and understand them.             | When I read, I notice ____.             |
| share   | Give an idea to another person.                | I can share ____.                       |

### 37. Complete Tier 2 Vocabulary

**TEACHER SCRIPT**

*"You will preview these words before reading or writing so you can explain your argument clearly."*

**Tier 2 Vocabulary**

| Word            | Student-Friendly Definition                         | Frame                              |
|-----------------|-----------------------------------------------------|------------------------------------|
| claim           | A statement that says the writer's decision.        | My claim is ____.                  |
| argument        | Connected ideas and reasons that support a claim.   | My argument shows ____.            |
| reasoning       | Thinking that explains why reasons support a claim. | My reasoning is ____ because ____. |
| evidence        | Facts or details that support a claim.              | My evidence is ____.               |
| explanation     | Details that tell how or why something is true.     | My explanation shows ____.         |
| counterargument | An opposing idea or reason.                         | Someone might say ____, but ____.  |
| rebuttal        | An answer to the opposing idea.                     | My rebuttal is ____.               |
| significance    | The importance beyond one situation.                | The significance is ____.          |
| structure       | The way a paper is organized.                       | My structure begins ____.          |
| logical order   | A clear order that is easy to follow.               | I will order my ideas by ____.     |

### 38. Complete Tier 3 Vocabulary

**TEACHER SCRIPT**

*"You will preview these words before reading or writing so you can explain your argument clearly."*

**Tier 3 Vocabulary**

| Word           | Pronunciation          | Student-Friendly Definition            | Frame                              |
|----------------|------------------------|----------------------------------------|------------------------------------|
| honesty        | ON-uh-stee             | Telling the truth.                     | Amina shows honesty when ____.     |
| responsibility | ri-spon-suh-BIL-uh-tee | A duty or job to take care of.         | Maya shows responsibility by ____. |
| citizen        | SIT-uh-zun             | A person who belongs to a community.   | A good citizen can ____.           |
| shelter        | SHEL-ter               | A safe place for animals.              | The shelter helps ____.            |
| depend         | dih-PEND               | Need or trust someone for help.        | Rusty can depend on ____.          |
| trust          | TRUST                  | Believe someone will do what is right. | I can trust ____ because ____.     |
| mistake        | muh-STAYK              | Something done incorrectly.            | The mistake teaches ____.          |
| community      | kuh-MYOO-nuh-tee       | People who live or work together.      | A community grows when ____.       |
| fairness       | FAIR-niss              | Treating people equally and justly.    | Fairness matters when ____.        |
| kindness       | KIND-niss              | Being caring and helpful.              | Amina shows kindness when ____.    |

### 39. Background Knowledge & Teacher Context

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Students enter this module with a claim, reasons, and evidence. The new work is to organize those pieces logically, explain the thinking, understand another viewpoint, answer it respectfully, and reach significance.

"Crash" gives a decision about honesty and responsibility. "The Good Citizen" gives a decision about responsibility, follow-through, and citizenship. Both passages support a complete CREATURES argument with a reasonable counterargument and rebuttal.

**Reused habits:** TRACKS marks six evidence types. Three Shapes identify the topic or decision, action verb, and decision clue word "should," "whether," or "if." DOT supports vocabulary.

## 40. Materials Needed

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Material                                  | Purpose                            |
|-------------------------------------------|------------------------------------|
| Copies of "Crash" and "The Good Citizen"  | Read and mark evidence.            |
| Interactive notebooks and pencils         | Plan and draft.                    |
| Highlighters                              | Mark TRACKS.                       |
| CREATURES Card Decks                      | Assemble a complete argument.      |
| Scissors, glue, chart paper, sticky notes | Prepare and model cards.           |
| Earlier claim, reason, and evidence work  | Carry forward the argument pieces. |

## 41. Preparation Before Day 1

- ☐ Prepare the CREATURES anchor chart and signature HABIT.
- ☐ Prepare both passages and the TRACKS annotation key.
- ☐ Prepare claim, reason, evidence, argument, thinking, understanding others, rebuttal, ending, and significance cards.
- ☐ Place the Three Shapes and Magnifying Process charts where students can see them.
- ☐ Set out notebooks, pencils, highlighters, chart paper, sticky notes, scissors, and glue.
- ☐ Bring forward claim, reason, and evidence work from Module 2.

## 42. Weekly Timing & Transition Overview

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Day   | Minutes | GRADUATE Stage                | What Happens                         |
|-------|---------|-------------------------------|--------------------------------------|
| Day 1 | 15      | Gather + Reveal               | Introduce CREATURES and model Amina. |
| Day 2 | 15      | Attempt                       | Assemble the card argument.          |
| Day 3 | 15      | Discuss + Use                 | Discuss connections and draft.       |
| Day 4 | 15      | Award + Target                | Recognize and revise.                |
| Day 5 | 15      | Educate and Explain to Others | Teach the framework and transfer.    |

## 43. Tiny Times Transition

Use this zero-material routine for less than one minute when the class changes activities.

### Nine-Part Freeze

#### TEACHER SCRIPT

*"You will hear a CREATURES letter. Freeze in its pose and whisper the job: fist for Claim, three fingers for Reasons, open palm for Evidence, stacked hands for Argument, tap your head for*

*Thinking, turn to a neighbor for Understanding Others, push back for Rebuttal, bring hands together for Ending, and reach outward for Significance."*

1. Signal for attention.
2. Call one or two letters.
3. Students show the pose and name the job.
4. Return quietly to the paper.

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

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Connection     | Application                                            |
|----------------|--------------------------------------------------------|
| Honesty        | Amina tells the truth after the jar breaks.            |
| Responsibility | Maya returns when Rusty depends on her.                |
| Citizenship    | Both characters consider effects on others.            |
| Transfer       | Argument writing proves a decision with text evidence. |

## Instructional Tools & Source Text

### 45. Anchor Charts / Core Strategy Visuals

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Shape    | What It Marks            | Example             |
|----------|--------------------------|---------------------|
| Circle   | Topic or decision nouns. | Amina; truth; jar   |
| Box      | Action verb.             | should tell         |
| Triangle | Decision clue word.      | should; whether; if |

### The Magnifying Process

| Layer | Action                                            | Use                     |
|-------|---------------------------------------------------|-------------------------|
| L1    | Brainstorm many reasons.                          | List possible reasons.  |
| L2    | Group the reasons.                                | Combine similar ideas.  |
| L3    | Narrow each group to one strong idea.             | Choose precise reasons. |
| L4    | Choose the final three groups as topic sentences. | Develop the body.       |

### CREATURES Argument Path

| Path                        | Movement    | Purpose                      |
|-----------------------------|-------------|------------------------------|
| Establish                   | C to R      | Claim to reasons.            |
| Prove and Develop           | E to A to T | Proof, order, thinking.      |
| Address Another Perspective | U to R      | Counterargument to rebuttal. |
| Bring It Together           | E to S      | Ending to significance.      |

### 46. Core Habit / Strategy Explanation

#### TEACHER SCRIPT

*"You will use DOT when a word is unfamiliar: Dot the word, Discover the meaning, Drop the dot. Then use Three Shapes: circle the topic or decision, box the action verb, and triangle the decision clue word should, whether, or if."*

**CLAIM writing:** decide a position, then write a claim = decision + "because" + reasons.

**Magnifying Process:** L1 Brainstorm many reasons; L2 Group the reasons; L3 Narrow each group to one strong idea; L4 Choose the final three groups as topic sentences.

**CREATURES and Argument Path:** C to R; E to A to T; U to R; E to S.

## 47. Student Source Passage(s)

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**High stamina source passages:** use the authoritative master passages supplied with this lesson plan for student reading and annotation.

### Passage 1: "Crash" (High stamina)

Amina bumps a table and breaks the class plant jar. She decides to tell the truth, takes responsibility, helps clean up, and learns that honesty builds trust and helps solve problems. Use the complete master passage for the full narrative.

### Passage 2: "The Good Citizen" (High stamina)

Maya volunteers at a dog shelter, forgets to feed Rusty, remembers, returns, and fixes the mistake. She learns that responsibility means following through when others depend on her. Use the complete master passage for the full narrative.

## 48. Student Annotation Guide

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

Use DOT and TRACKS in both passages.

### Crash

| TRACKS                           | Evidence                                         |
|----------------------------------|--------------------------------------------------|
| T Time                           | One afternoon; for a moment.                     |
| R Reactions                      | Amina felt nervous and proud.                    |
| A Actions                        | Her elbow bumped the table; she raised her hand. |
| C Character / Concept / Creature | Amina; Mrs. Ramirez; honesty; responsibility.    |
| K Key Knowledge                  | Truth shows responsibility.                      |
| S Scenery / Setting              | Classroom; table; floor.                         |

### The Good Citizen

| TRACKS                           | Evidence                              |
|----------------------------------|---------------------------------------|
| T Time                           | Every Saturday; one busy Saturday.    |
| R Reactions                      | Maya worried; relief came.            |
| A Actions                        | She returned and filled Rusty's bowl. |
| C Character / Concept / Creature | Maya; Rusty; responsibility.          |
| K Key Knowledge                  | Others depend on careful work.        |
| S Scenery / Setting              | Shelter; kennels; park.               |

## 49. TRACKS Evidence Highlighting

| Mark | Category                     | What It Captures                |
|------|------------------------------|---------------------------------|
| T    | Time                         | Time and sequence.              |
| R    | Reactions                    | Feelings and effects.           |
| A    | Actions                      | Actions, conflicts, and causes. |
| C    | Character, Concept, Creature | People, animals, and concepts.  |
| K    | Key Knowledge                | Meaning-making information.     |
| S    | Scenery / Setting            | Place and sensory details.      |

## 50. Five-Day GRADUATE Lesson

Every day uses the same anatomy: day, stage, group, exactly 15 MINUTES, purpose, standards, Teacher Script, Class Slide, embedded check, access, and product.

**DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH**

**Day Purpose:** gather the claim, reasons, and evidence, then reveal all nine CREATURES jobs.

| Standard | Focus                                                                                                                                                                                                                                                                                                                                          |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics; <b>12C(ii)</b> compose argumentative texts, including opinion essays, using craft; <b>11B(i)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction |
| ELPS     | <b>4(C)(ii)</b> write using content-area vocabulary; <b>4(F)(i)</b> write to narrate, describe, explain, respond, or persuade with detail in the content areas                                                                                                                                                                                 |

### TEACHER SCRIPT

*"You will build a complete argument from a decision. Start with the claim, add reasons and evidence, explain the thinking, understand another side, answer it, end with purpose, and show significance."*

### CLASS SLIDE

Build a complete argument from a decision. start with the claim, add reasons and evidence, explain the thinking, understand another side, answer it, end with purpose, and show significance..

**Embedded check:** Listen for the CREATURES move and return to the passage when the connection is unclear. **Student product:** a modeled full CREATURES argument about Amina.

**Access without lowering rigor:** permit oral rehearsal, visual frames, and a reread while the student still makes the decision and writes the response.

**Model claim:** Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. **Argument Path:** C to R; E to A to T; U to R; E to S.

**DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN**

**Day Purpose:** assemble a complete argument from cards and justify each connection.

| Standard | Focus                                                                                                                                                                                                                             |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics; <b>12C(ii)</b> compose argumentative texts, including opinion essays, using craft                                               |
| ELPS     | <b>4(D)(i)-(iii)</b> write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words; <b>4(F)(i)</b> write to narrate, describe, explain, respond, or persuade with detail in the content areas |

### TEACHER SCRIPT

*"You will decide what belongs together. Make every CREATURES part work with the same claim, passage evidence, and reasoning."*

**CLASS SLIDE**

Decide what belongs together. make every creatures part work with the same claim, passage evidence, and reasoning..

**Embedded check:** Listen for the CREATURES move and return to the passage when the connection is unclear. **Student product:** a card-built argument and oral justification.

**Access without lowering rigor:** permit oral rehearsal, visual frames, and a reread while the student still makes the decision and writes the response.

| Step | Student Action                      | Check                              |
|------|-------------------------------------|------------------------------------|
| 1    | Choose a prompt and matching claim. | The claim answers.                 |
| 2    | Match reasons and evidence.         | Each detail supports.              |
| 3    | Place ideas in logical order.       | One idea leads to the next.        |
| 4    | Add thinking, U, R, E, and S.       | The rebuttal returns to the claim. |

**DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS**

**Day Purpose:** explain how evidence, thinking, and order work together, then write a full CREATURES argument.

| Standard | Focus                                                                                                                                                                                                                                           |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics; <b>11B(iii)</b> develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details |
| ELPS     | <b>4(C)(ii)</b> write using content-area vocabulary; <b>4(D)(iii)</b> write using a variety of grade-appropriate connecting words                                                                                                               |

**TEACHER SCRIPT**

*"You will explain why evidence needs thinking, why order matters, and how understanding another side differs from rebutting it."*

**CLASS SLIDE**

Explain why evidence needs thinking, why order matters, and how understanding another side differs from rebutting it..

**Embedded check:** Listen for the CREATURES move and return to the passage when the connection is unclear. **Student product:** a complete independent CREATURES draft.

**Access without lowering rigor:** permit oral rehearsal, visual frames, and a reread while the student still makes the decision and writes the response.

**DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** recognize a complete argument and set a precise next step for order, thinking, rebuttal, or significance.

| Standard | Focus                                                                                                                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(ii)</b> compose argumentative texts, including opinion essays, using craft; <b>11B(i)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction |
| ELPS     | <b>4(E)(i)-(ii)</b> write formal or informal text using conventions and grammatical structures                                                                                                                                               |

**TEACHER SCRIPT**

*"You will recognize the strength of a complete argument and choose one revision goal."*

**CLASS SLIDE**

Recognize the strength of a complete argument and choose one revision goal..

**Embedded check:** Listen for the CREATURES move and return to the passage when the connection is unclear. **Student product:** an Award reflection, one Target, and a revised paragraph.

**Access without lowering rigor:** permit oral rehearsal, visual frames, and a reread while the student still makes the decision and writes the response.

**DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** teach a partner what each CREATURES part does and transfer the framework to a passage prompt.

| Standard | Focus                                                                                                                                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS     | <b>12C(i)</b> compose argumentative texts, including opinion essays, using genre characteristics; <b>11B(ii)</b> develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion |
| ELPS     | <b>4(F)(i)</b> write to narrate, describe, explain, respond, or persuade with detail in the content areas                                                                                                                                                 |

**TEACHER SCRIPT**

*"You will teach the framework in your own words. Explain what each part does in a complete argument."*

**CLASS SLIDE**

Teach the framework in your own words. explain what each part does in a complete argument..

**Embedded check:** Listen for the CREATURES move and return to the passage when the connection is unclear. **Student product:** a partner teaching explanation, Exit Ticket, and final argument check.

**Access without lowering rigor:** permit oral rehearsal, visual frames, and a reread while the student still makes the decision and writes the response.

**CLOSING ENCOURAGEMENT**

*"You built an argument that a reader can follow. Keep declaring the WHY, proving it with evidence, answering another viewpoint respectfully, and showing why the idea matters."*

## Student Exemplars

### 51. Low / Developing Exemplar

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Field            | Detail                                                                            |
|------------------|-----------------------------------------------------------------------------------|
| Student response | Amina should have told the truth.                                                 |
| Successful work  | States a position.                                                                |
| Missing          | Reasons, evidence, thinking, other side, rebuttal, ending, significance.          |
| Next step        | Add because honesty builds trust, shows responsibility, and helps solve problems. |

### 52. Medium / Approaching Exemplar

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Field            | Detail                                                                                                                  |
|------------------|-------------------------------------------------------------------------------------------------------------------------|
| Student response | Amina should have told the truth because honesty is important. The text says, "Thank you for telling the truth, Amina." |
| Successful work  | Has a decision, a reason, and evidence.                                                                                 |
| Missing          | Thinking, rebuttal, ending, and significance need development.                                                          |
| Next step        | Explain how the evidence proves responsibility and trust.                                                               |

### 53. High / Secure Exemplar

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| CREATURES Part           | High-Secure Example                                                                                            |
|--------------------------|----------------------------------------------------------------------------------------------------------------|
| C - Claim                | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. |
| R - Reasons              | Honesty builds trust; responsibility means owning mistakes; truth helps solve problems.                        |
| E - Evidence             | "Thank you for telling the truth, Amina."                                                                      |
| A - Argument             | Move from trust to responsibility to solving the problem.                                                      |
| T - Thinking             | Honesty rebuilt trust because Amina admitted what happened.                                                    |
| U - Understanding Others | Some might argue Amina should have stayed quiet to avoid trouble.                                              |
| R - Rebuttal             | However, staying quiet would not solve the problem or protect trust.                                           |
| E - Ending               | For these reasons, telling the truth was the right choice.                                                     |
| S - Significance         | Honesty matters because communities depend on trust.                                                           |

| <b>Response</b>  | <b>Why It Works</b>                                                                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Full response    | Includes claim, reasons, evidence, order, thinking, other side, rebuttal, ending, and significance.                              |
| <b>Transfer</b>  | <b>Claim</b>                                                                                                                     |
| The Good Citizen | Maya should have returned because Rusty depended on her, responsibility means following through, and good citizens fix mistakes. |

## Assessment & Evidence

### 54. Teacher Answer Guidance & Evidence Notes

**Adequate final understanding:** the student states a decision, declares the WHY with reasons, uses specific evidence, explains the connection, recognizes another viewpoint, answers it respectfully, reinforces the claim, and explains significance.

Accept varied wording when the argument is accurate, text-based, logically ordered, and complete. Require all nine CREATURES jobs.

### 55. Standards Evidence Trail

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Artifact                   | Standard        | What It Demonstrates        |
|----------------------------|-----------------|-----------------------------|
| Model and card build       | <b>12C(i)</b>   | Genre characteristics.      |
| Logical order and thinking | <b>12C(ii)</b>  | Craft that guides a reader. |
| Introduction               | <b>11B(i)</b>   | Purposeful structure.       |
| Evidence and explanation   | <b>11B(iii)</b> | Relevant details.           |
| Ending and significance    | <b>11B(ii)</b>  | A purposeful conclusion.    |

### 56. Assessment Opportunities

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Opportunity        | Expected Evidence                          | Teacher Action                               |
|--------------------|--------------------------------------------|----------------------------------------------|
| Day 2 card build   | All CREATURES jobs connect.                | Listen for justification.                    |
| Day 3 draft        | Claim, reasons, evidence, and thinking.    | Collect and mark the next job.               |
| Day 5 Exit Ticket  | Prompt-matched claim and developed reason. | Check decision, because, evidence, thinking. |
| Writing Assignment | Complete paper.                            | Score the rubric.                            |

| Check Type | How to Check                            |
|------------|-----------------------------------------|
| Verbal     | Student explains a CREATURES job.       |
| Visual     | Inspect organizer and passage markings. |
| Written    | Collect the paper and revision.         |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

**Prompt:** Explain if Amina should have told the truth about breaking the jar.

**Directions:** Write a claim with a decision + "because" + reasons. Add one passage detail as evidence and one sentence explaining how the evidence proves the reason. If ready, add a counterargument, rebuttal, ending, and significance.

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### 58. Exit Ticket Answer Key

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Item | Answer                                                                                                           | Expected Thinking              | Points | TEKS Evidence   |
|------|------------------------------------------------------------------------------------------------------------------|--------------------------------|--------|-----------------|
| 1    | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.   | Decision + because + reasons.  | 2      | <b>12C(i)</b>   |
| 2    | Amina said she bumped the table; Mrs. Ramirez said honesty shows responsibility.                                 | Specific evidence.             | 2      | <b>11B(iii)</b> |
| 3    | Truth allowed the class to understand what happened and fix the problem.                                         | Evidence-to-reason thinking.   | 2      | <b>12C(ii)</b>  |
| 4    | A reasonable other side says she could have stayed quiet; the rebuttal returns to trust and solving the problem. | U and R are connected.         | 2      | <b>12C(ii)</b>  |
| 5    | Honesty matters because communities depend on trust.                                                             | Significance beyond the story. | 2      | <b>11B(ii)</b>  |

### 59. Scoring Principle

Score the decision, reasons, evidence, thinking, counterargument, rebuttal, ending, significance, organization, conventions, and vocabulary. Minor convention errors should not remove argument points when meaning remains clear.

## 60. Gradebook Conversion

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This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Score | Percentage | Meaning                       |
|-------|------------|-------------------------------|
| 18-20 | 90-100%    | Secure complete argument      |
| 14-17 | 70-89%     | Approaching complete argument |
| 10-13 | 50-69%     | Developing argument           |
| 0-9   | 0-49%      | Beginning; needs guided build |

## 61. Recommended Gradebook Label

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**Gradebook label:** "G3 C6 M3 Completing the Argumentative Paper with CREATURES."

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Field            | Teacher Scoring Copy                                                                                                       |
|------------------|----------------------------------------------------------------------------------------------------------------------------|
| Writing Prompt   | Explain if Amina should have told the truth about breaking the jar, or explain if Maya should have returned to feed Rusty. |
| Required Product | A multi-paragraph argumentative paper using CREATURES.                                                                     |
| Claim            | State a decision + because + reasons.                                                                                      |
| Development      | Use passage evidence, logical order, thinking, a counterargument, a rebuttal, an ending, and significance.                 |
| Vocabulary       | Use at least three module vocabulary words accurately.                                                                     |

### 63. Student Planning Frame

**Prompt:** Explain if Maya should have returned to the shelter to feed Rusty.

**Claim:** Maya should have returned because \_\_\_\_\_.

**Magnifying Process:** L1 brainstorm many reasons; L2 group the reasons; L3 narrow each group to one strong idea; L4 choose the final three groups as topic sentences.

**Reason 1:** \_\_\_\_\_. **Evidence:** \_\_\_\_\_. **Thinking:** \_\_\_\_\_.

**Reason 2:** \_\_\_\_\_. **Evidence:** \_\_\_\_\_. **Thinking:** \_\_\_\_\_.

**Reason 3:** \_\_\_\_\_. **Evidence:** \_\_\_\_\_. **Thinking:** \_\_\_\_\_.

**Understanding Others:** Someone might say \_\_\_\_\_. **Rebuttal:** However, \_\_\_\_\_.

**Ending and Significance:** For these reasons, \_\_\_\_\_. This matters beyond Maya because \_\_\_\_\_.

## 64. Writing Assignment Rubric

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This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Criterion               | Secure                                    | Approaching               | Developing      | Beginning     |
|-------------------------|-------------------------------------------|---------------------------|-----------------|---------------|
| Claim and reasons       | Clear decision + because + three reasons. | Decision and two reasons. | Incomplete.     | Topic only.   |
| Evidence                | Specific evidence supports each reason.   | Most details support.     | General detail. | Missing.      |
| Thinking and order      | Logical and explained.                    | Mostly clear.             | Listed ideas.   | Disconnected. |
| Other side and rebuttal | Reasonable and direct.                    | Named but brief.          | Unclear.        | Missing.      |
| Ending and significance | Reinforces and reaches beyond.            | Present but thin.         | Repeats.        | Missing.      |

## 65. Writing Gradebook Conversion

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This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Score | Gradebook Conversion | Response                                |
|-------|----------------------|-----------------------------------------|
| 18-20 | A / Secure           | Compare both passages.                  |
| 14-17 | B / Approaching      | Revise thinking or rebuttal.            |
| 10-13 | C / Developing       | Use guided build.                       |
| 0-9   | D / Beginning        | Rebuild claim, reason, evidence orally. |

## 66. Teacher Feedback Shortcuts

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- Strength: "You stated a clear decision and declared the WHY with reasons."
- Strength: "You chose evidence that proves the reason beside it."
- Target: "Add a reasonable viewpoint someone else might hold."
- Target: "Use your rebuttal to return directly to your position."
- Target: "Explain why this matters beyond the passage."

## Response to Student Need

### 67. Intervention: Name the Thinking

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Step   | Teacher Direction                       | Student Frame                                        |
|--------|-----------------------------------------|------------------------------------------------------|
| 1. C-R | Provide prompt, claim, and two reasons. | I believe ____ because ____.                         |
| 2. E-T | Add evidence and explain it.            | The text says _____. This shows _____.               |
| 3. A   | Arrange ideas logically.                | First _____, then _____.                             |
| 4. U-R | Name and answer another viewpoint.      | Some people might say _____. However, _____.         |
| 5. E-S | Close and reach beyond the story.       | For these reasons _____. This matters because _____. |

#### TEACHER SCRIPT

*"You will build one strong piece at a time. When each piece is clear, you will connect them into a complete argument."*

## 68. Embedded Checks & Student Support

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Teacher Move       | Expected Response                | Misconception     | Teacher Response                  |
|--------------------|----------------------------------|-------------------|-----------------------------------|
| Ask for the claim. | Decision + because + reasons.    | Topic only.       | Return to the prompt.             |
| Ask for evidence.  | Specific passage detail.         | Personal idea.    | Return to TRACKS.                 |
| Ask for thinking.  | Explains how proof matters.      | Repeats evidence. | Use This shows ____ because ____. |
| Ask for rebuttal.  | Answers a reasonable other side. | Dismisses it.     | Require respect.                  |

## 69. Student Support Quick Reference

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| If a student...         | Support                                               |
|-------------------------|-------------------------------------------------------|
| Forgets claim structure | Keep decision + because + reasons visible.            |
| Cannot connect evidence | Use This passage detail shows the claim because ____. |
| Confuses U and R        | U names the other side; R answers it.                 |
| Writes one sentence     | Use the checklist one job at a time.                  |
| Masters quickly         | Compare Amina and Maya.                               |

## 70. Enrichment: Connect Across Texts

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Move                 | Student Challenge                                       |
|----------------------|---------------------------------------------------------|
| Compare texts        | Defend whether Maya or Amina shows more responsibility. |
| Strengthen reasoning | Replace a general reason with a precise one.            |
| Refine order         | Defend why one reason comes first.                      |
| Deepen perspective   | Write a reasonable counterargument and rebuttal.        |
| Reach significance   | Explain why responsibility matters to communities.      |

## 71. Additional Writing Opportunity: Plan and Draft

---

**Writing Prompt:** Explain whether Maya should have returned to the shelter to feed Rusty. Support the claim with three strong reasons.

**Magnifying Process:** brainstorm many reasons, group them, narrow each group to one strong idea, and choose the final three groups as topic sentences.

**Model:** Maya should have returned to the shelter because responsibility means finishing your job, Rusty depended on her, and good citizens fix mistakes.

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

---

**Revise:** Read the argument aloud. Make sure reasons differ, evidence is specific, and thinking explains the proof.

**Edit:** Check complete sentences, connecting words, capitalization, punctuation, and relevant details.

**Share:** Read the claim and reasons to a partner. The partner names the claim, evidence, thinking, counterargument, rebuttal, ending, and significance.

## Engagement & Home Connection

### 73. Auditory Engagement Moments

- Choral-read the model claim about Amina.
- Partners say one decision, then turn it into a claim with because and reasons.
- A student reads evidence aloud; the class supplies the thinking sentence.
- Partners read the counterargument and rebuttal respectfully.
- Students speak the significance sentence and name who beyond the character can learn.

### 74. Pause Points

#### PAUSE POINT: BEFORE WRITING

What is the decision? What is the WHY? Say the claim aloud before writing.

#### PAUSE POINT: AFTER EVIDENCE

How does this detail prove the reason? Add thinking instead of repeating the evidence.

#### PAUSE POINT: BEFORE THE CONCLUSION

What might someone who disagrees say? Answer respectfully, then explain why the argument matters beyond the story.

### 75. At-Home Connection

These at-home tasks require little or no material and end in conversation.

**Task Card 1:** Use "Crash." Say a claim about Amina with a decision + "because" + reasons.

**Task Card 2:** Use "The Good Citizen." Name what another person might say about Maya returning and give a respectful rebuttal.

**Task Card 3:** Teach the nine CREATURES parts to someone at home and explain why significance reaches beyond the story.

## Student Ownership

### 76. My Progress Tracker

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| I Can...                                                        | Not Yet | Getting Set | I Can Do It |
|-----------------------------------------------------------------|---------|-------------|-------------|
| State a claim with a decision + because + reasons.              |         |             |             |
| Use evidence from a passage.                                    |         |             |             |
| Explain how evidence supports a reason.                         |         |             |             |
| Put ideas in logical order.                                     |         |             |             |
| Write a counterargument and rebuttal.                           |         |             |             |
| Write an ending and significance.                               |         |             |             |
| Use the HABIT: If you have to decide, you must declare the WHY. |         |             |             |

### 77. Student Award

**What can I already do?** Name one CREATURES part you used successfully and cite the evidence in your paper.

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**My award:** Claim Captain / Reason Master / Evidence Expert / Argument Architect / Thinking Leader / Perspective Pro / Rebuttal Responder / Ending Expert / Significance Scholar.

### 78. Student Target

**What do I want to practice next?** Choose one next step: stronger evidence, clearer thinking, logical order, a reasonable counterargument, a direct rebuttal, a purposeful ending, or deeper significance.

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## Teacher Closure & Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER SCRIPT

*"Today you built a complete argument. You made a claim, gave reasons, used evidence, explained your thinking, understood another viewpoint, answered it respectfully, brought the argument together, and showed why it matters beyond the story. If you have to decide, you must declare the WHY, and then you must build the argument that proves it."*

### 80. Essential / Overarching Question, Answered

**How can a writer combine all the parts of an argument into one complete, convincing paper?**

A writer states a claim, supports it with reasons and evidence, explains the thinking, organizes ideas logically, understands another viewpoint, answers it with a rebuttal, reinforces the position in an ending, and explains significance beyond the writer. CREATURES turns a decision into a complete argument a reader can follow and trust.

### 81. Teacher Reflection

- Which students could state a decision and declare the WHY?
- Which students connected evidence to thinking without prompting?
- Which students need more practice distinguishing Understanding Others from Rebuttal?
- Who can write significance beyond the passage?
- Which evidence should be preserved for the next module?

**Teacher Notes:**

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### 82. Teacher Artifacts of Effectiveness

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

- CREATURES card-build arguments
- Day 3 complete drafts
- Day 4 Award and Target reflections
- Day 5 Exit Tickets and partner teaching notes
- The Module 3 My Progress Tracker
- Low, Medium, and High exemplars showing growth

## Production & Implementation Support

### 83. Module Slide Deck Build Sheet

This section supports the Cluster 6 Module 3 goal: completing an argumentative paper with CREATURES using "Crash" and "The Good Citizen." Keep the signature HABIT visible: If you have to decide, you must declare the WHY.

| Slide | Title                                             | Required Content                              | Location |
|-------|---------------------------------------------------|-----------------------------------------------|----------|
| 1     | Completing the Argumentative Paper with CREATURES | Grade 3; Cluster 6; Module 3; High stamina    | Cover    |
| 2     | The CREATURES Framework                           | Nine jobs and Argument Path                   | Day 1    |
| 3     | Model Prompt: Amina                               | Tell the truth about breaking the jar         | Day 1    |
| 4     | Build-A-CREATURE                                  | Card assembly and order                       | Day 2    |
| 5     | Evidence and Thinking                             | Proof plus explanation                        | Day 3    |
| 6     | Understanding Others and Rebuttal                 | Answer another viewpoint                      | Day 3    |
| 7     | Award and Target                                  | Strength and next step                        | Day 4    |
| 8     | Turn and Teach                                    | Explain every part                            | Day 5    |
| 9     | Exit Ticket                                       | Amina claim, evidence, thinking, significance | Day 5    |
| 10    | My Progress Tracker                               | Independent reflection                        | Day 5    |

## 84. Virtual / Online Adaptation

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

| Element            | Adaptation                                                    |
|--------------------|---------------------------------------------------------------|
| Shared screen      | Display the CREATURES organizer and one passage detail.       |
| Annotation         | Students mark DOT and TRACKS in a shared document.            |
| Partner discussion | Pairs rehearse claim, reasons, evidence, and rebuttal.        |
| Oral response      | Students speak the explanation before typing.                 |
| Digital tracking   | Students complete the same progress tracker in a shared form. |

PART XIX

## Teacher Reflection

## 85. Teacher Reflection (This Module)

Complete after teaching the module. Keep every right-column cell blank.

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



THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

# Argumentative Correspondence: The Persuasive Letter

Grade 3 | Cluster 6 | Module 4

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**Grade:** 3

**Cluster:** 6, Argumentative writing building to an argumentative ECR

**Module:** 4 of the cluster

**Primary Instructional Category:** Argumentative Correspondence / Persuasive Letter Writing

**Module Title:** Argumentative Correspondence: The Persuasive Letter

**Content Connection / Passage Titles:** the narratives "Crash" and "The Good Citizen" (Week 4, Very High Stamina)

**Primary TEKS:** [3.12C\(i\)](#) and [3.12D\(i\)](#) with writing process support from [3.11B\(i\)](#), [3.11B\(ii\)](#), and [3.11B\(iii\)](#)

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

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## 1. A Little Inspiration Goes a Long Way!

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This module moves students from deciding what they believe to delivering that argument to a specific reader. Keep the habit visible all week: **If you have to decide, you must declare the WHY.**

### TEACHER SCRIPT

*"When you write to a real reader, your claim, reasons, evidence, and explanation work together to make your purpose clear."*

**Connection to this week's thinking:** students keep the same argument while changing the format and audience. They use a Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

## 2. Why This Module Matters

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Students learn to deliver an argument to a specific audience by writing a persuasive letter with a Greeting, a SET introduction, a TREES body, an RRR conclusion, and a Closing. The argument does not change; only the format and audience change.

**Core habit:** If you have to decide, you must declare the WHY. A claim is a decision + "because" + reasons.

**Cluster connection:** Cluster 6 builds argumentative writing toward an argumentative ECR. Module 4 asks students to carry the same reasoning into correspondence.

### 3. Module Essential / Overarching Question

**How can a writer deliver an argument to a specific audience through a persuasive letter?**

Students return to this question after each letter part is taught and after the final letter is shared.

**My First Thinking:**

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**My Final Thinking:**

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## Family Communication

### 4. Parent Communication Purpose

Families are partners in this work. Students are learning that a strong argument stays stable while a writer shapes it for a specific reader.

**How to send it:** share the English or Spanish letter and invite the student to rehearse a claim aloud before writing.

**This week's learning:** students read an argumentative prompt, decide a position, write a claim with "because" and reasons, and deliver that argument in a persuasive letter.

### 5. Family Letter (English)

Dear Families,

This week your student is learning to deliver an argument to a real audience by writing a persuasive letter. The argument stays the same, including the claim, reasons, evidence, and explanation, while the format changes to a Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

We are practicing with "Crash" and "The Good Citizen." Your student may write to Mrs. Ramirez, a friend, or a community leader. Please ask, "Who will read this letter, and why will that reader care?"

Try this at home: "Dear \_\_\_\_, I think \_\_\_\_ because \_\_\_\_." Ask the student to name the decision and the reasons.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a presentar un argumento a un público real mediante una carta persuasiva. El argumento sigue siendo el mismo, con una afirmación, razones, evidencia y explicación, pero cambia el formato para un lector específico.

Practicaremos con "Crash" y "The Good Citizen". Su estudiante puede escribir a la maestra, a un amigo o a un líder de la comunidad. Pregunte: "¿Quién leerá la carta y por qué le importará?"

Prueben esta frase: "Querido/a \_\_\_\_, creo que \_\_\_\_ porque \_\_\_\_." Pida que nombre la decisión y las razones.

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

### 7. Family Conversation Starters

- What is a claim, and how is it different from a topic statement?
- What does it mean to declare the WHY after making a decision?

- How would you decide whether Amina should have told the truth about breaking the jar, and why?
- What two reasons could support Maya returning to the shelter to feed Rusty?
- How does the reader change the way a writer presents the same argument?

## 8. Simple Family Activities

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Both activities need little or no materials and end in conversation.

### **Family Activity: Decide and Declare**

Ask the student a question that requires a choice. The student must state a decision and declare the WHY by finishing " \_\_\_\_ because \_\_\_\_."

### **Family Activity: Build the Letter**

Choose "Crash" or "The Good Citizen." Ask the student to name a reader, write a Greeting, and build a short claim with reasons. Example: "Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems."

## Teacher Road Map

### 9. Teacher Navigation Key

Use the symbols to read the guide. The guide is teacher-facing except for Teacher Scripts in quotation marks.

- **TEACH:** explicitly teach or demonstrate the skill.
- **LEARN:** students practice the skill.
- ✓ **ASSESS:** students demonstrate or transfer the skill.
- Teacher Script:** exact language to say to students.

**Framework key:** CLAIM writing, the Magnifying Process, CREATURES, Argument Path, SET, TREES, RRR, TRACKS, Three Shapes, and DOT are used with the wording introduced in this module and the previous modules of Cluster 6.

### 10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to evidence of argumentative correspondence.

| GRADUATE Stage             | Evidence Role                       | What It Shows                                                                       |
|----------------------------|-------------------------------------|-------------------------------------------------------------------------------------|
| G and R: Gather and Reveal | Name the audience and letter parts  | Students see that the argument stays the same while format and audience change.     |
| A: Attempt                 | Assemble a letter                   | Students place Greeting, SET, TREES, RRR, and Closing in purposeful order.          |
| D and U: Discuss and Use   | Talk, draft, and apply              | Students explain why evidence supports the claim and write a complete letter.       |
| A and T: Award and Target  | Celebrate and set a goal            | Students identify a strength and a next step for audience, reasoning, or structure. |
| E: Educate and Explain     | Teach a partner                     | Students explain how correspondence carries an argument.                            |
| Primary TEKS               | [3.12D(i)]; [3.12C(i)]; [3.12C(ii)] | The weekly letter is the evidence product.                                          |

### 11. Module at a Glance

| Field            | This Module                                                                            |
|------------------|----------------------------------------------------------------------------------------|
| Cluster / Module | Grade 3, Cluster 6, Module 4                                                           |
| Module Category  | Argumentative Correspondence: The Persuasive Letter                                    |
| Writing Focus    | Delivering a claim, reasons, evidence, and explanation to a specific audience          |
| Passages         | "Crash" and "The Good Citizen"                                                         |
| Core Habit       | If you have to decide, you must declare the WHY.                                       |
| Letter Structure | Greeting, SET introduction, TREES body, RRR conclusion, Closing                        |
| Frameworks       | CLAIM writing, Magnifying Process, CREATURES, Argument Path, TRACKS, Three Shapes, DOT |
| Daily Time       | 15 minutes per day for five days                                                       |

|                   |                                                                                                               |
|-------------------|---------------------------------------------------------------------------------------------------------------|
| Formal Product    | A complete argumentative letter and a student exit ticket                                                     |
| Primary Standards | <b>3.12C(i)</b> , <b>3.12C(ii)</b> , <b>3.12D(i)</b> , <b>3.11B(i)</b> , <b>3.11B(ii)</b> , <b>3.11B(iii)</b> |

## Standards, Learning and Rigor

### 12. Learning Destination

**Module Learning Objective:** Students will deliver an argument to a specific audience through a persuasive letter that includes a Greeting, SET introduction, TREES body, RRR conclusion, and Closing.

#### I Will Statements

- I will identify the audience and purpose for my letter.
- I will write a claim that starts with a decision and moves to reasons using because.
- I will use evidence and explanation to make my reasons strong.
- I will keep my argument the same while changing the format for a reader.

#### I Can Statements

- I can name each part of an argumentative letter.
- I can use SET, TREES, and RRR to organize my thinking.
- I can write a persuasive letter to a specific audience.
- I can explain why the evidence proves my claim.

#### CLASS SLIDE

Module Slide 1: I Will and I Can statements for Argumentative Correspondence.

### 13. Success Criteria

- I name a specific audience and a clear purpose.
- My claim states a decision + "because" + reasons.
- My SET introduction includes a Statement of purpose, an Evidentiary transition, and a thesis (central idea).
- My TREES body includes reasons, evidence, argument order, thinking, understanding others, rebuttal, ending, and significance.
- My RRR conclusion restates the claim, refers to evidence, and reflects on why it matters.
- My Closing matches a persuasive letter.

### 14. Evidence That Will Demonstrate Mastery

- A completed letter with Greeting, SET introduction, TREES body, RRR conclusion, and Closing.
- An oral explanation of how the argument stays the same while format and audience change.
- A claim about Amina or Maya that uses because and reasons.
- A Day 5 exit ticket that answers the prompt with a clear decision and reasons.
- A revision that makes the audience, evidence, or reasoning more precise.

### 15. TEKS Correlations

The lesson plan correlations below identify the standards taught directly and the days where evidence is collected.

| TEKS            | Student Expectation    | Where It Is Taught and Practiced                                    |
|-----------------|------------------------|---------------------------------------------------------------------|
| <b>3.12D(i)</b> | compose correspondence | Days 1 through 5: students build and write an argumentative letter. |
| <b>3.12C(i)</b> |                        |                                                                     |

|                   |                                                                                                                                             |                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|                   | compose argumentative texts, including opinion essays, using genre characteristics                                                          | Days 1 through 3: the letter carries a full argument. |
| <b>3.12C(ii)</b>  | compose argumentative texts, including opinion essays, using craft                                                                          | Day 4: students refine voice and audience.            |
| <b>3.11B(i)</b>   | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction | Days 1 and 2: the SET introduction.                   |
| <b>3.11B(ii)</b>  | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion    | Days 3 through 5: the RRR conclusion.                 |
| <b>3.11B(iii)</b> | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details               | Days 2 and 3: the TREES body.                         |

## 16. Standards Coverage Matrix

The matrix names the role each standard plays in the persuasive letter.

| Coverage  | Standard          | Module Evidence                                                                                     | Location                      |
|-----------|-------------------|-----------------------------------------------------------------------------------------------------|-------------------------------|
| PRIMARY   | <b>3.12D(i)</b>   | Complete correspondence with a reader, Greeting, and Closing                                        | Days 1 through 5              |
| PRIMARY   | <b>3.12C(i)</b>   | Argumentative letter uses claim, reasons, evidence, and explanation                                 | Days 1 through 3              |
| PRIMARY   | <b>3.12C(ii)</b>  | Craft choices fit the audience and purpose                                                          | Day 4 and revision            |
| PRIMARY   | <b>3.11B(i)</b>   | SET introduction creates purposeful structure                                                       | Days 1 and 2                  |
| PRIMARY   | <b>3.11B(ii)</b>  | RRR conclusion creates purposeful closure                                                           | Days 3 through 5              |
| PRIMARY   | <b>3.11B(iii)</b> | TREES body develops relevant details                                                                | Days 2 and 3                  |
| RECURSIVE | TRACKS            | Students locate measurable evidence in both narratives                                              | Days 1 through 3              |
| RECURSIVE | Three Shapes      | Students mark the topic, action verb, and decision clue word                                        | Days 1 through 3              |
| RECURSIVE | DOT               | Students notice, discover, and drop unfamiliar words                                                | Days 1 through 5              |
| RECURSIVE | CLAIM writing     | Students use decision + because + reasons                                                           | Every day                     |
| RECURSIVE | CREATURES         | Students connect claim, reasons, evidence, thinking, other side, rebuttal, ending, and significance | Body and conclusion           |
| RECURSIVE | Argument Path     | Students establish, prove, address, and bring together the argument                                 | TREES body and RRR conclusion |

## 17. ELPS Correlations

These ELPS expectations support oral rehearsal, close reading, and persuasive writing.

| ELPS | Domain    | Language Pattern | Complete Student Expectation | Day Addressed |
|------|-----------|------------------|------------------------------|---------------|
| 1(E) | Listening | Comprehension    |                              |               |

|          |          |                              |                                                                                                                                                        |                     |
|----------|----------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|          |          |                              | Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification. | Days 1, 3, 4, and 5 |
| 2(E)     | Speaking | Discourse                    | Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.                        | Days 3 and 5        |
| 3(E)     | Reading  | Purpose for Reading          | Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.       | Day 1               |
| 4(D)     | Writing  | Language Structures / Syntax | Write using grade-appropriate sentence lengths and types.                                                                                              | Days 1, 2, and 3    |
| 4(C)(ii) | Writing  | Vocabulary                   | write using content-area vocabulary                                                                                                                    | Days 1 through 5    |
| 4(F)(i)  | Writing  | Purpose                      | write to narrate, describe, explain, respond, or persuade with detail in the content areas                                                             | Days 2 through 5    |

### ELPS Woven Into Intervention

| ELPS | Complete ELPS Student Expectation                                                                                                                      | Day Addressed            |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1(E) | Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification. | Intervention after Day 3 |
| 2(E) | Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.                        | Intervention after Day 3 |

### ELPS Woven Into Enrichment

| ELPS | Complete ELPS Student Expectation                                                                                               | Day Addressed          |
|------|---------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 2(E) | Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions. | Enrichment after Day 4 |
| 4(D) | Write using grade-appropriate sentence lengths and types.                                                                       | Enrichment after Day 4 |

## 18. ELPS Linguistic Accommodations

These supports preserve grade-level rigor while giving students clear paths into argumentative correspondence.

| Level             | Language Objective                                                                         |
|-------------------|--------------------------------------------------------------------------------------------|
| Pre-Production    | Point to the claim, reasons, and evidence using gestures and icons.                        |
| Beginning         | Sort color-coded letter-part cards and point to the claim or reason label before speaking. |
| Intermediate      | Say aloud the frame: "Amina should ____ because ____."                                     |
| High Intermediate | Explain: "Amina's honesty was important because ____."                                     |
| Advanced          | Use oral rehearsal to refine a claim before writing a complete letter.                     |

### Language Supports

- Post a color key for Greeting, SET, TREES, RRR, and Closing.

- Offer the frames "My claim is \_\_\_\_ because \_\_\_\_ and \_\_\_\_" and "The passage shows \_\_\_\_."
- Pair oral rehearsal with the Three Shapes and DOT routines.

**Access without reduced rigor:** the student may use a frame, visual, or read-aloud; the student still chooses the position, reasons, evidence, and explanation.

## 19. Language Domains

| Domain    | How This Module Builds It                                                                   |
|-----------|---------------------------------------------------------------------------------------------|
| Listening | Students hear a letter model and restate how the parts carry an argument.                   |
| Speaking  | Students rehearse a decision, reasons, and audience choice before writing.                  |
| Reading   | Students read the narratives and mark evidence with DOT and TRACKS.                         |
| Writing   | Students build a complete persuasive letter with purposeful structure and relevant details. |

## 20. Rigor Safeguard

| Students May Receive                                                                  | Students Must Still Determine                                                                     |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| A read-aloud, repetition, letter-part chart, sentence frame, and oral rehearsal time. | The audience, position, reasons, evidence, explanation, and how the complete argument is ordered. |

The teacher may show the letter form, but may not choose the student's position or identify which reason is strongest.

## 21. Rigor and Cognitive Demand

| Level of Thinking | What Students Must Do                                 | Independence                          | Evidence of Thinking                                                       |
|-------------------|-------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------|
| Literal           | Identify the parts of a persuasive letter.            | Supported.                            | Names Greeting, SET, TREES, RRR, and Closing.                              |
| Inferential       | Explain how evidence supports a reason and claim.     | Guided, then independent.             | Connects Amina's confession or Maya's return to responsibility.            |
| Evaluative        | Judge whether a letter fits its audience and purpose. | Partner discussion, then independent. | Revises voice, evidence, or structure for the reader.                      |
| Reflective        | Explain why the argument matters beyond the passage.  | Independent.                          | Writes an RRR reflection tied to honesty, responsibility, and citizenship. |

## 22. The Five Thinking Levels

Use this progression to name the thinking students show as they build a persuasive letter.

| Level   | Color  | Thinking Stage | Description                                                                |
|---------|--------|----------------|----------------------------------------------------------------------------|
| Level 1 | Red    | Foundational   | Student names a letter part or repeats a model.                            |
| Level 2 | Orange | Emergent       | Student tries a claim and reasons with support.                            |
| Level 3 | Yellow | Visible        | Student connects a reason to evidence from a narrative.                    |
| Level 4 | Green  | Independent    | Student adapts the argument to a specific audience.                        |
| Level 5 | Blue   | Reflective     | Student explains why honesty or responsibility matters beyond the passage. |

## The Progression of Thinking

| Thinking Focus                     | Hidden Question                   | Student Thinking                                |
|------------------------------------|-----------------------------------|-------------------------------------------------|
| Claim and Decision                 | What did the writer decide?       | I can state the position.                       |
| Purpose and Motivation             | Why did the character act?        | I can explain the reason.                       |
| Importance and Contribution        | Why does the evidence matter?     | I can connect evidence to the claim.            |
| Personal Meaning and Application   | How does this guide my choices?   | I can explain what responsibility looks like.   |
| Universal Meaning and Life Lessons | Why does this matter to everyone? | I can explain the significance for a community. |

## 23. Possible Teacher Misconceptions

| The Misconception                  | What a Teacher Might Misunderstand                                               | A Practical Way to Self-Correct                                           |
|------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| The letter format is the argument. | A teacher may focus on Greeting and Closing while ignoring reasons and evidence. | Ask whether the same claim and evidence remain when the audience changes. |
| A claim is only an opinion.        | A teacher may accept a decision without because and reasons.                     | Use the formula decision + because + reasons.                             |
| TREES is a fixed paragraph recipe. | A teacher may ask students to list letters without explaining connections.       | Use Argument Path: establish, prove, address, and bring together.         |

## 24. Possible Student Misconceptions

| What Students May Misunderstand           | What a Teacher Might Notice                                                 | A Practical Way to Correct or Reteach It                             |
|-------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------|
| The claim and reasons are the same thing. | The student writes one sentence without a clear decision or because clause. | Ask, "What did you decide? What are your reasons?"                   |
| A new audience requires a new argument.   | The student changes the position when changing the reader.                  | Ask the student to underline the claim in both versions and compare. |
| Any detail is evidence.                   | The student selects a detail that does not prove the reason.                | Ask, "How does this detail prove the reason?"                        |
| RRR repeats the whole body.               | The student retells instead of restating, referring, and reflecting.        | Use R1, R2, R3 and keep each sentence tied to the claim.             |

## Module Foundations: Review, Refresh and Readiness

### 25. TEKS Target

Exact standards for this module: **[3.12D(i)]** compose correspondence; **[3.12C(i)]** compose argumentative texts, including opinion essays, using genre characteristics; **[3.12C(ii)]** compose argumentative texts, including opinion essays, using craft; and **[3.11B(i)]**, **[3.11B(ii)]**, and **[3.11B(iii)]** develop drafts into a focused, structured, and coherent piece of writing.

**Student-friendly target:** I can keep my argument clear while I shape it into a letter for a reader.

### 26. How I Say the Standard!

Section 26 preserves the full TEKS wording from the lesson plan correlations.

| TEKS                | Full Student Expectation                                                                                                                    |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>[3.12D(i)]</b>   | compose correspondence                                                                                                                      |
| <b>[3.12C(i)]</b>   | compose argumentative texts, including opinion essays, using genre characteristics                                                          |
| <b>[3.12C(ii)]</b>  | compose argumentative texts, including opinion essays, using craft                                                                          |
| <b>[3.11B(i)]</b>   | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction |
| <b>[3.11B(ii)]</b>  | develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion    |
| <b>[3.11B(iii)]</b> | develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details               |

### 27. This Week I Can...

- I can name my audience and purpose.
- I can write a claim with a decision + because + reasons.
- I can organize a letter with Greeting, SET, TREES, RRR, and Closing.
- I can use evidence and explain how it proves my reason.
- I can keep the argument the same while changing the reader and format.

### 28. Before I Can... Prerequisites

Students need to be able to:

- Read a narrative closely and identify a character decision.
- Use the CLAIM formula and the habit "If you have to decide, you must declare the WHY."
- Use the Magnifying Process: Layer 1 Brainstorm many reasons; Layer 2 Group the reasons; Layer 3 Narrow each group to one strong idea; Layer 4 Choose the final three groups as topic sentences.
- Use CREATURES and the Argument Path to connect a claim to evidence and significance.
- Use Three Shapes and DOT while reading a prompt and passage.

### 29. Remember This! (60-Second Retrieval)

#### TEACHER SCRIPT

*"In 60 seconds, tell a partner one decision Amina made in "Crash" and one decision Maya made in "The Good Citizen." Name a reason for each decision. Then say the habit: If you have to decide, you must declare the WHY."*

This is retrieval only. The new work is delivering the same argument through correspondence.

### 30. Vocabulary Infusion

Use these words during oral rehearsal and writing today.

| Word     | Student-Friendly Meaning                         | Quick Frame                    |
|----------|--------------------------------------------------|--------------------------------|
| claim    | a decision stated with because and reasons       | My claim is ____ because ____. |
| audience | the person or people who read the letter         | My audience is ____.           |
| evidence | a detail from the passage that supports a reason | The passage shows ____.        |
| purpose  | the reason the writer is writing                 | My purpose is to ____.         |

### 31. Conventions Connection

A persuasive letter needs complete sentences, a capital letter in the Greeting and names, commas in the Greeting and Closing, quotation marks around cited words, and punctuation at the end of each sentence. Read the letter aloud to check sentence boundaries.

### 32. Writing Connection

Students move from oral claim to letter. The claim is a decision + "because" + reasons. The SET introduction gives the reader a clear path into the argument. The TREES body develops it. The RRR conclusion brings the reasoning back to the reader.

### 33. Watch Out!

Watch for a letter that has a friendly Greeting but no claim, a claim without because and reasons, evidence without explanation, or a Closing that does not reflect the audience. Ask one precise question: "What do you want this reader to understand or do?"

### 34. Ready Check

Read this prompt: **Explain if Amina should have told the truth about breaking the jar.**

- The topic or decision is circled.
- The action verb is boxed.
- The decision clue word is triangulated.
- The claim starts with Amina should have told the truth because...
- The reasons come from the narrative.

### 35. Teacher Look-Fors

- Students can name the reader before drafting.
- Students keep the position stable when the audience changes.
- Students use evidence from "Crash" or "The Good Citizen," not unsupported details.
- Students explain how evidence proves the reason.
- Students use SET, TREES, RRR, and Closing as purposeful structures.

## Vocabulary, Content and Preparation

### 36. Complete Tier 1 Vocabulary

**TEACHER SCRIPT**

*"Before we begin, let's preview everyday words you will see in the letter and passages. Good readers notice vocabulary before they read or answer questions."*

**Tier 1 Vocabulary**

| Word    | Student-Friendly Definition                    | Oral Rehearsal Frame                            |
|---------|------------------------------------------------|-------------------------------------------------|
| letter  | a written message sent to someone              | I can write a letter to ____ about ____.        |
| choose  | to pick one thing from two or more choices     | Amina can choose to ____ in "Crash."            |
| decide  | to make a choice after thinking                | Maya must decide to ____ in "The Good Citizen." |
| tell    | to give someone information using words        | In my letter, I will tell ____ that ____.       |
| explain | to make something clear by giving details      | I can explain why ____.                         |
| idea    | a thought, plan, or opinion                    | My idea for the letter is ____.                 |
| read    | to look at words and understand their meaning  | I will read the letter to learn ____.           |
| write   | to put words on paper or a screen              | I will write to ____ about ____.                |
| share   | to give information or an idea to others       | I can share my idea about ____.                 |
| ask     | to say or write a question                     | In my letter, I can ask ____.                   |
| reader  | a person who reads a message                   | My reader is ____.                              |
| message | the idea a writer wants a reader to understand | My message is ____.                             |

### 37. Complete Tier 2 Vocabulary

**TEACHER SCRIPT**

*"These are academic words you will use as you build an argument for a reader. Say each word, then use it in a sentence frame."*

**Tier 2 Vocabulary**

| Word           | Student-Friendly Definition                     | Oral Rehearsal Frame                          |
|----------------|-------------------------------------------------|-----------------------------------------------|
| claim          | an opinion stated as a decision with reasons    | My claim is that ____ because ____.           |
| audience       | the people who read, hear, or watch a message   | My audience for this letter is ____.          |
| correspondence | letters or messages sent between people         | This correspondence is between ____ and ____. |
| argument       | reasons and evidence used to support a position | My argument is ____ because ____.             |
| reasoning      | the thinking that connects reasons to a claim   | My reasoning is that ____.                    |
| structure      | the way a text is organized                     | The letter structure helps the reader ____.   |
| purpose        | the reason why something is written or done     | The purpose of my letter is to ____.          |

|              |                                                     |                                                       |
|--------------|-----------------------------------------------------|-------------------------------------------------------|
| evidence     | facts or details that support an idea               | A detail from "Crash" that supports my claim is ____. |
| persuade     | to try to convince someone to think or do something | I want to persuade my audience to ____.               |
| point        | an important idea in a message or argument          | My main point is ____.                                |
| rebuttal     | a respectful answer to the other side               | My rebuttal is ____.                                  |
| significance | why an idea matters beyond the immediate situation  | This matters because ____.                            |

### 38. Complete Tier 3 Vocabulary

#### TEACHER SCRIPT

*"These words are connected specifically to the topics in our passages. When we understand them, the passages become easier to understand."*

#### Tier 3 Vocabulary

| Word           | Pronunciation           | Student-Friendly Definition                           | Oral Rehearsal Frame                    |
|----------------|-------------------------|-------------------------------------------------------|-----------------------------------------|
| honesty        | ON-uh-stee              | telling the truth and being truthful                  | Amina shows honesty when she ____.      |
| responsibility | ree-spon-suh-BIL-uh-tee | a duty or job someone should take care of             | Maya shows responsibility by ____.      |
| citizen        | SIT-uh-zun              | a person who belongs to a community or country        | A good citizen can ____.                |
| shelter        | SHEL-ter                | a safe place that protects people or animals          | The shelter helps ____.                 |
| depend         | dih-PEND                | to need or rely on someone or something               | Rusty can depend on Maya to ____.       |
| trust          | TRUST                   | a strong belief that someone is honest and dependable | Amina earns trust when she ____.        |
| community      | kuh-MYOO-nuh-tee        | a group of people who live or work together           | Maya helps her community by ____.       |
| fairness       | FAIR-niss               | treating people in an equal and right way             | Fairness means ____.                    |
| neighbor       | NAY-ber                 | a person who lives or works near you                  | A good neighbor can ____.               |
| protect        | pruh-TEKT               | to keep someone or something safe from harm           | Maya can protect her community by ____. |
| rebuttal       | reh-BUT-uhl             | a respectful response to another position             | A respectful rebuttal says ____.        |
| significance   | sig-NIF-uh-kants        | the importance of an idea beyond one event            | The significance is ____.               |

Use "honesty," "responsibility," "citizen," "trust," and "community" as students explain their reasons and significance.

## 39. Background Knowledge and Teacher Context

**What the teacher needs to know.** In Module 4, students take a claim, reasons, evidence, explanation, and reflection and deliver them to a specific audience through a persuasive letter. The argument itself does not change. The format and audience change.

A letter has clear parts: a Greeting to the reader, a SET introduction with Statement of purpose, Evidentiary transition, and thesis (central idea), a TREES body that carries the argument, an RRR conclusion with restated claim, reference to evidence, and reflection, and a Closing.

Use "Crash" for Amina's decision to tell the truth about breaking the jar. Use "The Good Citizen" for Maya's decision to return to the shelter to feed Rusty. Both narratives give students a decision worth arguing.

### Cluster 6 Reuse

- CLAIM writing: decision + because + reasons.
- Magnifying Process: Layer 1 Brainstorm many reasons; Layer 2 Group the reasons; Layer 3 Narrow each group to one strong idea; Layer 4 Choose the final three groups as topic sentences.
- CREATURES and Argument Path for the full argument.
- TRACKS, Three Shapes, and DOT for reading and evidence.

### The Letter Structure

Greeting; SET introduction; TREES body; RRR conclusion; Closing.

## 40. Materials Needed

| Material                                  | Use                                             |
|-------------------------------------------|-------------------------------------------------|
| Copies of "Crash"                         | Close reading and evidence search               |
| Copies of "The Good Citizen"              | Close reading and transfer                      |
| Interactive notebooks and pencils         | Planning and drafting                           |
| Scissors and glue                         | Build-A-Letter Lab                              |
| Blue, green, yellow, and red highlighters | Mark letter parts and TRACKS evidence           |
| Pre-cut Letter Part Cards                 | Assemble Greeting, SET, TREES, RRR, and Closing |
| Prompt cards and chart paper              | Audience, claim, and letter modeling            |

## 41. Preparation Before Day 1

- ☐ Copy "Crash" and "The Good Citizen" at Very High stamina.
- ☐ Prepare a chart for Greeting, SET, TREES, RRR, and Closing.
- ☐ Prepare Letter Part Cards and audience prompt cards.
- ☐ Prepare the model prompt about Amina and the model claim.
- ☐ Prepare the sentence frame "My claim is \_\_\_\_ because \_\_\_\_ and \_\_\_\_."
- ☐ Mark the three vocabulary tables for teacher-led preview.

## 42. Weekly Timing and Transition Overview

| Day   | Minutes | GRADUATE Stage      | What Happens                                                                |
|-------|---------|---------------------|-----------------------------------------------------------------------------|
| Day 1 | 15      | G Gather + R Reveal | Hook on a real reader; introduce the letter parts; model SET and the claim. |

|       |    |                                 |                                                                             |
|-------|----|---------------------------------|-----------------------------------------------------------------------------|
| Day 2 | 15 | A Attempt                       | Build-A-Letter Lab: assemble an argumentative letter from its parts.        |
| Day 3 | 15 | D Discuss + U Use               | Discuss audience and write a full argumentative letter independently.       |
| Day 4 | 15 | A Award + T Target              | Celebrate delivery of the argument and set an audience-focused goal.        |
| Day 5 | 15 | E Educate and Explain to Others | Teach a partner the parts of a persuasive letter and complete the transfer. |

### 43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine used between activities to reinforce writing for an audience.

#### TEACHER SCRIPT

*"Tiny Time! I will name a letter part. Wave hello for Greeting, open both hands for the SET introduction, stack your hands for the TREES body, bring hands together for the RRR conclusion, and take a bow for the Closing. Whisper that part's job to a partner."*

- Signal the class and get all eyes on the teacher.
- Call a letter part.
- Students strike the pose and whisper its job.
- Call two or three parts, then return to writing.

## Citizenship and Content Connection

### 44. The Citizenship Connection

This module connects argumentative writing to responsible citizenship. Amina shows honesty and responsibility after an accident. Maya shows responsibility and citizenship when she returns to care for Rusty.

| Element                | This Module                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------|
| Self                   | A writer makes a decision and declares the WHY.                                                   |
| Others                 | A writer considers what a reader needs to understand.                                             |
| Community              | Honesty, responsibility, and teamwork help people and animals stay safe and cared for.            |
| Perspective Connection | The same argument can be delivered to Mrs. Ramirez, a friend, a classmate, or a community leader. |
| Argument Connection    | A respectful letter states a position, proves it with evidence, and answers another side.         |
| Significance           | Responsible choices build trust and help a community respond to problems.                         |
| Primary TEKS           | <b>3.12D(i)</b> and <b>3.12C(i)</b>                                                               |
| Student Transfer       | Write to a real reader while keeping the argument clear.                                          |

## Instructional Tools and Source Text

### 45. Anchor Charts / Core Strategy Visuals

#### Three Shapes

| Shape    | What to Mark           | Example               |
|----------|------------------------|-----------------------|
| Circle   | the topic or decision  | Amina, tell the truth |
| Box      | the action verb        | should have told      |
| Triangle | the decision clue word | should, whether, if   |

#### Letter Structure

| Part             | Job                                                                                                   |
|------------------|-------------------------------------------------------------------------------------------------------|
| Greeting         | Name the reader respectfully.                                                                         |
| SET introduction | Statement of purpose, Evidentiary transition, thesis (central idea).                                  |
| TREES body       | Carry the reason, evidence, argument order, thinking, other side, rebuttal, ending, and significance. |
| RRR conclusion   | R1 restate the claim, R2 refer to evidence, R3 reflect on why it matters.                             |
| Closing          | Sign off for the reader.                                                                              |

#### CREATURES and Argument Path

| Letter | Argument Move                                                            |
|--------|--------------------------------------------------------------------------|
| C      | Claim: state the position.                                               |
| R      | Reasons: why.                                                            |
| E      | Evidence: proof from text.                                               |
| A      | Argument: logical order.                                                 |
| T      | Thinking: how the evidence proves the reason.                            |
| U      | Understanding Others: counterargument.                                   |
| R      | Rebuttal: respectfully answer the other side and return to the position. |
| E      | Ending: reinforce the claim.                                             |
| S      | Significance: why it matters beyond you.                                 |

### 46. Core Habit / Strategy Explanation

#### TEACHER SCRIPT

*"Before you decide what to write, notice the words that carry the meaning. Dot an unfamiliar word, Discover its meaning, and Drop the dot when you know it. Then use Three Shapes: circle the topic or decision, box the action verb, and triangle the decision clue word should, whether, or if."*

#### CLASS SLIDE

CLAIM writing: decide a position, then write a claim = decision + "because" + reasons.

**The Magnifying Process:** Layer 1 Brainstorm many reasons. Layer 2 Group the reasons. Layer 3 Narrow each group to one strong idea. Layer 4 Choose the final three groups as topic sentences.

**CREATURES:** Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance. **Argument Path:** Establish C to R; Prove E to A to T; Address the other side U to R; Bring together E to S.

**Module 4 correspondence:** deliver that argument as a persuasive letter with Greeting, SET introduction, TREES body, RRR conclusion, and Closing. The argument does not change; only the format and audience change.

## 47. Student Source Passage(s)

**Passage use:** use the two informational source texts below at very high stamina. Retain their numbered paragraphs for discussion and evidence references.

### Passage 1: "Crash" (Stamina: Very High)

- [1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.
- [2] The class had been studying plants for several weeks. Earlier in the month, each student planted seeds and recorded observations in a science journal. Every few days, they measured their plants and wrote notes about what they noticed. Some seeds sprouted quickly, while others took more time. The students enjoyed comparing their results and learning how plants grow.
- [3] Mrs. Ramirez often reminded the class that plants need sunlight, water, air, and nutrients from the soil. She encouraged students to observe changes carefully and ask questions. Many students looked forward to science time because they enjoyed watching living things grow.
- [4] The plant in the glass jar was one of the class favorites. It had started as a tiny seed but now had several bright green leaves. Mrs. Ramirez placed it near the window so it could receive plenty of sunlight each day. Students often gathered around the jar to examine it and discuss how much it had grown.
- [5] That afternoon, the class was working on posters about the parts of a plant. Students were divided into small groups. Diego, Mei, Jamal, and Amina worked together at a table near the window.
- [6] Diego carefully drew roots stretching beneath the ground. Mei labeled the stem and leaves. Jamal added colorful flowers and a bright sun in the corner of the poster. Amina wrote facts about how plants use sunlight and water to survive.
- [7] The classroom was peaceful. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students. Mrs. Ramirez walked around the room, checking on each group and answering questions.
- [8] "You are all doing excellent work," she said with a smile.
- [9] The students continued working.
- [10] Amina enjoyed science projects. She liked learning new things and helping her classmates. Whenever someone needed a marker, ruler, or sheet of paper, Amina was usually happy to share.
- [11] As the project continued, the students passed supplies back and forth across the table. Everyone was focused on finishing their poster before the end of class.
- [12] A few minutes later, Amina noticed that the green marker was on the far side of the table. She reached across to grab it.
- [13] At the same moment, she shifted her chair slightly.
- [14] Her elbow bumped the edge of the table.
- [15] Everything seemed to happen at once.
- [16] The table shook.
- [17] The glass jar near the window tipped over.
- [18] Crash!
- [19] The jar hit the floor and shattered.
- [20] The loud sound echoed throughout the room.
- [21] Conversations stopped immediately.
- [22] Every student looked toward the noise.
- [23] Amina froze.
- [24] Her heart started to race.
- [25] The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile

beneath the window.

[26] For several seconds, nobody spoke.

[27] Amina stared at the floor.

[28] She felt embarrassed.

[29] She felt nervous.

[30] Most of all, she felt worried.

[31] The class had spent weeks caring for the plant. Students watered it, measured it, and recorded observations about its growth. Everyone was proud of how healthy it looked.

[32] Now the jar was broken.

[33] Amina wondered what would happen next.

[34] Had anyone seen her bump the table?

[35] She glanced around the room.

[36] Most students had been looking at their own projects. A few students appeared confused about what had happened.

[37] For a brief moment, Amina considered staying quiet.

[38] Maybe nobody knew the accident was her fault.

[39] Maybe everyone would simply clean up the mess and continue working.

[40] Maybe she could avoid getting into trouble.

[41] But the thought made her uncomfortable.

[42] Deep down, Amina knew that staying silent would not be honest.

[43] Mrs. Ramirez walked over and carefully examined the mess.

[44] Fortunately, nobody had been hurt.

[45] The broken glass was several feet away from the nearest student.

[46] Mrs. Ramirez looked around the room.

[47] "Does anyone know what happened?" she asked calmly.

[48] The classroom became very quiet.

[49] Amina felt a knot form in her stomach.

[50] She lowered her eyes and thought carefully.

[51] Part of her wanted to remain silent.

[52] After all, admitting the truth felt scary.

[53] She worried that Mrs. Ramirez might be disappointed.

[54] She worried that her classmates might be upset.

[55] She worried that everyone would blame her for ruining the project.

[56] As she sat there thinking, Amina remembered a conversation she had with her grandmother.

[57] Her grandmother often told stories about the importance of honesty.

[58] One day, Amina had asked why telling the truth mattered so much.

[59] Her grandmother smiled and said, "People trust those who are honest. Trust is hard to earn but easy to lose."

[60] Amina thought about those words now.

[61] She also remembered a lesson from social studies class.

[62] The class had been learning about good citizenship. Mrs. Ramirez explained that good citizens show responsibility, tell the truth, and try to make things right when mistakes happen.

[63] Amina knew accidents happen to everyone.

[64] What mattered now was how she responded.

[65] Taking a deep breath, she slowly raised her hand.

[66] "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to."

[67] For a moment, the room remained quiet.

[68] Amina waited nervously.

[69] Then Mrs. Ramirez smiled kindly.

[70] "Thank you for telling the truth, Amina," she said. "Accidents happen, but being honest shows responsibility."

[71] Amina immediately felt relieved.

[72] Mrs. Ramirez was not angry.

[73] Instead, she seemed proud that Amina had admitted what happened.

[74] Several classmates nodded.

[75] "That could have happened to anyone," Diego said.

[76] "We were all reaching for supplies," Mei added.

[77] Jamal smiled.

[78] "I'm glad you told the truth."

[79] Their responses made Amina feel better.

[80] Instead of blaming her, her classmates understood that it was an accident.

[81] Mrs. Ramirez thanked the students for being supportive.

[82] "Let's work together to clean this up safely," she said.

[83] Immediately, students volunteered to help.

[84] Diego and Mei gathered the scattered papers.

[85] Jamal went to the supply closet and returned with a broom.

[86] Mrs. Ramirez carefully swept the broken glass into a dustpan.

[87] Amina helped collect the spilled soil.

[88] Other students moved chairs and supplies out of the way.

[89] Working together, the class cleaned the area much faster than one person could have done alone.

[90] Within a few minutes, the floor looked neat again.

[91] The students then turned their attention to the plant.

[92] Everyone gathered around to see if it had survived.

[93] Fortunately, the roots were still covered with soil, and only a few leaves were bent.

[94] Mrs. Ramirez found another container and carefully placed the plant inside.

[95] After adding fresh soil and a little water, she smiled.

[96] "I think our plant is going to be just fine," she said.

[97] The class cheered.

[98] Amina smiled for the first time since the accident.

[99] She was happy the plant had not been seriously damaged.

[100] The students returned to their projects.

[101] As they worked, Amina noticed she felt much calmer.

[102] Earlier, she had been worried and nervous.

[103] Now she felt relieved.

[104] Telling the truth had been difficult, but it was the right choice.

[105] When the posters were finished, Mrs. Ramirez gathered everyone together for a class discussion.

[106] "What can we learn from what happened today?" she asked.

[107] Hands immediately shot into the air.

[108] "We should be careful around classroom projects," one student said.

[109] "We should help clean up accidents," another added.

[110] "We should tell the truth when we make mistakes," Diego said.

[111] "We should work together to solve problems," Mei added.

[112] Mrs. Ramirez smiled.

[113] "Those are all wonderful answers."

[114] She explained that mistakes are a normal part of life.

[115] Everyone makes mistakes sometimes.

[116] The important thing is learning how to respond when they happen.

[117] "If we make a mistake," she said, "we should be honest, take responsibility, and try to make things right."

[118] The students listened carefully.

[119] Mrs. Ramirez continued.

[120] "Honesty helps people trust one another. Responsibility helps solve problems. Teamwork helps communities grow stronger."

[121] The students nodded.

[122] Amina thought about everything that had happened that afternoon.

[123] At first, she had felt scared and embarrassed.

[124] She worried about getting in trouble.

[125] She worried about disappointing her teacher.

[126] She worried about what her classmates would think.

[127] But after telling the truth, everything changed.

[128] Her teacher respected her honesty.

[129] Her classmates helped solve the problem.

[130] The plant was saved.

[131] The classroom was cleaned.

[132] And everyone learned an important lesson.

[133] When the final bell rang, students packed their backpacks and prepared to leave.

[134] Before heading out the door, Amina glanced at the plant sitting safely in its new container.

[135] She smiled.

[136] The accident had been upsetting, but it had also taught her something important.

[137] Sometimes doing the right thing feels difficult.

[138] Sometimes it takes courage to admit a mistake.

[139] But honesty helps people trust one another.

[140] Responsibility helps fix problems.

[141] And working together helps make things right.

[142] Amina felt proud.

[143] She had made a mistake, but she had also shown honesty and responsibility.

[144] As she walked home that afternoon, she knew she would remember the lesson for a long time.

[145] Being a good citizen is not about being perfect.

[146] It is about making good choices, telling the truth, and helping others when challenges arise.

[147] That day, Amina learned that one honest decision can make a big difference.

## Passage 2: "The Good Citizen" (Stamina: Very High)

[1] Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town. The shelter was part of a community program that taught students about responsibility and good citizenship. Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.

[2] The shelter sat near a line of tall trees on the edge of town. It was not a large building, but it was always busy. Families visited to meet dogs, volunteers completed chores, and workers made sure the animals stayed healthy and safe. Maya looked forward to her volunteer shift every week. Helping at the shelter made her feel like she was making a difference in her community.

[3] Many of the dogs at the shelter came from different situations. Some had been found wandering without owners. Others had been brought to the shelter by families who could no longer care for them. Each dog had a story, and the workers hoped every animal would eventually find a loving home. Maya often wondered where the dogs would live one day and what their new families would be like.

[4] Her favorite dog at the shelter was a brown and white puppy named Rusty. Rusty wagged his tail wildly every time Maya walked in. Maya's job was simple but important. She filled the water bowls, measured the dog

food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.

[5] Rusty had arrived at the shelter only a few weeks earlier. He was playful, curious, and always excited to see people. Whenever Maya entered the room, he rushed to the front of his kennel and bounced up and down. His excitement made everyone smile. Maya especially enjoyed taking Rusty outside because he loved chasing tennis balls and exploring the exercise yard.

[6] Over time, Maya developed a routine. She always checked the water bowls first. Then she measured food for each dog and made sure every kennel was clean. After the chores were finished, she spent time playing with the animals. Some dogs liked to run, while others preferred sitting quietly beside her. Maya tried to give each one attention because she knew they depended on the shelter staff and volunteers.

[7] One Saturday morning, the shelter manager stopped Maya while she was cleaning a kennel.

[8] "You are becoming one of our most dependable volunteers," the manager said. "The dogs know they can count on you."

[9] Maya smiled proudly. She worked hard because she cared about the animals. Hearing those words made her feel appreciated.

[10] Most Saturdays followed the same pattern. Maya arrived on time, completed her responsibilities, and spent extra time with Rusty before heading home. She enjoyed the work so much that it rarely felt like a chore.

[11] However, one particular Saturday turned out differently.

[12] The weather was warm and sunny, and Maya had promised to meet her friends at the park later that afternoon. They planned to ride bikes, play games, and have a picnic. Maya had been looking forward to it all week.

[13] As she worked that morning, she kept thinking about the park. Every few minutes, she glanced at the clock. She did not want to be late.

[14] Because she was distracted, Maya moved more quickly than usual. She swept the floors, cleaned the kennels, and carried supplies from one room to another. She completed her chores, but she was rushing.

[15] Rusty seemed especially energetic that day. When Maya took him outside, he chased a tennis ball across the yard and barked happily. Usually, Maya would spend extra time playing with him, but that morning she was focused on finishing her work.

[16] After only a short game, she returned Rusty to his kennel.

[17] "I'll play longer next week," she promised.

[18] Rusty wagged his tail as if he understood.

[19] Back inside, Maya hurried through the remaining tasks. She checked several kennels, organized supplies, and put equipment away. Finally, she looked around the room and felt satisfied.

[20] Everything appeared finished.

[21] Without taking one final look at her checklist, Maya grabbed her backpack.

[22] "See you next week, Rusty!" she called.

[23] Then she waved goodbye and rode her bike home.

[24] The ride home felt exciting. Maya was eager to meet her friends. After changing clothes and grabbing a snack, she headed to the park.

[25] The afternoon was filled with fun. Maya and her friends raced their bikes along the trails, played tag on the grass, and laughed together. For several hours, she barely thought about the shelter.

[26] Then, as she sat on a picnic blanket drinking water, something suddenly felt wrong.

[27] A memory flashed through her mind.

[28] She remembered cleaning the kennels.

[29] She remembered sweeping the floor.

[30] She remembered taking the dogs outside.

[31] She remembered organizing supplies.

[32] But she could not remember filling Rusty's food bowl.

[33] At first, she tried to ignore the thought.

[34] Surely she had done it.  
[35] She always filled the food bowls.  
[36] But the harder she thought, the more uncertain she became.  
[37] Her stomach tightened.  
[38] She replayed the morning in her mind again and again.  
[39] This time she noticed something.  
[40] She remembered measuring food for several dogs, but she could not picture herself feeding Rusty.  
[41] The realization hit her all at once.  
[42] She had forgotten.  
[43] A terrible feeling rushed over her.  
[44] Rusty had been depending on her.  
[45] He trusted her to take care of him.  
[46] Now he was sitting at the shelter with an empty food bowl because she had been in too much of a hurry.  
[47] Maya immediately stood up.  
[48] "What's wrong?" one of her friends asked.  
[49] "I forgot something important," Maya replied.  
[50] Without another word, she grabbed her bike and started pedaling toward the shelter.  
[51] The ride back felt much longer than usual.  
[52] As she traveled down the sidewalk, Maya could think only about Rusty.  
[53] She imagined him waiting patiently in his kennel. The thought made her pedal faster.  
[54] When she finally arrived at the shelter, she hurried inside.  
[55] The familiar sounds of barking filled the room.

#### 48. Student Annotation Guide

Students use the same reading routines with both narratives: DOT unfamiliar words, then tap TRACKS for evidence.

## Crash

| TRACKS                         | Evidence to Notice                                                                                         |
|--------------------------------|------------------------------------------------------------------------------------------------------------|
| T Time                         | One afternoon; for several weeks; a few minutes later; for a brief moment; within a few minutes; that day. |
| R Reactions                    | Amina froze; her heart raced; she felt worried; she felt relieved; she felt proud.                         |
| A Actions                      | Her elbow bumped the table; she raised her hand; students cleaned the area; the plant was replanted.       |
| C Character, Concept, Creature | Amina; Mrs. Ramirez; Diego; Mei; Jamal; honesty; responsibility; citizenship.                              |
| K Key Knowledge                | Accidents happen; being honest shows responsibility; telling the truth can help make things right.         |
| S Scenery / Setting            | The classroom; the table near the window; the floor; the broken glass and spilled soil.                    |

## The Good Citizen

| TRACKS                         | Evidence to Notice                                                                               |
|--------------------------------|--------------------------------------------------------------------------------------------------|
| T Time                         | Every Saturday morning; one particular Saturday; later that afternoon; several hours.            |
| R Reactions                    | Rusty wagged his tail; Maya felt satisfied; her stomach tightened; she pedaled faster.           |
| A Actions                      | Maya completed chores; forgot Rusty's food; returned to the shelter; filled his bowl.            |
| C Character, Concept, Creature | Maya; Rusty; responsibility; citizenship; dependence.                                            |
| K Key Knowledge                | The dogs depended on volunteers; a checklist supports careful work; returning repairs a mistake. |
| S Scenery / Setting            | The shelter at the edge of town; kennels; the exercise yard; the park; the sidewalk.             |

## 49. TRACKS Evidence Highlighting

Use the same six kinds of measurable evidence in both narratives. TRACKS marks evidence; Three Shapes analyzes the prompt.

| Letter | Category                     | What to Look For                                                            | Highlight Color |
|--------|------------------------------|-----------------------------------------------------------------------------|-----------------|
| T      | Time                         | Age, dates, or time words such as one afternoon and every Saturday morning. | Pastel Green    |
| R      | Reactions                    | Reactions, solutions, resolutions, or effects.                              | Pastel Purple   |
| A      | Actions                      | Actions, problems, conflicts, or causes.                                    | Pastel Yellow   |
| C      | Character, Concept, Creature | People, animals, or major concepts.                                         | Pastel Yellow   |
| K      | Key Knowledge                | Important information needed to understand the narrative.                   | Pastel Orange   |
| S      | Scenery / Setting            | Setting characteristics recognized through the senses.                      | Pastel Green    |

### TEACHER SCRIPT

*"As we read, hunt for all six kinds of evidence. When we have marked the TRACKS, we have the evidence we need to build a clear letter for a reader."*

## 50. Five-Day GRADUATE Lesson

Every day uses the same anatomy: Day, GRADUATE stage, group, 15 MINUTES, purpose, model or task, support, and student product.

| Day   | GRADUATE Stage                  | Core Product                                                                  | Standards Evidence                                                             |
|-------|---------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Day 1 | G Gather + R Reveal             | Name audience; model Greeting, SET, TREES, RRR, Closing; write a model claim. | <a href="#">3.12D(i)</a> ; <a href="#">3.12C(i)</a> ; <a href="#">3.11B(i)</a> |
| Day 2 | A Attempt                       | Assemble a persuasive letter from cards and connect evidence to reasons.      | <a href="#">3.11B(i)</a> ; <a href="#">3.11B(iii)</a>                          |
| Day 3 | D Discuss + U Use               | Discuss audience and draft an independent argumentative letter.               | <a href="#">3.12C(i)</a> ; <a href="#">3.11B(ii)</a>                           |
| Day 4 | A Award + T Target              | Celebrate delivery and revise voice, audience, or reasoning.                  | <a href="#">3.12C(ii)</a>                                                      |
| Day 5 | E Educate and Explain to Others | Teach the structure to a partner and complete transfer.                       | <a href="#">3.12D(i)</a> ; <a href="#">3.11B(ii)</a>                           |

**DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH**

**Day Purpose:** gather ideas about writing to a real audience, reveal the letter parts, and model a claim that answers the prompt.

**Teacher Move:** Display the prompt: Explain if Amina should have told the truth about breaking the jar. Students name Amina, the decision, and the need for a reason, then mark the prompt with Three Shapes. Introduce Greeting, SET, TREES, RRR, and Closing and ask students to explain the job of each part.

### GATHER ■ TEACH

#### CLASS SLIDE

Slide 2, Meet Our Week! A persuasive letter carries the same argument to a specific reader.

#### TEACHER SCRIPT

*"Think of a time when a reader needed to understand your reason. Today you will learn how a letter can carry your argument to that reader."*

Read the two passage titles and ask students to name the decisions worth arguing: Amina should tell the truth; Maya should return to feed Rusty.

### REVEAL ■ TEACH

#### TEACHER SCRIPT

*"Watch how the argument stays the same while the format changes. The Greeting names the reader. SET introduces the purpose, evidence, and thesis (central idea). TREES develops the reasoning. RRR brings the argument back to the reader. The Closing signs off."*

#### CLASS SLIDE

Slide 4, The Letter Parts: Greeting, SET introduction, TREES body, RRR conclusion, Closing.

**Model prompt:** Explain if Amina should have told the truth about breaking the jar.

**Model claim:** Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

**Model SET:** Statement of purpose: Amina faced a difficult choice after the jar broke. Evidentiary transition: In "Crash," she remembered that honest people earn trust. Thesis (central idea): Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

### Connect the Claim to CREATURES and Argument Path

Claim and Reasons establish the position. Evidence, Argument, and Thinking prove it. Understanding Others and Rebuttal address the other side. Ending and Significance bring the argument together. The letter body uses TREES to carry these moves.

| TREES / CREATURES Move            | Model from "Crash"                                                                                                                                          |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Claim and Reasons                 | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.                                              |
| Evidence and Thinking             | Amina raised her hand and said she bumped the table. This proves honesty and responsibility because she admitted the mistake and helped repair the problem. |
| Understanding Others and Rebuttal | She could have stayed silent to avoid trouble, but telling the truth was the better choice because it made teamwork and repair possible.                    |
| Ending and Significance           | Honesty helps people trust one another and make things right.                                                                                               |

**Access without lowering rigor:** read the prompt aloud and allow oral rehearsal; students still choose the position, reasons, and evidence. **Student product:** DOT-marked prompt, Three Shapes, a claim, and a SET plan.

**DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN**

**Day Purpose:** assemble a persuasive letter from its parts and preserve the argument while changing the audience.

| Lab Step    | Partner Action                                                                     | Check                               |
|-------------|------------------------------------------------------------------------------------|-------------------------------------|
| 1. Sort     | Sort Greeting, SET, TREES, RRR, and Closing cards.                                 | Can the partner name each job?      |
| 2. Match    | Match a claim to reasons and evidence from "Crash" or "The Good Citizen."          | Does the evidence prove the reason? |
| 3. Assemble | Place the cards in letter order for Mrs. Ramirez, a friend, or a community leader. | Does the voice fit the reader?      |
| 4. Rehearse | Read the letter aloud and state the argument in one sentence.                      | Does the argument stay the same?    |

### ATTEMPT ○ LEARN

**Build-A-Letter Lab:** partners choose a passage, audience, and claim card. They place the parts in order, then use the Magnifying Process to strengthen the reasons: Layer 1 Brainstorm many reasons; Layer 2 Group the reasons; Layer 3 Narrow each group to one strong idea; Layer 4 Choose the final three groups as topic sentences.

#### CLASS SLIDE

Slide 7, Build-A-Letter Lab! Sort, match, assemble, and rehearse.

#### TEACHER SCRIPT

*"As you build, keep asking: Does the letter still make the same argument? The audience changes the voice and examples, but it does not change the decision or the reasons."*

**Support:** offer the frame "Dear \_\_\_\_, I think \_\_\_\_ because \_\_\_\_" and ask students to add one evidence sentence and one explanation sentence.

**DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS**

**Day Purpose:** discuss how audience affects craft, then write a full argumentative letter independently.

| Discussion Question                                                            | Expected Reasoning                                                                                   |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| How would a letter to Mrs. Ramirez differ from a letter to a community leader? | The Greeting and voice may change, but the claim, reasons, evidence, and explanation stay connected. |
| What does the other side think?                                                | Amina might stay silent to avoid trouble; Maya might stay at the park.                               |
| How does a rebuttal return to the position?                                    | It respectfully answers the other side and explains why the chosen action is stronger.               |
| Why does the reader matter?                                                    | A writer chooses clear context and a respectful voice so the reader can follow the argument.         |

## DISCUSS ○ LEARN

### TEACHER SCRIPT

*"Tell your partner the audience, decision, and two reasons before you write. Then explain how one detail from the passage proves a reason."*

## USE ○ LEARN and ✓ ASSESS

**Independent task:** write a complete letter about one of the two narratives. Include a Greeting, SET introduction, TREES body, RRR conclusion, and Closing. Use at least one direct or paraphrased detail from the selected passage.

**Suggested prompt:** Explain if Maya should have returned to the shelter to feed Rusty. Write to a community leader who wants to understand what responsibility looks like.

### CLASS SLIDE

Slide 9, Try It On Your Own! Name the reader, write the claim, prove it with evidence, and bring it home with RRR.

Collect the draft for formative evidence. Look for a decision + because + reasons and a clear connection between evidence and explanation.

**DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** recognize accurate delivery of an argument and target one revision that makes audience, craft, or reasoning stronger.

| Award          | What to Notice                                                |
|----------------|---------------------------------------------------------------|
| Audience Award | The writer names and respects the reader.                     |
| Argument Award | The claim, reasons, evidence, and explanation stay connected. |

|                 |                                                                          |
|-----------------|--------------------------------------------------------------------------|
| Structure Award | SET, TREES, RRR, and Closing are purposeful, not labels without meaning. |
| Voice Award     | The writer sounds persuasive and respectful for the audience.            |

### AWARD ✓ ASSESS

Students reread one strong sentence and identify the choice that makes it effective. Partners name the audience and point to the claim.

### TARGET ✓ ASSESS

#### CLASS SLIDE

Slide 11, What Do I Still Need to Grow? Revise one part of the letter so the reader can follow the argument.

#### SMALL-GROUP SUPPORT: SLIDE 14

Build It: "My audience is \_\_\_\_\_. My decision is \_\_\_\_\_. My reasons are \_\_\_\_\_ and \_\_\_\_\_." Fix It: add because and a text detail. Say It: "The passage shows \_\_\_\_\_. This proves \_\_\_\_\_."

**Teacher conference:** ask the student to choose the target. Do not choose the position or strongest reason for the student.

**DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS**

**Day Purpose:** teach the correspondence structure to a partner, explain how evidence proves the claim, and transfer the skill to a new decision from the narratives.

| Teach-Back Move                | Partner Listens For                                     |
|--------------------------------|---------------------------------------------------------|
| Name the audience and purpose. | Specific reader and clear purpose.                      |
| Explain SET, TREES, and RRR.   | The jobs of each part.                                  |
| Read the claim and evidence.   | Decision + because + reasons; evidence and explanation. |
| Reflect on significance.       | Why honesty, responsibility, or citizenship matters.    |

### EXPLAIN ✓ ASSESS and EDUCATE

#### TEACHER SCRIPT

*"Teach your partner how a persuasive letter carries an argument. Point to the Greeting, SET introduction, TREES body, RRR conclusion, and Closing. Then explain why one detail from the passage proves your claim."*

#### CLASS SLIDE

Slide 12, Turn and Teach! Explain the parts and the argument connection.

### Transfer

Students answer a new prompt using the other narrative: **Explain if Maya should have returned to the shelter to feed Rusty.** The student names an audience, writes a claim, selects evidence, and writes an RRR conclusion.

**Return to the habit:** If you have to decide, you must declare the WHY.

**Student product:** teach-back explanation, transfer letter, and exit ticket.

## Student Exemplars

Use the model prompt: Explain if Amina should have told the truth about breaking the jar. Each response is a claim or letter excerpt grounded in "Crash."

### 51. Low / Developing Exemplar

| Element                       | Student Response                                       | Teacher Interpretation                                                                                |
|-------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Student response              | Amina should have told the truth.                      | The decision is present, but the because clause, reasons, evidence, and letter structure are missing. |
| Strength                      | The writer chooses a position that answers the prompt. | Affirm the decision.                                                                                  |
| Exact next instructional step | Add: Amina should have told the truth because ____.    | Use CLAIM writing and rehearse one reason from the passage.                                           |

### 52. Medium / Approaching Exemplar

| Element                       | Student Response                                                                                          | Teacher Interpretation                                                                                   |
|-------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Student response              | Dear Mrs. Ramirez, Amina should have told the truth because it was the right thing to do. Sincerely, Maya | The Greeting and Closing are present, but the reason is general and there is no evidence or explanation. |
| Strength                      | The writer addresses a reader and uses because.                                                           | Affirm correspondence and claim structure.                                                               |
| Exact next instructional step | Add a passage detail: Amina raised her hand and said she bumped the table.                                | Ask how the detail proves honesty and responsibility.                                                    |

### 53. High / Secure Exemplar

| Element                       | Strong Letter Excerpt                                                                                                                                                                                                                                                                                      |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Greeting and SET              | Dear Mrs. Ramirez, I am writing because Amina faced an important choice after the class plant jar broke. In "Crash," she had to decide whether to stay silent or tell the truth.                                                                                                                           |
| Thesis (central idea) / Claim | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.                                                                                                                                                                                             |
| TREES body                    | Amina raised her hand and said, "I bumped the table and knocked it over." This evidence proves that she accepted responsibility instead of hiding the accident. She may have worried about getting in trouble, but telling the truth helped her classmates understand and work together to clean the area. |
| RRR conclusion and Closing    | Amina made the right decision. Her honesty helped the class trust her and repair the problem. This matters because responsible choices can make a difficult situation better. Sincerely, Jordan                                                                                                            |

### Additional Secure Exemplars

| Prompt                                       | Claim                                                                                                          |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Explain if Amina should have told the truth. | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. |

|                                                      |                                                                                                                                            |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Explain if Maya should have returned to the shelter. | Maya should have returned to the shelter because Rusty depended on her, feeding him was her responsibility, and she corrected her mistake. |
| Explain why a reader matters in a persuasive letter. | A reader matters because a writer must choose context, evidence, and respectful language that make the argument clear to that person.      |

### Secure Response: Evidence and Explanation

| Reason                               | Evidence                                                                                   | Explanation                                                                       |
|--------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Honesty builds trust.                | Amina told Mrs. Ramirez what happened, and Mrs. Ramirez thanked her for telling the truth. | Her honest choice showed that the teacher could trust her even after an accident. |
| Responsibility helps solve problems. | Amina helped collect the spilled soil while classmates gathered papers and a broom.        | Admitting the mistake made it possible for the class to repair the area together. |

## Assessment and Evidence

### 54. Teacher Answer Guidance and Evidence Notes

**What an adequate final understanding should include:** a student names a specific audience, writes a decision + because + reasons, selects relevant evidence from one narrative, explains how that evidence proves a reason, and uses Greeting, SET, TREES, RRR, and Closing to deliver the argument.

**Accept varied wording:** accept "come clean" or "tell the truth" for Amina and "return" or "go back" for Maya when the reasoning is clear and grounded in the passage.

**Evidence notes:** in "Crash," the strongest evidence includes Amina raising her hand, naming what she did, and helping clean up. In "The Good Citizen," the strongest evidence includes Maya realizing she forgot Rusty's food and returning to the shelter.

### 55. Standards Evidence Trail

| Evidence Product         | Teacher Look-For                                                                        | Standard          |
|--------------------------|-----------------------------------------------------------------------------------------|-------------------|
| Prompt and audience plan | Student names a reader, purpose, and decision.                                          | <b>3.12D(i)</b>   |
| SET introduction         | Statement of purpose, evidentiary transition, and thesis (central idea).                | <b>3.11B(i)</b>   |
| TREES body               | Reason, evidence, argument order, thinking, other side, rebuttal, ending, significance. | <b>3.11B(iii)</b> |
| RRR conclusion           | Restated claim, reference to evidence, reflection.                                      | <b>3.11B(ii)</b>  |
| Audience revision        | Voice and craft match the reader.                                                       | <b>3.12C(ii)</b>  |
| Complete letter          | Argumentative correspondence uses genre characteristics.                                | <b>3.12C(i)</b>   |
| Exit ticket              | Student transfers the claim formula and evidence connection.                            | <b>3.12C(i)</b>   |
| Teach-back               | Student explains the structure and argument connection orally.                          | ELPS 2(E)         |

### 56. Assessment Opportunities

| Opportunity       | Prompt or Product                            | Evidence Collected                                     |
|-------------------|----------------------------------------------|--------------------------------------------------------|
| Day 1 formative   | Model Amina claim and SET introduction.      | Decision + because + reasons; purposeful introduction. |
| Day 2 formative   | Build-A-Letter Lab.                          | Correct order and evidence-reason connection.          |
| Day 3 performance | Independent letter about Amina or Maya.      | Complete argument for a reader.                        |
| Day 4 revision    | Audience and voice revision.                 | Craft choice and target.                               |
| Day 5 transfer    | Teach-back and transfer letter.              | Independent explanation and application.               |
| Exit ticket       | Explain if Amina should have told the truth. | Claim, evidence, explanation, and reflection.          |

**Informal Assessment:** listen for decision and reasons during oral rehearsal.

**Formative Assessment:** collect the Day 3 letter and mark the claim, evidence, and explanation.

### Assessment Prompt Bank

| Prompt                                                | Expected Thinking   | Model Response                                                                                                      |
|-------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------|
| Explain if Amina should have told the truth.          | Decision + reasons  | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.      |
| Explain if Maya should have returned to the shelter.  | Decision + reasons  | Maya should have returned because Rusty depended on her and she needed to take responsibility.                      |
| Explain how a persuasive letter delivers an argument. | Format and audience | A persuasive letter delivers the same claim, reasons, evidence, and explanation through a reader-focused structure. |

## Formal Module Assessment Addendum

### 57. Student Exit Ticket (Printable Page)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**TEKS:** **3.12C(i)** / **3.12D(i)** | **Target:** I can deliver a clear argument in a letter.

**Directions:** Think about "Crash." Use Three Shapes on the prompt. Write a claim, one passage detail, and an explanation.

**Prompt:** Explain if Amina should have told the truth about breaking the jar.

1. Circle the topic or decision, box the action verb, and triangle the decision clue word.
2. Write your claim: Amina should have told the truth because  
\_\_\_\_\_.
3. Give one piece of evidence from the narrative:  
\_\_\_\_\_.
4. Explain how the evidence proves your claim:  
\_\_\_\_\_.
5. Write one RRR reflection sentence: This matters because  
\_\_\_\_\_.

### 58. Exit Ticket Answer Key

| Item | Acceptable Answer Guidance                                                                                     | Evidence of Mastery                         | Points | Standard          |
|------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------|-------------------|
| 1    | Accept topic or decision about Amina telling the truth; action verb should have told; decision clue if.        | All three Three Shapes are accurate.        | 2      | <b>3.12C(i)</b>   |
| 2    | Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. | Decision + because + reasons.               | 3      | <b>3.12C(i)</b>   |
| 3    | Amina raised her hand and said she bumped the table and knocked it over, or another relevant detail.           | Evidence is from "Crash."                   | 2      | <b>3.11B(iii)</b> |
| 4    | The detail proves she accepted responsibility and helped people trust her or solve the problem.                | Explanation connects evidence to the claim. | 2      | <b>3.11B(iii)</b> |
| 5    | Honesty or responsibility matters because it helps people trust one another and make things right.             | Reflection gives significance.              | 1      | <b>3.11B(ii)</b>  |

### 59. Scoring Principle

Score the primary standards separately from conventions. A student may use a sentence frame or oral rehearsal and still demonstrate mastery if the student chooses the decision, reasons, evidence, explanation, and audience.

**10-point exit ticket:** 2 points Three Shapes, 3 points claim, 2 points evidence, 2 points explanation, 1 point significance.

## 60. Gradebook Conversion

| Exit Ticket Score | Conversion | Description                                                               |
|-------------------|------------|---------------------------------------------------------------------------|
| 9 to 10           | 100        | Secure: delivers a grounded argument with clear evidence and explanation. |
| 7 to 8            | 85         | Approaching: claim is clear; one argument part needs precision.           |
| 5 to 6            | 75         | Developing: decision is present; reasons or evidence need support.        |
| 0 to 4            | 65         | Beginning: reteach Three Shapes, CLAIM writing, and letter structure.     |

## 61. Recommended Gradebook Label

**Gradebook label:** "G3 C6 M4 Argumentative Correspondence, Persuasive Letter and Exit Ticket."

Record the letter score and exit ticket score separately when the gradebook permits.

## Module Writing Assignment

### 62. Writing Assignment (Teacher Scoring Copy)

| Field                       | Assignment                                                                                                                                                                                                 |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose                     | Students write a complete persuasive letter that delivers an argument to a specific audience.                                                                                                              |
| Exact Student Prompt        | Explain if Amina should have told the truth about breaking the jar. Write to Mrs. Ramirez.                                                                                                                 |
| Exact Student Directions    | Use Three Shapes and DOT. Write a Greeting, SET introduction, TREES body, RRR conclusion, and Closing. State a decision + because + reasons. Use evidence from "Crash" and explain how it proves a reason. |
| Non-Negotiable Expectations | The letter keeps a clear claim, relevant evidence, explanation, respectful voice, and purposeful structure.                                                                                                |
| Vocabulary Expectation      | Use at least two of these words accurately: honesty, responsibility, trust, citizen, community, evidence, audience, rebuttal, significance.                                                                |
| Standards                   | <b>[3.12D(i)]; [3.12C(i)]; [3.12C(ii)]; [3.11B(i)]; [3.11B(ii)]; [3.11B(iii)]</b>                                                                                                                          |

**Teacher scoring note:** honor varied but passage-grounded reasoning. Check the argument first, then craft and conventions.

### 63. Student Planning Frame

The frame supports access without supplying the student's position.

- Reader:** I am writing to \_\_\_\_\_.
- Purpose:** I want my reader to understand \_\_\_\_\_.
- Decision:** I think Amina should \_\_\_\_\_.
- Claim:** Amina should \_\_\_\_\_ because \_\_\_\_\_ and \_\_\_\_\_.
- Evidence:** The passage shows \_\_\_\_\_.
- Thinking:** This proves \_\_\_\_\_ because \_\_\_\_\_.
- Other side:** Someone might think \_\_\_\_\_.
- Rebuttal:** However, \_\_\_\_\_.
- RRR reflection:** This matters because \_\_\_\_\_.

**Drafting space:**

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### 64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points.

| Criterion         | 4 Secure | 3 Approaching | 2 Developing | 1 Beginning        |
|-------------------|----------|---------------|--------------|--------------------|
| Claim and reasons |          |               |              | No clear position. |

|                          |                                                              |                                             |                                             |                              |
|--------------------------|--------------------------------------------------------------|---------------------------------------------|---------------------------------------------|------------------------------|
|                          | Clear decision + because + three relevant reasons.           | Clear decision + because + two reasons.     | Decision or reasons are incomplete.         |                              |
| Evidence and explanation | Specific evidence and explanation clearly prove the reasons. | Relevant evidence with partial explanation. | Evidence is general or explanation is weak. | No relevant evidence.        |
| Structure                | Greeting, SET, TREES, RRR, and Closing are purposeful.       | Most parts are present and ordered.         | Some parts are present without clear jobs.  | Letter structure is missing. |
| Audience and craft       | Voice, detail, and word choice fit the reader.               | Voice usually fits the reader.              | Voice or detail is uneven.                  | Reader is not considered.    |
| Conventions              | Complete sentences and accurate punctuation support meaning. | Minor errors do not distract.               | Errors sometimes distract.                  | Errors often block meaning.  |

## 65. Writing Gradebook Conversion

| Rubric Points | Conversion | Description                                   |
|---------------|------------|-----------------------------------------------|
| 18 to 20      | 100        | Secure argumentative correspondence           |
| 15 to 17      | 85         | Approaching secure                            |
| 10 to 14      | 75         | Developing with targeted support              |
| 5 to 9        | 65         | Beginning and ready for guided reconstruction |

## 66. Teacher Feedback Shortcuts

- **Strength:** "Your decision and reasons are clear for your reader."
- **Evidence:** "You chose a detail from the passage. Now explain how it proves your reason."
- **Structure:** "Your SET introduction tells the reader where the argument is going."
- **Audience:** "Add one sentence that helps this reader understand why the decision matters."
- **Rebuttal:** "Answer the other side respectfully, then return to your position."
- **Closing:** "Use RRR to restate, refer, and reflect before you sign off."

## Response to Student Need

### 67. Intervention: Name the Thinking

| Step                 | Teacher Move                                | Student Response                                             |
|----------------------|---------------------------------------------|--------------------------------------------------------------|
| 1. Name the audience | Ask, "Who will read this letter?"           | Student names Mrs. Ramirez, a friend, or a community leader. |
| 2. Name the decision | Ask, "What did Amina or Maya decide?"       | Student states the position.                                 |
| 3. Declare the WHY   | Prompt: "Finish the claim with because."    | Student gives one or more reasons.                           |
| 4. Find evidence     | Ask, "What detail proves the reason?"       | Student selects a relevant detail.                           |
| 5. Explain           | Ask, "How does the detail prove the claim?" | Student connects evidence to reasoning.                      |
| 6. Build the letter  | Provide cards in mixed order.               | Student assembles Greeting, SET, TREES, RRR, and Closing.    |

**Step 1: Name the Thinking.** Use Three Shapes on one prompt at a time.

#### CLASS SLIDE

This prompt is asking for a decision because I see should, whether, or if.

#### TEACHER SCRIPT

*"If you have to decide, you must declare the WHY. Tell your partner the decision, then use because to name a reason."*

**Step 2: Build a Claim.** Rehearse "Amina should tell the truth because honesty shows responsibility" or "Maya should return because Rusty depends on her." The student chooses the final wording.

**Step 3: Fix It.** Move from a topic statement to a claim, then add evidence and explanation from the selected narrative.

### 68. Embedded Checks and Student Support

| Check       | Prompt                                | Expected Response                | Next Move                            | Standard          |
|-------------|---------------------------------------|----------------------------------|--------------------------------------|-------------------|
| Audience    | Who will read your letter?            | A named reader.                  | Add the reader to the plan.          | <b>3.12D(i)</b>   |
| Claim       | What did the character decide?        | Decision + because + reasons.    | Rehearse the claim aloud.            | <b>3.12C(i)</b>   |
| Evidence    | What detail proves it?                | A specific passage detail.       | Return to TRACKS.                    | <b>3.11B(iii)</b> |
| Explanation | How does the detail prove the reason? | A logical connection.            | Use "This proves ____ because ____." | <b>3.11B(iii)</b> |
| Conclusion  | Why does this matter?                 | RRR reflection and significance. | Use CREATURES S and RRR R3.          | <b>3.11B(ii)</b>  |

### 69. Student Support Quick Reference

| If a student... | Support to Provide |
|-----------------|--------------------|
|-----------------|--------------------|

|                                                     |                                                                                  |
|-----------------------------------------------------|----------------------------------------------------------------------------------|
| Writes a topic statement such as "Amina was honest" | Ask for a decision and rehearse "Amina should have told the truth because ____." |
| Changes the argument for a new reader               | Underline the claim in both drafts and ask which position remains stable.        |
| Uses a random passage detail                        | Use TRACKS and ask how the detail proves the reason.                             |
| Lists facts without connections                     | Use Argument Path: establish, prove, address, and bring together.                |
| Leaves out the conclusion                           | Use RRR: restate the claim, refer to evidence, reflect on significance.          |

**Supporting materials:** prompt-shaping key, letter-part cards, TRACKS chart, sentence frames, exemplars, and My Progress Tracker.

## 70. Enrichment: Connect Across Texts

| Enrichment Move                | Student Work                                                        | Expected Evidence                                                                 |
|--------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Part 1: Compare decisions      | Compare Amina telling the truth with Maya returning to the shelter. | Both decisions show responsibility, but the evidence and audience context differ. |
| Part 2: Write a matching claim | Write one claim about each narrative using because.                 | Each claim answers its own prompt.                                                |
| Part 3: Develop and transfer   | Use CREATURES, TRACKS, and RRR to make both letters strong.         | Evidence and explanation connect to significance.                                 |
| Part 4: Adapt audience         | Write one version to a friend and one to a community leader.        | Voice changes; argument remains stable.                                           |
| Part 5: Explain the choice     | Teach a partner why the argument does not change.                   | Student names format and audience as the change.                                  |

**Enrichment prompt:** Explain how both characters show responsibility even though their situations differ.

Students may use the Magnifying Process to sort reasons across both narratives, then select the strongest ideas for topic sentences.

## 71. Additional Writing Opportunity: Plan and Draft

**Writing Prompt:** Explain if Maya should have returned to the shelter to feed Rusty. Write to a community leader.

**Connection to this module:** use Three Shapes, DOT, CLAIM writing, CREATURES, Argument Path, SET, TREES, and RRR.

### Planning Support

1. Name the audience and purpose.
2. Write a decision + because + reasons claim.
3. Use TRACKS to find one evidence detail.
4. Explain how the detail proves the reason.
5. Address the other side respectfully.
6. Write an RRR conclusion and Closing.

### Drafting Space:

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

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**Revise.** Read the letter aloud. Improve one sentence for clarity, one evidence sentence for specificity, and one audience sentence for purpose.

**Edit.** Check Greeting capitalization, commas, sentence boundaries, quotation marks, apostrophes, and the Closing.

**Share.** Read the letter to a partner. The partner identifies the claim, one reason, one evidence detail, and the RRR reflection.

**Companion resources:** additional revising and editing slides, interactive workbook pages, and answer keys can support this module.

## Engagement and Home Connection

### 73. Auditory Engagement Moments

Give every student a chance to hear and say the thinking before reading or writing.

- Read the model claim aloud. Students echo the decision and reasons.
- Say a letter part. Students say its job.
- Read one evidence sentence. Students say how it proves a reason.
- Whisper the habit with a partner: "If you have to decide, you must declare the WHY."

### 74. Pause Points

Pause for quiet think time at these moments.

**PAUSE POINT: BEFORE WRITING**

Who will read my letter, and what do I want that reader to understand?

**PAUSE POINT: MIDWAY**

Does my evidence prove the reason, or is it only a detail?

**PAUSE POINT: BEFORE YOU FINISH**

Did I restate, refer, and reflect before the Closing?

### 75. At-Home Connection

Send home one of these short tasks.

**Task Card 1: Decide and Declare.** Ask a family member a question with should, whether, or if. State a decision + because + reasons.

**Task Card 2: Build the Claim.** Choose Amina or Maya. Write one claim with two reasons.

**Task Card 3: Write to a Reader.** Write a short note: "Dear \_\_\_\_, I think \_\_\_\_ because \_\_\_\_." Name the reader and explain why the reader matters.

## Student Ownership

### 76. My Progress Tracker

#### TEACHER SCRIPT

*"This tracker is for you. Mark what you can do now, then choose one next step for your letter."*

Directions: use the tracker after the Day 5 teach-back.

| I Can...                                              | Not Yet                  | Sometimes                | Yes                      |
|-------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Name a specific audience and purpose.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Write a decision + because + reasons claim.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use evidence and explain how it proves a reason.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use Greeting, SET, TREES, RRR, and Closing.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Address the other side respectfully.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain why the argument matters beyond the event.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Keep the argument the same when the audience changes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teach the letter structure to a partner.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 77. Student Award

**Audience Award:** I named my reader and wrote with that reader in mind.

**Argument Award:** I used a decision, reasons, evidence, and explanation.

### 78. Student Target

**My next target:** I will improve \_\_\_\_\_ by \_\_\_\_\_.

Connect this target to audience, claim, evidence, explanation, structure, voice, or conventions.

## Teacher Closure and Reviewer Evidence

### 79. Teacher Closure Script

#### TEACHER ENCOURAGEMENT / CLOSING SCRIPT

*"If you have to decide, you must declare the WHY. And when you declare it, you deliver it with purpose."*

#### TEACHER SCRIPT

*"Today, you learned to take a full argument and deliver it to a real reader through a persuasive letter. When you write with a real audience in mind, your thinking sharpens, your voice strengthens, and your purpose becomes clear: a Greeting, a SET introduction, a TREES body, an RRR conclusion, and a Closing, all written for a specific reader."*

### 80. Essential / Overarching Question, Answered

#### How can a writer deliver an argument to a specific audience through a persuasive letter?

A writer delivers an argument by keeping the claim, reasons, evidence, and explanation stable while shaping them for a specific reader. The writer opens with a Greeting and SET introduction, develops the reasoning through TREES, closes with RRR, and signs off with a Closing. In "Crash," Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. The letter makes that argument clear for its reader, and the reader can see why the decision matters.

### 81. Teacher Reflection

- Which students named a specific audience and purpose?
- Which students wrote a decision + because + reasons claim?
- Which students selected evidence that clearly proved a reason?
- Who used CREATURES and Argument Path to address another side?
- Who needs support with SET, TREES, RRR, or Closing?
- Which evidence should be preserved for review?

#### Teacher Notes:

### 82. Teacher Artifacts of Effectiveness

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

- Three Shapes prompt annotations and CLAIM writing rehearsals
- Magnifying Process reason groups
- CREATURES and Argument Path notes
- Build-A-Letter Lab card arrangements
- Day 3 independent persuasive letters
- Day 4 audience and voice revisions
- Day 5 teach-back explanations and transfer letters
- Exit tickets at developing, approaching, and secure levels

- My Progress Tracker responses

## Production and Implementation Support

### 83. Module Slide Deck Build Sheet

The slide deck follows the lesson sequence and uses the exact module language.

| Slide | Title                                               | Required Content                                | Lesson Location             |
|-------|-----------------------------------------------------|-------------------------------------------------|-----------------------------|
| 1     | Argumentative Correspondence: The Persuasive Letter | Grade 3, Cluster 6, Module 4, Very High Stamina | Cover                       |
| 2     | Meet Our Week!                                      | I Will and I Can statements; the habit          | Learning Destination; Day 1 |
| 3     | A Reader and an Argument                            | Audience, purpose, claim, reasons, evidence     | Day 1 Gather                |
| 4     | The Letter Parts                                    | Greeting, SET, TREES, RRR, Closing              | Day 1 Reveal                |
| 5     | Watch Me Build a Claim                              | Amina claim and Three Shapes                    | Day 1 Reveal                |
| 6     | CREATURES and Argument Path                         | Full argument moves                             | Day 1 Reveal                |
| 7     | Build-A-Letter Lab                                  | Sort, match, assemble, rehearse                 | Day 2 Attempt               |
| 8     | Talk It Over!                                       | Audience, other side, rebuttal                  | Day 3 Discuss               |
| 9     | Try It On Your Own!                                 | Independent letter                              | Day 3 Use                   |
| 10    | The Moment We Delivered It                          | Celebrate audience and argument                 | Day 4 Award                 |
| 11    | What Do I Still Need to Grow?                       | One target revision                             | Day 4 Target                |
| 12    | Turn and Teach!                                     | Partner teach-back                              | Day 5 Educate               |
| 13    | Exit Ticket                                         | Amina prompt, claim, evidence, explanation      | Day 5 Transfer              |
| 14    | Build It, Fix It, Say It                            | Intervention frames                             | Small-group support         |
| 15    | Think Like an Author, Write for a Reader            | Audience craft and significance                 | Enrichment                  |
| 16    | My Progress Tracker                                 | Student reflection                              | Day 5 reflection            |
| 17    | Let's Look at an Answer!                            | Developing claim                                | Section 51                  |
| 18    | Let's Look at Another Answer!                       | Approaching letter                              | Section 52                  |
| 19    | Our Strongest Answer!                               | Secure letter with evidence and explanation     | Section 53                  |

**Guide routines:** DOT, TRACKS, Three Shapes, the habit, and the overarching question are guide routines rather than separate deck slides.

### 84. Virtual / Online Adaptation

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

| Element             | Adaptation                                                                          |
|---------------------|-------------------------------------------------------------------------------------|
| Shared screen       | Share one student's audience plan, claim, and letter for live feedback.             |
| Annotation          | Students circle, box, and triangle the prompt on a shared document.                 |
| Breakout discussion | Pairs name the audience, decision, reasons, and evidence, then return to the group. |

|                     |                                                                 |
|---------------------|-----------------------------------------------------------------|
| Oral response       | Students say the claim and explanation aloud before typing.     |
| Asynchronous option | Students submit a Three Shapes prompt, claim, and letter draft. |
| LMS submission      | Collect the complete letter and exit ticket.                    |
| Digital tracking    | Students update My Progress Tracker digitally.                  |

PART XIX

## Teacher Reflection

### 85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write in the blank right column.

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