

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 6 - Modules 1 to 4

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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 6 - Module 1

Writing Claims for Argumentative
Prompts



Name: _____



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Grade 3 • Cluster 6 • Module 1

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Writing Claims for Argumentative Prompts



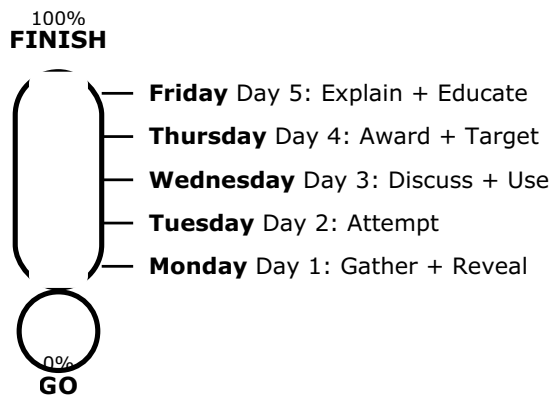
Why This Matters to Me

Analyzing a prompt correctly is what makes a written response accurate. When I name the thinking type before I write, my thesis (central idea) answers the exact question. I will learn to shape a prompt and use the conflict to build a matching thesis (central idea).

Essential Question

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

My Week Tracker



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

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How shaping a prompt and finding the conflict help me write a clear thesis (central idea).	Two narratives: "Crash" and "The Good Citizen."	Shaped prompts, prompt-matched claims, and a revised thesis (central idea).

Where We Are Going

I will move from shaping a model prompt to writing my own claim and teaching it.

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

- ☐ 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.

Check Myself

- ☐ I shaped the prompt and named WHY or HOW.
- ☐ My thesis (central idea) answers the exact prompt.

How I Will Show What I Know

I will show what I know with shaped prompts, claims, and my Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I listen and notice what each character chooses and why it matters.
Reveal	Day 1	I learn to circle, box, and triangle a prompt and write a matching claim.
Attempt	Day 2	I play Spin and Shape Showdown and write prompt-matched claims.
Discuss	Day 3	I explain what makes a claim strong using the conflict.
Use Again	Day 3	I independently shape a prompt and write a claim with reasons.
Award	Day 4	I recognize where my shaping and thesis (central idea) are accurate.
Target	Day 4	I revise a weak claim and choose a next step.
Explain/Educate	Day 5	I teach a partner the claim formula and transfer to a new prompt.

Say It Together!

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

3.12C(i):

TEKS says: 3.12C(i) compose argumentative texts, including opinion essays, using genre characteristics.

How I say it: I can shape a prompt with a circle, box, and triangle and tell whether it asks for reasons or a way something happened.

3.12C(ii):

TEKS says: 3.12C(ii) compose argumentative texts, including opinion essays, using craft.

How I say it: I can write a complete thesis (central idea) that answers a WHY or HOW prompt.

Call and Response

Read this together as a class before we start.

Teacher asks: "Three shapes, three jobs. What do I circle, box, and triangle?"

Class answers: "Circle the topic or decision, box the action verb, triangle the clue word!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to read a grade-level narrative and identify a problem and a solution. I can recognize a writing prompt as the task a writer must answer. I can write a complete sentence with a subject and a predicate. I know that evidence is proof taken from a text.

A connection I can make

Remember It!

- ☐ A prompt tells the writer what to do.
- ☐ WHY asks for reasons; HOW asks for a way something happened.
- ☐ Evidence is proof taken from a text.
- ☐ A complete sentence has a subject and a predicate.
- ☐ The DOT habit helps me handle an unfamiliar word.

One idea I remember

Ready Check

- ☐ I can find a problem and a solution in a text.
- ☐ I can write a complete sentence with a subject and a predicate.
- ☐ I can use the DOT habit to mark an unfamiliar word.
- ☐ I can explain why one detail is more important than another.
- ☐ I can tell the difference between a fact and an opinion.

Watch Out! Common Mix-Up

Watch out! Students sometimes triangle WHY or HOW but skip the nouns and verb or write only a topic statement instead of a claim. If you cannot name the conflict, your thesis (central idea) will not answer the exact prompt. A topic names what the writing is about. A claim takes a side and adds because and reasons.

Where This Fits in My 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. The claim formula turns a guess into a planned ECR.

What I want to remember before I start

Where I Am Starting

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

Part 1: Prompt Analysis

Read the argumentative prompt. Circle the topic or decision. Box the action verb. Triangle the decision clue word: should, whether, if.

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

Part 2: Claim

Write one clear claim that directly answers the prompt. Use: decision + because + reasons.

My thesis (central idea)

Part 3: Argumentative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an argumentative response.

Number	Sentence
_____	Mrs. Ramirez said that being honest shows responsibility.
_____	Amina should have told the truth because honesty builds trust.
_____	This evidence directly shows that telling the truth earns respect and solves problems.
_____	Honesty helped make things right and showed good citizenship.

Part 4: Reason

Write one logical reason that explains why your decision makes sense. A reason is not just a passage detail.

My first sentence

Part 5: Evidence and Fit

Reason: Honesty helped make things right and showed good citizenship. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage as evidence

This evidence fits because...

Part 6: Claim Foundation

Write one clear claim with a decision, because, and reasons. Label the decision and the reasons.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about a decision you can explain.

Word	Say it	What it means	Sentence frame
reason	REE-zuhn	An answer that tells why something matters or happened.	One _____ responsibility matters is _____.
WHY	WY	The clue word that asks for reasons.	WHY tells me to give _____.
HOW	HOW	The clue word that asks for a way something happened.	HOW tells me to explain a _____.
problem	PRAH-blum	Something that needs to be solved.	The _____ was _____.
solution	suh-LOO-shuhn	An answer to a problem.	A _____ can _____.
fair	FAIR	Treating people equally and rightly.	Amina can make life more _____.
safe	SAYF	Protected from harm.	Rusty's food is more _____.
sick	SIK	Not feeling well or healthy.	Germs can make people _____.
care	KAIR	A direction people are expected to follow.	A _____ can prevent conflict.
responsibility	rih-spon-suh-BIL-uh-tee	A duty a person has to others.	A _____ can protect people.
clue	KLOO	Something that helps a person figure something out.	The word _____ helped me decide.
effect	eh-FEKT	Something that happens because of an action or event.	One _____ was _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words you will use in every subject. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
prompt	PRAHMT	The question or task a writer is asked to answer.	I analyze the _____ before I write.
analyze	AN-uh-lyz	To look closely at parts in order to understand.	I _____ the clue words.
thesis (central idea)	THEE-sis	A sentence that clearly answers a prompt.	My _____ matches the prompt.
evidence	EV-uh-duhns	Proof from a text that supports an idea.	My _____ proves my thinking.
explanation	ek-spluh-NAY-shuhn	Words that tell how evidence proves an idea.	My _____ connects the proof and thesis (central idea).
significance	sig-NIF-ih-kuhns	Why an idea matters.	I explain the _____ of responsibility.
noun	NOWN	A word that names a person, place, thing, or idea.	I circle important _____ in the prompt.
verb	VERB	A word that tells an action or state.	I box the important _____ in the prompt.
reasons	REE-zuhnz	Explanations of why something matters or happens.	WHY prompts need _____.
clue word	KLOO WURD	WHY or HOW, showing the thinking a prompt needs.	I draw a triangle around the _____.
conflict	KON-flikt	A problem or struggle in a text.	The _____ helps me understand the prompt.
way	WAY	How something happens or a problem is solved.	My HOW thesis (central idea) explains a _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages about Crash and The Good Citizen.

Word	Say it	What it means	Sentence frame
trust	TRUHST	The belief that someone is honest and reliable.	Amina's honesty helped rebuild _____.
arguments	AR-gyuh-ments	Disagreements in which people strongly share different opinions.	The _____ showed people needed responsibility.
reasons	REE-zuhnz	Explanations of why something matters or happens.	WHY prompts need _____.
classroom	KLAS-room	A room or place where students learn together.	A good citizen helps in the _____.
worry	WUR-ee	To think about a problem and feel unsure.	I can _____ about a problem, then find a way to help.
illness	IL-niss	Sickness or poor health.	An _____ can spread if food is unsafe.
Maya	MY-uh	The girl in the passage who went back to feed Rusty.	_____ went back to the shelter to feed Rusty.
safe	SAYF	Protected from harm.	Rusty's food is more _____ when it is kept clean.
discovery	dih-SKUHV-uh-ree	Something new that a person finds out.	Maya made an important _____.
scientific	sy-uhn-TIF-ik	Connected to learning through careful study and testing.	A _____ finding can keep people safe.
protection	pruh-TEK-shun	Being kept safe from harm.	Responsibility offered _____ for the classroom.
argument path	AR-gyuh-muhnt PATH	Thesis (central idea), Reason or Way, Evidence, Explanation, Significance.	_____ develops my thesis (central idea) into a full response.

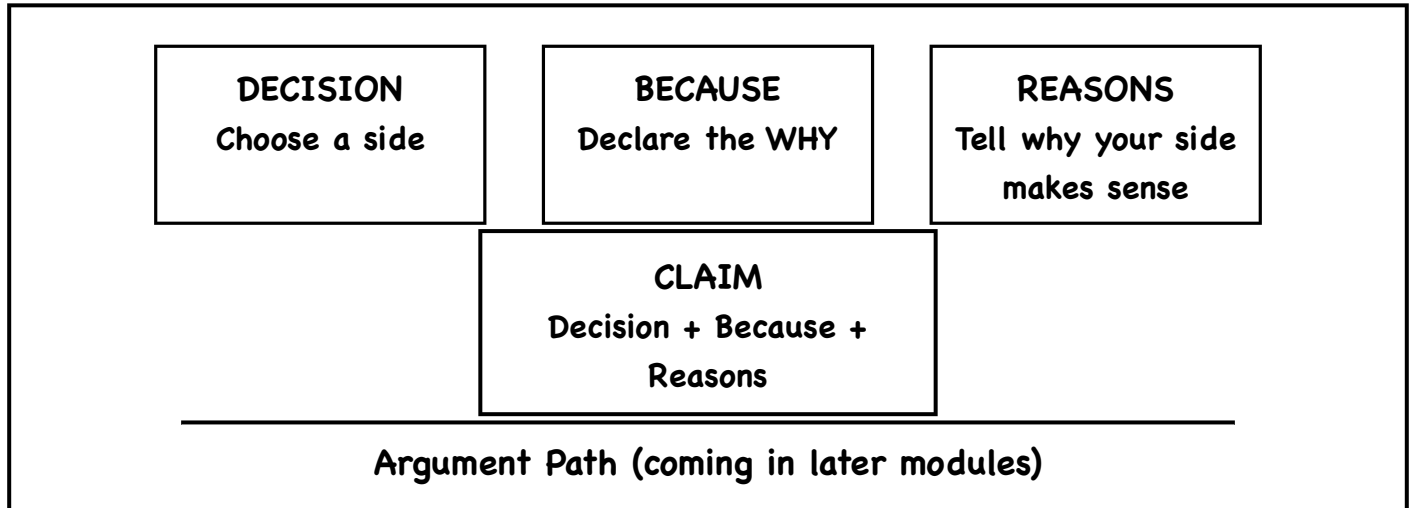
Use one Tier 3 word in a sentence

My Strategy Tools

The Claim Formula



A claim is a decision + because + reasons. This module builds the foundation of a strong argument.



A claim without reasons is just an opinion. Build the decision first, then add because and reasons.

The Three Shapes

Mark	What it means
Circle	Important nouns: the topic or decision
Box	The action verb: what the prompt asks you to do
Triangle	The decision clue word: should, whether, if

An argumentative prompt asks you to take a side you can defend with reasons from the text.

How this strategy works for me

WHY and HOW

WHY	HOW
asks for reasons; uses the word because; tells why something matters or happened.	asks for a way something happened; uses the word by; tells how a problem was solved.

Argumentative prompts in this module ask you to decide a side and defend it. Circle the decision, add because, and give reasons from the text.

How I Say the Standard!

3.12C(i):

TEKS says: 3.12C(i) compose argumentative texts, including opinion essays, using genre characteristics.

How I say it: I can shape a prompt with a circle, box, and triangle and tell whether it asks for reasons or a way something happened.

3.12C(ii):

TEKS says: 3.12C(ii) compose argumentative texts, including opinion essays, using craft.

How I say it: I can write a complete thesis (central idea) that answers a WHY or HOW prompt.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Amina, Mrs. Ramirez, Maya, and Rusty.
- ☐ I use a period or another ending mark.

A claim I can defend

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.

A level of thinking I want to try

The Progression of Thinking

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	● circle	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	■ square	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽ inverted triangle	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△ triangle	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)	◆ diamond	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.

A thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Amina learned that honesty builds trust and shows responsibility. Maya learned that being a good citizen means doing your job carefully when others depend on you.

Background I Need

In one passage, Amina breaks a glass jar and must decide whether to tell the truth. In the other passage, Maya forgets to feed Rusty and returns to the shelter to take care of him.

Words I dotted while reading

Crash

Narrative passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen

Narrative passage. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Crash

Decisions, reactions, and details about honesty, trust, and responsibility that could support a defensible claim.

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

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

My best TRACKS phrase and why I chose it

Annotate: The Good Citizen

Actions, consequences, and details about responsibility, trust, and caring for others that could support a defensible claim.

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

STOP & THINK

Which detail from the passage would make the strongest evidence for a defensible claim about responsibility?

My thinking

My Prompt Marking Notes

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

Shape	Word	Question I ask myself
Red circle	Topic or decision	What am I arguing about?
Yellow box	Action verb	What must my argument do?
Green triangle	Decision clue word	Should, whether, or if?

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I build the foundation of my argument

Our Question for Today

How do I tell the difference between a WHY prompt and a HOW prompt?

1. Gather: Notice What Each Character Chooses

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

A choice I noticed and why it matters

2. Reveal: The Three Shapes

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

- ☐ Circle: important nouns (the topic or decision).
- ☐ Box: the action verb (what the prompt asks me to do).
- ☐ Triangle: the decision clue word (should, whether, if).

3. Reveal: The Claim Formula

A claim is a decision + because + reasons. The decision takes a side. The word because declares the WHY. The reasons explain why the decision makes sense.

STOP & THINK

What happens if a claim has no reasons from the text?

My answer

Gather the Evidence with TRACKS

Before I decide what a passage proves, I tap the TRACKS. I hunt for the six kinds of evidence and mark each one in the passage.

Mark	Category	What It Captures
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)

☐ I marked evidence in both passages with a TRACKS letter.

☐ I can tell a partner what one mark shows.

Evidence I marked in each passage, and the mark I used

Day 1: Reveal, continued

4. Model the Claim

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

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

Part	The model shows
Decision	Amina should have told the truth
Because	because
Reasons	honesty builds trust, shows responsibility, and helps solve problems

5. Listen and Label

Listen for each description. Label it Decision, Because, or Reason.

Sentence	Decision, Because, or Reason?
Amina should have told the truth.	
Because honesty builds trust.	
Honesty shows responsibility.	
Maya should have returned to the shelter.	
Rusty was counting on her.	

I can explain the claim formula

Day 1: Reveal, continued

6. Fresh Recall

With notes covered, explain the claim formula in 20 seconds: decision + because + reasons.

My recall

7. Fill In What You Hear

Sentence	My word
A _____ takes a side you can defend.	
_____ declares the WHY.	
_____ explain why your side makes sense.	
WHY asks for _____.	
HOW asks for a _____ something happened.	

STOP & THINK

What is the difference between a topic and a claim?

My answer

Day 1 Wrap-Up

8. The Argument Path

The claim formula is the beginning. Argument path connects your thesis (central idea) to the rest of your response.

Part	What It Does
Thesis (Central Idea)	A claim that clearly answers the prompt
Reason or Way	Tells WHY or explains HOW
Evidence	Proof from the text
Explanation	Connects the evidence to the thesis (central idea)
Significance	Tells why the idea matters

One thing I learned about the claim formula today

9. Quick Check

- ☐ I can name the three shapes: circle, box, and triangle.
- ☐ I know that WHY asks for reasons and HOW asks for a way.
- ☐ I can explain the claim formula: decision + because + reasons.

One question I still have

STUDENT WORKBOOK



SPIN AND SHAPE SHOWDOWN

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 claim formula cards and the 5 sentence cards in a stack. The teacher prepares a WHY / HOW / BOTH spinner and prompt cards for Spin and Shape Showdown. Store all cards in your Pocket Practice.

DECISION	BECAUSE
REASONS	Amina should have told the truth about breaking the jar.
Honesty builds trust and shows responsibility.	Mrs. Ramirez said, "Being honest shows responsibility."
Her honesty helped make things right.	Amina's heart started to race.

Self-Check (back of cards)

This page prints on the back of the card page. Flip a card over to check yourself.

BECAUSE Declare the WHY.	DECISION Choose a position.
Decision	REASONS Explain why the decision makes sense.
Evidence	Reason
Distractor	Reason

Day 2: Attempt

Our Question for Today: How do I build a claim that matches a prompt?

1. Play Spin and Shape Showdown

- Spin WHY, HOW, or BOTH on the spinner.
- Draw a prompt card. Read the prompt aloud.
- Shape the prompt: circle the decision, box the verb, triangle the clue word.
- Tell your partner: "This prompt asks for _____" (reasons or a way).
- Write a complete claim: decision + because + reasons.
- A correct, prompt-matched claim moves your marker two spaces.
- Check each answer with your partner.
- Put every card back when you finish.

Round	1	2	3	4	5
My partner					
My point					

2. Talk About It

Say why one claim matched its prompt.

My reason

3. Mark the Second Prompt

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

Should Maya have returned to the shelter to feed Rusty?

My claim for this prompt is...

Pause Points

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

Pause Point	What I Ask Myself
Before writing	What is the prompt really asking me to do? Say it in your own words before you write.
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.
Before I 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.

My Thinking at Each Pause Point

What I fixed at each pause point

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain my thinking



Our Question for Today

What makes a claim strong?

1. Discuss

Explain your reasoning, not just your answer.

Question	My thinking
What decision does the claim make?	
Where do you hear because?	
Which reasons connect to what happened in the narrative?	
What should a writer do when a claim has no reasons from the text?	

My discussion notes

2. My Personal Connection

Connect a time you had to make a decision about telling the truth. Tell which part was hardest.

My connection and what I learned

Retell how Amina's honesty helped make things right.

My retelling

Tell one way a claim is different from a topic.

My comparison



? STOP & THINK

Evidence must directly prove the reason. In the model, what does the evidence about honesty prove?

My answer

3. Use: Write Your Own Claim

Work alone. Shape the prompt. Write one clear claim with a decision, because, and reasons. Underline the reasons. Add one piece of evidence if ready.

1

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

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

Decision, Because, or Reason: _____

2

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

Should Maya have returned to the shelter to feed Rusty?

Decision, Because, or Reason: _____

Why does the evidence fit the reason?



Claim Practice, continued

Build a claim for the second prompt. Label every part.

3

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

Explain whether Amina should have told the truth about breaking the jar.

Decision, Because, or Reason: _____

4

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

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

Decision, Because, or Reason: _____

Embedded Check

Did I build a strong claim?

- ☐ My claim has a decision that answers the prompt.
- ☐ My claim uses because to declare the WHY.
- ☐ My reasons come from the passage.

What makes my strongest claim work?

STUDENT WORKBOOK



Day 4: Award + Target



I notice evidence of my growth

Our Question for Today

What part of my claim is strongest, and what needs work?

1. Award the Best Parts

Star your strongest claim. Complete: My argument is stronger because _____.

My Best Claim (write it here)

Decision, Because, Reasons

Something I did well, and where I did it

2. Target My Next Step

Revise the weak claim: "Amina was honest." Use the conflict to add because and reasons.

My revised claim

- ☐ Next time I will shape the whole prompt before writing.
- ☐ Next time I will add because and reasons that connect to the conflict.
- ☐ Next time I will underline my reasons to check they answer the prompt.

My target: Next time I will...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach someone else

Our Question for Today

How would I teach someone else the claim formula?

1. Explain to Others

Teach a partner the claim formula as if they have never seen it. Use the frames below.

- A decision is _____ because _____.
- WHY asks for _____ and HOW asks for _____.
- Reasons must _____ and _____.
- A topic is different from a claim because _____.
- If a claim has no reasons, the writer should _____.

My partner taught me...

2. Educate: Say the Claim Formula

Say each part together as a class.

Decision: choose a side you can defend.

Because: declare the WHY.

Reasons: tell why your side makes sense.

A strong claim stands on all three.

One part of the claim formula I can explain well

3. Transfer: Day 5 Exit Ticket

Complete each part on your own.

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

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

My claim

My reasons and evidence that proves each reason

Check My Exit Ticket

- ☐ My claim has a decision that answers the prompt.
- ☐ My claim uses because to declare the WHY.
- ☐ My reasons come from the passage.
- ☐ My evidence directly supports a reason.
- ☐ I underlined the reasons in my claim.

STOP & THINK

I can shape a prompt and write a matching claim. A claim without reasons is just an opinion.

My final Day 5 thought



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic or decision in red. Box the action verb in yellow. Triangle the decision clue word (should, whether, if) in green.

Explain WHY responsibility were needed in "Crash."

My Plan

- Read the argumentative prompt. Triangle the decision clue word.
- Write one clear claim with a decision, because, and reasons.
- Underline the reasons in your claim.
- Choose one strong piece of passage evidence for one reason.

Two possible reasons from the passage

The stronger reason is...

Writing Color Coding

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Significance (Bluebird Moment), Blue.

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

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

Edit

- ☐ Every sentence is complete.
- ☐ Amina, Mrs. Ramirez, Maya, and Rusty begin with capital letters.
- ☐ Responsibility, honesty, and citizenship are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

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

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Claim	I wrote a clear claim with a decision, because, and reasons.	
Reasons	My reasons explain WHY or tell a way for HOW.	
Evidence	My evidence directly supports a reason.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

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

Explain WHY responsibility were needed in "Crash."

Low

Amina was honest.

What is missing: a decision, because, and reasons. The response names the topic without explaining WHY.

Medium

Amina should have told the truth because it was the right thing to do.

What is missing: the reason is too vague and there is no evidence or explanation. Name the conflict clearly.

High

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

Why it works: the claim answers WHY with specific reasons grounded in the narrative's conflict.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Circle nouns, box the verb, and triangle WHY or HOW.	☐	☐	☐
Tell whether a prompt asks for reasons or a way.	☐	☐	☐
Explain the difference between WHY and HOW.	☐	☐	☐
Identify the problem or conflict in the text.	☐	☐	☐
Write a thesis (central idea) that answers WHY.	☐	☐	☐
Write a thesis (central idea) that answers HOW.	☐	☐	☐
Add evidence that supports my thesis (central idea).	☐	☐	☐
Explain how my evidence proves my thinking.	☐	☐	☐
Revise my thesis (central idea) to be clear.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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 or Way, Evidence, Explanation, and Significance.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new prompt about the other passage. Shape it with the three shapes: circle the important nouns, box the important verb, and triangle the decision clue word. Write a claim with a decision, because, and reasons. Underline the reasons. Then add one piece of evidence from the passage and explain how it proves your reason.

My new prompt

Take It Further! Claim Writing Challenge

Build a complete claim from one prompt: Explain WHY AND HOW responsibility improved people. Build a complete claim with both a reason and a way, and connect it to evidence from the passage.

- Shape the prompt: circle, box, and triangle.
- Decide whether it asks WHY or HOW.
- Identify the conflict.
- Write a clear claim: decision + because + reasons.
- Add one piece of evidence from the passage.
- Explain how the evidence proves your reason.
- Present your claim to the class.

My plan: shaped prompt, claim with reasons, evidence, and explanation

My Claim Writing Challenge

Write your full claim in the box below. Label the decision, because, and reasons.

At-Home Connection

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

Name the Thinking

Ask someone at home one WHY or HOW question. Finish: "This prompt asks for _____."

Ask them: does it need reasons or a way?

Family member signature: _____

Shape a Prompt

Shape "Explain HOW taking turns solved a problem at home." Name the problem, then say your thesis (central idea).

Ask them: how did the solution work?

Family member signature: _____

Thesis (Central Idea) Builder

Shape a WHY or HOW prompt about care at home. Say your complete thesis (central idea) aloud.

Ask them: can you give another reason or way?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 1 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Strong Foundation

I built a thesis (central idea) that answers the exact prompt with reasons from the text. I can shape any prompt, find the conflict, and write a matching claim.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 6 - Module 2

Supporting Claims with Reasons Through
the Magnifying Process



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Module 2

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Supporting Claims with Reasons Through the Magnifying Process



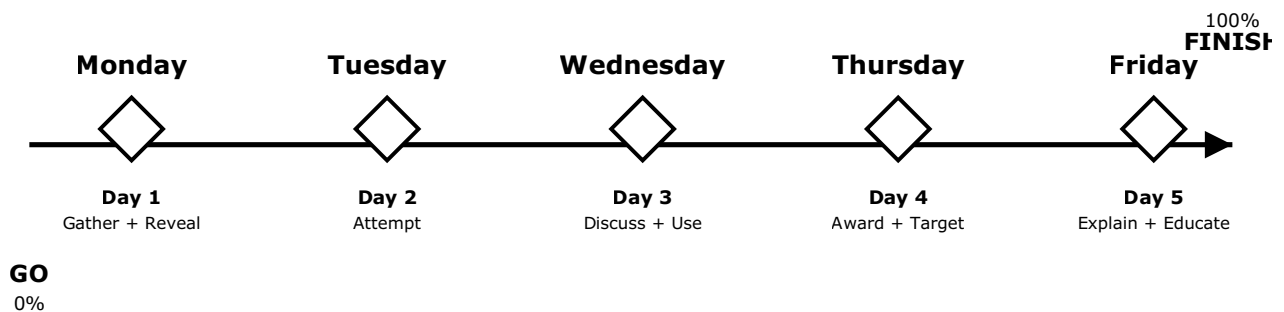
Why This Matters to Me

A claim cannot stand alone. It needs strong reasons. I brainstorm many reasons, group similar reasons, narrow each group to one strong idea, and choose the final three groups as topic sentences. When you have to decide, you must declare the WHY.

Essential Question

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

My Week Tracker



Color in one stop on the timeline at the **END** of each day, after I finish that day's work.

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How to turn a decision into an argument with three strong, different reasons.	Two Medium stamina narratives: Crash and The Good Citizen.	A model claim, a Reason Buckets Blitz sort, evidence notes, a revised reason set, and an exit ticket.

Where We Are Going

I will move from a decision to reasons, then from reasons to evidence. I will use the Three Shapes and DOT.

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

- ☐ 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.

Check Myself

- ☐ I stated a decision first.
- ☐ Each reason has evidence.

How I Will Show What I Know

I will show what I know with a claim about Amina, a reason sort, evidence notes, a revised claim, and an exit ticket claim about Maya.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I meet the HABIT: if you have to decide, you must declare the WHY.
Reveal	Day 1	I see the model claim about Amina.
Attempt	Day 2	I brainstorm, group, narrow, and choose three reasons.
Discuss	Day 3	I talk about what makes a reason strong.
Use	Day 3	I match evidence to each reason.
Award	Day 4	I celebrate strong reason building.
Target	Day 4	I revise copied reasons and set a target.
Explain/Educate	Day 5	I teach the four layers and build a claim for Maya.

Say It Together!

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

3.12C(i):

TEKS says: 3.12C(i) compose argumentative texts, including opinion essays, using genre characteristics.

How I say it: I can decide a position before I write, and I can declare the WHY with because and reasons.

3.11B(iii):

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

How I say it: I can magnify many reasons into three strong, different reasons. TEKS says: 3.12C(ii) compose argumentative texts, including opinion essays, using craft.
How I say it: I can use evidence from a narrative to support each reason.

Call and Response

Read this together as a class before we start.

Teacher asks: "If you have to decide..."

Class answers: "You must declare the WHY!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can state a position and recognize a claim from Module 1.

A connection I can make

Remember It!

- ☐ 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.

One idea I remember

Ready Check

- ☐ I can identify a sentence that is a decision.
- ☐ I can identify a sentence that is a reason.
- ☐ I can name one decision Amina made and one decision Maya made.

Watch Out! Common Mix-Up

Watch out! 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.

Where This Fits in My Writing

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.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages in Read and Interact as often as you want.

Part 1: Three Shapes

Circle the topic or decision. Box the action verb. Triangle the decision clue word.

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

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

Part 2: My Decision

Write the decision only. Say the position before listing reasons.

My decision

Part 3: Decision, Reason, or Evidence?

Label each sentence: Decision, Reason, Evidence, or Explanation.

Label	Sentence
_____	Amina should have told the truth.
_____	Honesty builds trust.
_____	Mrs. Ramirez thanked Amina for telling the truth.
_____	Classmates could trust Amina.

Part 4: Declare the WHY

Write a claim: a decision + because + reasons.

My claim

Part 5: Evidence That Proves a Reason

Reason: Honesty builds trust. Copy one detail from Crash that proves this reason. Then explain how it proves the reason.

The detail I copied

How it proves the reason

Part 6: Three Different Reasons

Write three reasons for Amina's decision. Make sure each one adds a different kind of support.

My three reasons



Words I Need

Tier 1, everyday words



These are everyday words you will use while you decide, group, and support ideas. Say each word, then use it in the sentence frame.

Word	Say it	What it means	Sentence frame
reason	REE-zun	Why you think or do something.	One reason Maya went back is because Rusty needed her.
choose	CHOOZ	To pick one out of many.	I will choose my three strongest reasons.
group	GROOP	To put things that are alike together.	I can group reasons that belong together.
sort	SORT	To separate things into categories.	I sort my ideas into buckets.
support	suh-PORT	To back up a claim.	My reasons support my claim.
mistake	mih-STAYK	Something done incorrectly by accident.	Maya fixed her mistake by going back.
honest	ON-ist	Telling the truth.	Amina was honest about the jar.
careful	KAIR-ful	Paying close attention so you do things right.	A good citizen is careful with a job.
help	HELP	To make something easier for someone.	My evidence can help prove my reason.
trust	TRUST	Believing someone is honest and reliable.	Telling the truth builds trust.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words you will use when you build an argument. Say each word, then use it in the sentence frame.

Word	Say it	What it means	Sentence frame
claim	KLAYM	What you believe or decide.	My claim tells my side.
thesis (central idea)	THEE-sis	The main claim of a piece of writing.	My thesis (central idea) states my position.
argument	AR-gyuh-ment	Ideas and reasons that support a claim.	My argument has three strong reasons.
brainstorm	BRAYN-storm	To gather many ideas quickly.	I brainstorm many reasons first.
categorize	KAT-uh-guh-ryz	To sort ideas into groups.	I categorize my reasons into buckets.
narrow	NAIR-oh	To shrink a group to one best idea.	I narrow each group to its strongest reason.
evidence	EV-uh-dens	Details from a text that prove an idea.	My evidence comes from the passage.
topic sentence	TOP-ik SEN-tens	The sentence that states a reason.	Each topic sentence names one strong reason.
responsibility	ri-spon-suh-BIL-uh-tee	Owning what you should do.	Maya showed responsibility when she returned.
citizenship	SIT-uh-zun-ship	Being a helpful member of a community.	Good citizenship means doing a job carefully.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence 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.

Use one Tier 3 word in a sentence

My Strategy Tools

The Magnifying Process



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

If you have to decide, you must declare the WHY.

Three Shapes

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

The Magnifying Process

Layer	What I Do	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.

How the four layers make my reasons stronger

How I Say the Standard!

These are the exact TEKS this module teaches. Read the official wording, then say the job in my own words.

3.12C(i):

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

How I say it: I can decide a position before I write, and I can declare the WHY with because and reasons.

3.12C(ii):

compose argumentative texts, including opinion essays, using craft.

How I say it: I can use evidence from a narrative to support each reason.

3.11B(iii):

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

How I say it: I can magnify many reasons into three strong, different reasons.

If you have to decide, you must declare the WHY.

How I will use the standard in my writing

CREATURES and Argument Path

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.

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

The Five Thinking Levels

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 Foundational: Student follows directions. • Red	○	What is the decision?	I can state the claim.	Claim and decision
Level 2 Emergent: Student tries ideas with support. • Orange	◻	Why was the decision made?	I can state a reason.	Purpose
Level 3 Visible: Student connects a reason to evidence. • Yellow	▽	How does the passage prove it?	I can match evidence.	Evidence
Level 4 Independent: Student combines evidence with inference. • Green	△	How do the reasons work together?	I can choose three.	Argument structure
Level 5 Reflective: Student connects evidence to a broader lesson. • Blue	◊	Why does the argument matter?	I can explain significance.	Meaning

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.

A thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Amina and Maya respond to mistakes by taking responsibility. How do honesty and responsibility help people trust and care for one another?

Background I Need

A claim needs strong, different reasons, and each reason needs evidence. 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.

Words I dotted while reading

Crash

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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."

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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."

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

Medium Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

- 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Crash

Time, reactions, actions, characters and concepts, key knowledge, and setting: Amina felt nervous, relieved, and proud; Amina bumped the table, raised her hand, and admitted the mistake; being honest shows responsibility.

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

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

My best TRACKS phrase and why I chose it

Annotate: Crash (continued)

Time, reactions, actions, characters and concepts, key knowledge, and setting: Amina felt nervous, relieved, and proud; Amina bumped the table, raised her hand, and admitted the mistake; being honest shows responsibility.

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

STOP & THINK

What decision did the character make? Which detail proves a reason for that decision?

My thinking

My Prompt Marking Notes

Three Shapes analyze the prompt. TRACKS marks the evidence in the narratives.

Shape	Word	Question I ask myself
Circle	topic or decision	Circle the important noun or decision.
Box	action verb	Box the action the prompt asks me to analyze.
Triangle	decision clue word	Triangle should, whether, or if.

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

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

My three marks in words



Day 1: Gather + Reveal



Declare the WHY

Our purpose today: meet the HABIT and learn the claim formula with Amina.

1. Gather: Remember This!

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

My position, because, and one reason

A second reason that is different

2. Reveal: Mark the Prompt

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

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

The decision in this prompt

3. Watch Me Build a Claim

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

Name the decision, declare the WHY, and listen for three reasons.

Claim part	From the model
Decision	
because	
Reason 1	
Reason 2	
Reason 3	

4. Vocabulary Infusion

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	I magnify many reasons into three.

My marked prompt and the model claim in my own words

5. Label the Claim Parts

Name the decision, because, and reasons in the model claim. Then write your own claim about Amina.

The decision

The word that declares the WHY

The three reasons

My claim: Amina should _____ because _____.

Why a decision without because is not a supported claim



Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Set the three reason bucket cards in a row. Read each card, place it under the reason it proves, and explain why. Store all cards in your Practice Pocket.

TRUST	RESPONSIBILITY
SOLVING PROBLEMS	Mrs. Ramirez thanked Amina for telling the truth.
Mrs. Ramirez said being honest shows responsibility.	The class cleaned the area and saved the plant.
Classmates could trust her.	She admitted a mistake.

Self-Check (back of cards)

This page prints on the back of the card page. Flip a card over to check which reason it belongs with.

RESPONSIBILITY Honesty shows responsibility.	TRUST Honesty builds trust.
Evidence for: Honesty builds trust. Classmates could trust Amina.	SOLVING PROBLEMS Honesty helps solve problems.
Evidence for: Honesty helps solve problems. Telling the truth helped make things right.	Evidence for: Honesty shows responsibility. Truthfulness means taking responsibility.
Reason bucket: Responsibility. Amina took responsibility for the accident.	Reason bucket: Trust. Honesty and telling the truth belong together.

Day 2: Attempt

Reason Buckets Blitz: brainstorm, group, narrow, and choose three reasons.

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

Layer	What I Do	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.

Layer 1: my brainstorm of many reasons

Bucket 1	Bucket 2	Bucket 3

Layer 3: one strong idea for each group

Why my final three reason groups are different

Pause Points

Pause Point	Question	My answer
Before brainstorming	What decision must the claim answer? Say the position before listing reasons.	
During grouping	Which ideas belong together? Are any reasons copies?	
Before choosing	Does each final group add a different kind of support?	
Before finishing	Does each reason have evidence and an explanation?	

My Three Topic Sentences

Topic sentence 1

Topic sentence 2

Topic sentence 3

The reason group I narrowed, and why

STUDENT WORKBOOK



Day 3: Discuss + Use

Strong reasons stand apart



Question	My thinking
Does each final group add a different kind of support?	
Are any of my reasons copies?	
How does a detail prove a reason?	

Use: Evidence Hunt

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

Reason	Evidence from the narrative	How it proves the reason

This proves the reason because _____.

Evidence from Both Narratives

TRACKS	Crash evidence I found	The Good Citizen evidence I found
T Time		
R Reactions		
A Actions		
C Character, Concept, Creature		
K Key Knowledge		
S Scenery / Setting		

My three reasons with evidence

STUDENT WORKBOOK



Day 4: Award + Target

Strong Reason Award



Find one strength in your reason set and choose one next step.

Strong Reason Award	What to Notice	I earned it
Clear decision	My decision answers the prompt.	
Declared WHY	My because clause declares the WHY.	
Different reasons	My three reasons are different, so my argument has strong support.	
Evidence match	Each reason has a relevant detail.	

My award: one claim, reason set, or evidence match that shows strong thinking

Target: Next Step

Revise a repeated reason set and add a distinct support about responsibility, trust, or making things right. Group the copied reasons together, then choose a new idea for the third group.

My target: one next step for my claim, reasons, evidence, or explanation

Revise My Reason Set

My first reason set

Copied or repeated reasons I grouped together

My new, distinct reason

My revised claim with three distinct reasons



Day 5: Explain/Educate

Turn and Teach



Teach the four layers to a partner. Then transfer the claim formula to Maya.

Teach-Back Move	Partner Listens For	Heard it
Layer 1: Brainstorm many reasons.	Many possible supports.	
Layer 2: Group the reasons.	Similar ideas together.	
Layer 3: Narrow each group to one strong idea.	Copies removed.	
Layer 4: Choose the final three groups as topic sentences.	Three different groups.	

Transfer: Build a Claim for Maya

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

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

My claim with three reasons

One evidence detail from The Good Citizen

How I explained the Magnifying Process to my partner

Exit Ticket

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

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

1. Write the decision:

2. Write a claim using because and three reasons:

3. Write one evidence detail for each reason.

4. Explain how one detail proves one reason.

How my thinking about the overarching question changed this week

My Evidence Notes

Use this page to collect evidence details from the passages for my argument.

Evidence from "Crash" that proves a reason

Evidence from "The Good Citizen" that proves a reason

How my three reasons work together



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

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

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

My Plan

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

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I grouped copied reasons, strengthened a vague reason, and added relevant evidence.
- ☐ I checked the decision, because clause, commas, capitalization, punctuation, and complete sentences.
- ☐ I read my claim to a partner, and my partner identified the decision, reasons, evidence, and explanation.

Edit

- ☐ Every sentence is complete.
- ☐ My claim is a complete sentence, and because connects the decision to the reasons.
- ☐ I use commas to separate three reasons when needed.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

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

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Claim and decision	Decision answers prompt with three reasons.	
Magnifying Process	Three strong, different reasons.	
Evidence and support	Relevant details and explanations connect.	
Organization and craft	Focused, structured response with relevant details.	

Study the Samples

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

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

Low

Amina should have told the truth.

This response names the decision but does not yet declare the WHY. Decision present; no WHY or reasons.

Medium

Amina should have told the truth because honesty builds trust and shows responsibility.

This response uses a decision and two reasons. Two reasons are clear; add a third distinct reason and evidence.

High

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. 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. Maya should have returned to the shelter because Rusty depended on her, responsibility means doing a job carefully, and good citizens fix mistakes.

This response uses the model claim and three different reasons, then matches evidence and explanations. The Maya transfer claim extends the argument to the second passage.

[illegible]



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose a new decision. Say the position, add because, and magnify three different reasons.

My new prompt

Take It Further! Connect Across Texts

Compare Amina and Maya. Both characters respond to a mistake by taking responsibility and helping make things right.

- Compare Amina and Maya while keeping the claim formula: decision + because + reasons.
- Build a cross-text claim about how both characters take responsibility.
- Prove it with evidence from both narratives.
- Use your TRACKS cards and the Magnifying Process chart.

My cross-text claim and three reasons

My Evidence from Both Narratives

Draw two columns: Crash and The Good Citizen. Write one detail in each column that proves your cross-text claim.

At-Home Connection

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

Decide and Declare

Finish: "I decide _____ because _____."

Ask someone at home: what would you decide, and why?

Family member signature: _____

Build the Claim

Make a claim about Amina or Maya and give three different reasons.

Ask someone at home: are my three reasons different?

Family member signature: _____

Magnify the Thinking

Brainstorm, group, narrow, and choose the final three groups.

Ask someone at home: which group is the strongest?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 2 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Strong Reasons

I decide, declare the WHY, and magnify my thinking into three strong, different reasons.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 6 - Module 3

Completing the Argumentative Paper
with CREATURES



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Module 3

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Completing the Argumentative Paper with CREATURES



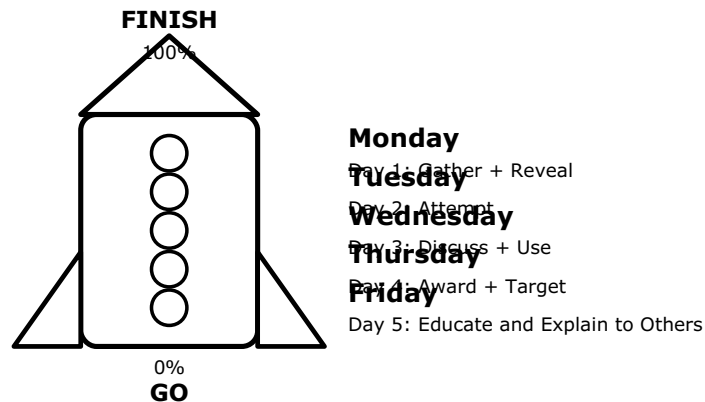
Why This Matters to Me

I assemble a complete argumentative paper with CREATURES. I use "Crash" and "The Good Citizen" to practice honesty, responsibility, citizenship, evidence, thinking, and a respectful response to the other side. If you have to decide, you must declare the WHY.

Essential Question

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

My Week Tracker



Color in one stage of the rocket at the **END** of each day, after I finish that day's work.

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to complete an argumentative paper with CREATURES.	"Crash" and "The Good Citizen"; High stamina.	A complete CREATURES paper and Exit Ticket.

Where We Are Going

I will complete a multi-paragraph argumentative paper using CREATURES.

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

- ☐ 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.

Check Myself

- ☐ The claim answers the prompt.
- ☐ Each thinking sentence explains the evidence.
- ☐ The rebuttal responds respectfully.
- ☐ The significance reaches beyond the writer.

How I Will Show What I Know

I will show what I know with a claim, a CREATURES organizer, a counterargument and rebuttal, a complete argumentative paper with an ending and significance, the Day 5 Exit Ticket, and the Module Writing Assignment.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Gather the claim, reasons, and evidence.
Reveal	Day 1	See all nine CREATURES jobs.
Attempt	Day 2	Build an argument from cards.
Discuss	Day 3	Explain evidence, thinking, and order.
Use	Day 3	Write a full CREATURES argument.
Award	Day 4	Recognize a complete argument.
Target	Day 4	Set one next step.
Explain/Educate	Day 5	Teach each CREATURES part.

Say It Together!

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

3.12C(i):

TEKS says: 12C(i) compose argumentative texts, including opinion essays, using genre characteristics.

How I say it: I can write a claim that makes a decision and declares the WHY.

3.12C(ii):

TEKS says: 12C(ii) compose argumentative texts, including opinion essays, using craft.

How I say it: I can use evidence and explain it.

3.11B(i):

TEKS says: 11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.

How I say it: I can build reasons from the text.

3.11B(ii):

TEKS says: 11B(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

How I say it: I can end with significance that matters beyond the story.

3.11B(iii):

TEKS says: 11B(iii) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

How I say it: I can recognize another viewpoint and write a rebuttal.

Call and Response

Read this together as a class before we start.

Teacher asks: "If you have to decide..."

Class answers: "You must declare the WHY!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

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.

A connection I can make

Remember It!

- ☐ Name one claim, one reason, and one piece of evidence from "Crash" or "The Good Citizen." Then tell how the evidence proves the reason.
- ☐ Amina should have told the truth because _____.
- ☐ Maya should have returned because _____.

One idea I remember

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.

Watch Out! Common Mix-Up

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.

Where This Fits in My Writing

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.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages in Read and Interact as often as you want.

Part 1: Three Shapes

Circle the topic or decision. Box the action verb. Triangle the decision clue word.

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

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

Part 2: My Claim

Write a claim: a decision + because + reasons.

My claim

Part 3: Name the CREATURES Job

Label each sentence: Claim, Understanding Others, Rebuttal, or Ending.

Label	Sentence
_____	For these reasons, telling the truth was the right choice.
_____	Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.
_____	Some might argue Amina should have stayed quiet to avoid trouble.
_____	However, staying quiet would not solve the problem or protect trust.

Part 4: Evidence That Proves a Reason

Reason: Honesty builds trust. Copy one detail from Crash that proves this reason. Then explain how it proves the reason.

The detail I copied

How it proves the reason



Words I Need

Tier 1, everyday words



Preview these words before reading or writing so you can explain your argument clearly.

Word	Say it	What it means	Sentence frame
build	BILD	Put parts together or make something stronger.	I can build my argument by adding ____.
connect	kuh-NEKT	Join ideas or things together.	I can connect this evidence to ____.
support	suh-PORT	Help an idea seem true or strong.	I can support my claim with ____.
finish	FIN-ish	Complete something.	I will finish my paper by ____.
idea	eye-DEE-uh	A thought or plan.	My idea is ____.
reason	REE-zun	Why someone thinks or does something.	One reason is ____.
proof	PROOF	Facts or examples that show something is true.	My proof is ____.
explain	ik-SPLAYN	Tell how or why something happens.	I can explain ____.
read	REED	Look at words and understand them.	When I read, I notice ____.
share	SHAIR	Give an idea to another person.	I can share ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Preview these words before reading or writing so you can explain your argument clearly.

Word	Say it	What it means	Sentence frame
claim	KLAYM	A statement that says the writer's decision.	My claim is ____.
argument	AR-gyoo-ment	Connected ideas and reasons that support a claim.	My argument shows ____.
reasoning	REE-zun-ing	Thinking that explains why reasons support a claim.	My reasoning is ____ because ____.
evidence	EV-uh-dens	Facts or details that support a claim.	My evidence is ____.
explanation	ek-spluh-NAY-shun	Details that tell how or why something is true.	My explanation shows ____.
counterargument	KOWN-ter-ar-gyoo-ment	An opposing idea or reason.	Someone might say ____, but ____.
rebuttal	reh-BUT-uhl	An answer to the opposing idea.	My rebuttal is ____.
significance	sig-NIF-uh-kants	The importance beyond one situation.	The significance is ____.
structure	STRUK-cher	The way a paper is organized.	My structure begins ____.
logical order	LOJ-ih-kul OR-der	A clear order that is easy to follow.	I will order my ideas by ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

Preview these words before reading or writing so you can explain your argument clearly.

Word	Say it	What it means	Sentence 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 ____.

Use one Tier 3 word in a sentence



My Strategy Tools

CREATURES and the Argument Path



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.

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

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

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.

How the Magnifying Process builds my reasons

How I Say the Standard!

These are the exact TEKS this module teaches. Read the official wording, then say the job in my own words.

3.12C(i):

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

How I say it: I can write a claim that makes a decision and declares the WHY.

3.12C(ii):

compose argumentative texts, including opinion essays, using craft.

How I say it: I can use evidence and explain it.

3.11B(i):

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.

How I say it: I can build reasons from the text.

3.11B(ii):

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

How I say it: I can end with significance that matters beyond the story.

3.11B(iii):

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

How I say it: I can recognize another viewpoint and write a rebuttal.

If you have to decide, you must declare the WHY.

How I will use the standard in my writing

My 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.

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

The target I will work on first, and how I will show it

CREATURES

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.

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.

How CREATURES builds my complete paper

Five Thinking Levels

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 Foundational: Identify a claim. • Red		What is the decision?	I can state the claim.	Claim
Level 2 Emergent: Sort parts. Orange		Why?	I can state a reason.	Reasons
Level 3 Visible: Connect evidence to a reason. • Yellow		What proof?	I can use evidence.	Evidence
Level 4 Independent: Organize and answer another side. • Green		How does it prove it?	I can explain thinking.	Thinking
Level 5 Reflective: Explain significance. • Blue		Why does it matter beyond the story?	I can state significance.	Significance

Each level has a color label and a symbol: Red circle, Orange square, Yellow inverted triangle, Green triangle, Blue diamond.

TRACKS Evidence Highlighting

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

A thinking level I understand

My Passage Notes

Use this page to write notes, evidence details, and thinking connections from the passages.

Notes from "Crash"

Notes from "The Good Citizen"

Evidence I want to use in my argument



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

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.

Background I Need

I 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.

Words I dotted while reading

Crash

High Stamina. Use DOT and TRACKS in both passages.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen

High Stamina. Use DOT and TRACKS in both passages.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

- 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."

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

High Stamina. Use DOT and TRACKS in both passages.

138Sometimes it takes courage to admit a mistake.

139But honesty helps people trust one another.

140Responsibility helps fix problems.

141And working together helps make things right.

142Amina felt proud.

143She had made a mistake, but she had also shown honesty and responsibility.

144As she walked home that afternoon, she knew she would remember the lesson for a long time.

145Being a good citizen is not about being perfect.

146It is about making good choices, telling the truth, and helping others when challenges arise.

147That day, Amina learned that one honest decision can make a big difference.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

- 56 Rusty wagged his tail the moment he saw her.
- 57 Maya quickly grabbed the food container, filled his bowl, and set it down in front of him.
- 58 Rusty eagerly began eating.
- 59 A wave of relief washed over Maya.
- 60 She sat beside Rusty and gently patted his head.
- 61 "I'm sorry, Rusty," she whispered.
- 62 The puppy looked up at her for a moment and then continued eating.
- 63 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.
- 64 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.
- 65 The shelter manager walked over and noticed Maya sitting with Rusty.
- 66 "Everything okay?" she asked.
- 67 Maya nodded.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

High Stamina. Use DOT and TRACKS in both passages.

My
marks

- 68 "I forgot to feed Rusty before I left," Maya admitted. "I came back as soon as I remembered."
- 69 The shelter manager smiled kindly.
- 70 "That was the right thing to do," she said. "Everyone makes mistakes. What matters is taking responsibility and fixing them."
- 71 Maya felt proud of returning to the shelter.
- 72 She knew it would have been easier to ignore her mistake. Instead, she chose to come back and make things right.
- 73 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.
- 74 Then she said goodbye to Rusty.
- 75 As Maya rode home again, she thought about everything she had learned that day.
- 76 Good citizens are honest.
- 77 Good citizens are responsible.
- 78 Good citizens keep their promises and help others.
- 79 Most importantly, good citizens understand that their actions affect those around them.
- 80 Rusty was counting on her, and next time, she would not forget.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Crash

Look for Amina's decision after the jar broke, what she said, and how the class responded. Tap TRACKS for evidence.

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

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

My best TRACKS phrase and why I chose it

Annotate: The Good Citizen

Look for Maya's responsibility at the shelter, what she forgot, and what she decided to do. Tap TRACKS for evidence.

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

STOP & THINK

What decision did the character make? How does this detail prove the reason?

My thinking

My Prompt Marking Notes

Three Shapes analyze the prompt. TRACKS marks the evidence.

Shape	Word	Question I ask myself
Circle	Topic or decision nouns.	Amina; truth; jar
Box	Action verb.	should tell
Triangle	Decision clue word.	should; whether; if

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

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



All nine CREATURES jobs

Our purpose today: gather the claim, reasons, and evidence, then reveal all nine CREATURES jobs.

1. Gather: Remember This!

Name one claim, one reason, and one piece of evidence from "Crash" or "The Good Citizen." Then tell how the evidence proves the reason.

Amina should have told the truth because _____. Maya should have returned because _____.

2. Reveal: Mark the Prompt

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

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

The decision in this prompt

3. Watch Me Build a Complete Argument

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.

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.

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

4. Vocabulary Infusion

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 ____.

PAUSE POINT: BEFORE WRITING. What is the decision? What is the WHY? Say the claim aloud, then write it.

STUDENT WORKBOOK



BUILD-A-CREATURE

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Keep the claim, Argument Path, and prompt cards at the top. Read each card, name its CREATURES job, and place the cards in Argument Path order. Justify each connection to your partner. Store all cards in your Practice Pocket.

CLAIM	ARGUMENT PATH
PROMPT	Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.
Honesty builds trust; responsibility means owning mistakes; truth helps solve problems.	"Thank you for telling the truth, Amina."

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

This page prints on the back of the card page. Flip a card over to check its CREATURES job.

ARGUMENT PATH C to R; E to A to T; U to R; E to S	CLAIM a decision + because + reasons
C: Claim	PROMPT Explain if Amina should have told the truth about breaking the jar.
E: Evidence	R: Reasons

STUDENT WORKBOOK



BUILD-A-CREATURE

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the claim, Argument Path, and prompt cards at the top. Read each card, name its CREATURES job, and place the cards in Argument Path order. Justify each connection to your partner. Store all cards in your Practice Pocket.

Move from trust to responsibility to solving the problem.

Honesty rebuilt trust because Amina admitted what happened.

Some might argue Amina should have stayed quiet to avoid trouble.

However, staying quiet would not solve the problem or protect trust.

For these reasons, telling the truth was the right choice.

Honesty matters because communities depend on trust.

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

This page prints on the back of the card page. Flip a card over to check its CREATURES job.

T: Thinking

A: Argument

R: Rebuttal

U: Understanding Others

S: Significance

E: Ending

STUDENT WORKBOOK



Day 2: Attempt

Build-A-CREATURE



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

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.

Use your Build-A-CREATURE cards with a partner. Justify each connection out loud.

Our prompt and matching claim

Our reasons and the evidence that matches each one

PAUSE POINT: AFTER EVIDENCE. How does this detail prove the reason? Add thinking instead of repeating the evidence.

STUDENT WORKBOOK



Day 3: Discuss + Use



Evidence, thinking, and order

Question	My thinking
Why does evidence need thinking?	
Why does order matter?	
How is understanding another side different from rebutting it?	

Use: Write My Complete Argument

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

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

Introduction: my claim, a decision + because + reasons

Reason 1, evidence, and thinking

Reason 2, evidence, and thinking

Reason 3, evidence, and thinking

Understanding Others: Someone might say _____. Rebuttal: However, _____.

PAUSE POINT: BEFORE THE CONCLUSION. What might someone who disagrees say? Answer respectfully, then explain why the argument matters beyond the story.

Ending: For these reasons, _____.

Significance: This matters beyond Maya because _____.

STUDENT WORKBOOK



Day 4: Award + Target



Recognize and revise

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

Student Award

What can I already do? Name one CREATURES part you used successfully and cite the evidence in your paper.

My award: Claim Captain / Reason Master / Evidence Expert / Argument Architect / Thinking Leader / Perspective Pro / Rebuttal Responder / Ending Expert / Significance Scholar.

My award and the evidence in my paper

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.

My target: I will improve ____ by ____.

STUDENT WORKBOOK



Day 5: Explain/Educate



Turn and Teach

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

CREATURES Part	What it does	I taught it
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.	

Transfer: A Passage Prompt

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

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

My claim with three strong reasons

Exit Ticket

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

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

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.

1. My claim: decision + because + reasons

2. One passage detail as evidence

3. How the evidence proves the reason

4. Counterargument and rebuttal

5. Significance

First Thinking, Final Thinking: what changed?



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

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

Explain if Amina should have told the truth about breaking the jar, or explain if Maya should have returned to feed Rusty.

My Plan

- Required Product: A multi-paragraph argumentative paper using CREATURES.
- 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 _____.
- Vocabulary: Use at least three module vocabulary words accurately.

Two possible reasons from the passage

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ Revise: I read the argument aloud. My reasons differ, my evidence is specific, and my thinking explains the proof.
- ☐ Edit: I checked complete sentences, connecting words, capitalization, punctuation, and relevant details.
- ☐ Share: I read my claim and reasons to a partner. My partner named the claim, evidence, thinking, counterargument, rebuttal, ending, and significance.

Edit

- ☐ Every sentence is complete.
- ☐ I use clear pronouns and subject-verb agreement.
- ☐ I use connecting words, and each CREATURES part stays connected when I revise.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

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

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Claim and reasons	Clear decision + because + three reasons.	
Evidence	Specific evidence supports each reason.	
Thinking and order	Logical and explained.	
Other side and rebuttal	Reasonable and direct.	
Ending and significance	Reinforces and reaches beyond.	

Study the Samples

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

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

Low

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.

Medium

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.

High

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. Honesty builds trust; responsibility means owning mistakes; truth helps solve problems. "Thank you for telling the truth, Amina." Move from trust to responsibility to solving the problem. Honesty rebuilt trust because Amina admitted what happened. Some might argue Amina should have stayed quiet to avoid trouble. However, staying quiet would not solve the problem or protect trust. For these reasons, telling the truth was the right choice. Honesty matters because communities depend on trust. Why it works: Includes claim, reasons, evidence, order, thinking, other side, rebuttal, ending, and significance.

What improves from Low to High?

[illegible]



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got 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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Explain whether Maya should have returned to the shelter to feed Rusty. Support the claim with three strong reasons. Model: Maya should have returned to the shelter because responsibility means finishing your job, Rusty depended on her, and good citizens fix mistakes.

My new prompt

Take It Further! Connect Across Texts

Compare Amina and Maya: Defend whether Maya or Amina shows more responsibility.

- 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.

My defense: who shows more responsibility, and why

My CREATURES Map

Draw the Argument Path. Label Establish (C to R), Prove and Develop (E to A to T), Address Another Perspective (U to R), and Bring It Together (E to S).

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.

Ask someone at home: what would you decide, and why?

Family member signature: _____

Task Card 2

Use "The Good Citizen." Name what another person might say about Maya returning and give a respectful rebuttal.

Ask someone at home: what might someone who disagrees say?

Family member signature: _____

Task Card 3

Teach the nine CREATURES parts to someone at home and explain why significance reaches beyond the story.

Ask someone at home: how would you answer them?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 3 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Complete Argument

I connect the claim, reasons, evidence, thinking, other side, rebuttal, ending, and significance into one paper.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 6 - Module 4

Argumentative Correspondence: The
Persuasive Letter



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 6 • Module 4

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Argumentative Correspondence: The Persuasive Letter



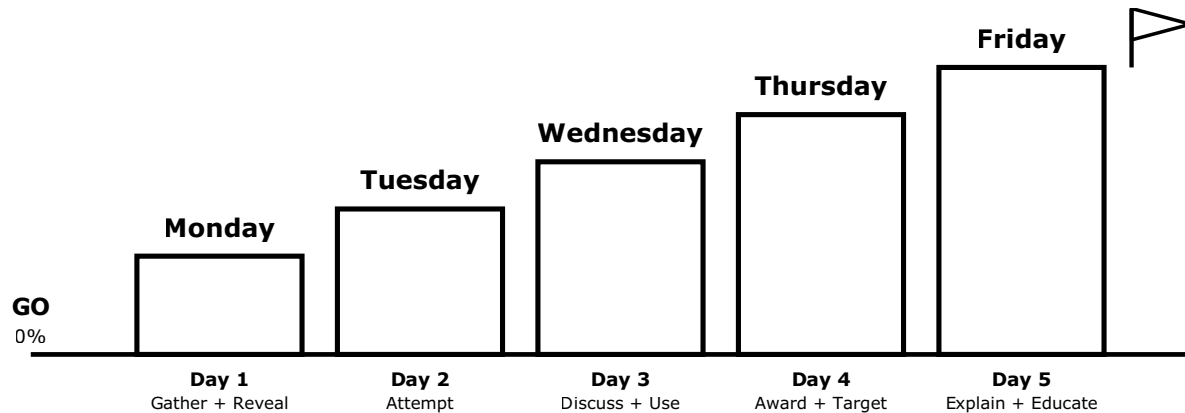
Why This Matters to Me

I learn to deliver an argument to a specific reader by writing a persuasive letter. The argument does not change; only the format and audience change. If you have to decide, you must declare the WHY.

Essential Question

How can a writer deliver an argument to a specific audience through a persuasive letter?

My Week Tracker



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

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How to deliver an argument to a reader in a persuasive letter.	Two Very High stamina narratives: Crash and The Good Citizen.	Letter Part Cards, a complete letter, an award, and an exit ticket.

Where We Are Going

I will move from naming the letter parts to writing a full persuasive letter, then teach a partner.

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

- ☐ I name a specific audience and a clear purpose, and my claim states a decision + because + reasons.
- ☐ My SET introduction, TREES body, and RRR conclusion each do their job.
- ☐ My Closing matches a persuasive letter.

Check Myself

- ☐ I named my reader before I wrote.
- ☐ My position stayed the same when my reader changed.
- ☐ I restated, referred, and reflected before the Closing.

How I Will Show What I Know

I will show what I know with a Build-A-Letter Lab, a complete letter, an audience revision, a teach-back, and the exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I think about writing to a real reader.
Reveal	Day 1	I learn the letter parts and a model claim.
Attempt	Day 2	I build a letter in the Build-A-Letter Lab.
Discuss	Day 3	I talk about how audience changes a letter.
Use	Day 3	I write a full letter on my own.
Award	Day 4	I celebrate how I delivered my argument.
Target	Day 4	I revise one part for my reader.
Explain/Educate	Day 5	I teach the letter parts and transfer to a new prompt.

Say It Together!

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

3.12D(i):

TEKS says: compose correspondence.

How I say it: I can organize a letter with Greeting, SET, TREES, RRR, and Closing.

3.12C(i):

TEKS says: compose argumentative texts, including opinion essays, using genre characteristics.

How I say it: I can write a claim with a decision + because + reasons.

3.12C(ii):

TEKS says: compose argumentative texts, including opinion essays, using craft.

How I say it: I can use evidence and explain how it proves my reason.

3.11B(i):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.

How I say it: I can open my letter with a Greeting and a SET introduction.

3.11B(ii):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

How I say it: I can restate, refer, and reflect before my Closing.

3.11B(iii):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

How I say it: I can develop my claim with evidence and explanation.

Call and Response

Read this together as a class before we start.

Teacher asks: "If you have to decide..."



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read a narrative closely and find a character decision. I can use the CLAIM formula, the Magnifying Process, CREATURES, the Argument Path, Three Shapes, and DOT.

A connection I can make

Remember It!

- ☐ A claim is a 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.
- ☐ Argument Path: establish, prove, address, and bring together.

One idea I remember

Ready Check

- ☐ I can tell one decision Amina made in Crash.
- ☐ I can tell one decision Maya made in The Good Citizen.
- ☐ I can name a reason for each decision.

Watch Out! Common Mix-Up

Watch out! A letter can have a friendly Greeting but no claim, a claim without because and reasons, evidence without explanation, or a Closing that does not fit the reader. Ask: What do I want this reader to understand or do?

Where This Fits in My Writing

I move from an oral claim to a letter. The SET introduction gives my reader a clear path into the argument. The TREES body develops it. The RRR conclusion brings the reasoning back to the reader.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages in Read and Interact as often as you want.

Part 1: Three Shapes

Circle the topic or decision. Box the action verb. Triangle the decision clue word.

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

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

Part 2: My Claim

Write a claim: a decision + because + reasons from the narrative.

My claim

Part 3: Name the Letter Part

Label each piece: Greeting, Thesis (central idea), RRR Reflection, or Closing.

Label	Letter piece
_____	Sincerely, Jordan
_____	Dear Mrs. Ramirez,
_____	Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.
_____	This matters because responsible choices can make a difficult situation better.

Part 4: My Reader

Who could read a letter about Amina's choice? What do you want that reader to understand?

My reader and my purpose

Part 5: Evidence That Proves a Reason

Reason: Honesty builds trust. Copy one detail from Crash that proves this reason. Then explain how it proves the reason.

The detail I copied

How it proves the reason

Part 6: A Short Letter

Write a short letter to Mrs. Ramirez with a Greeting, your claim, one reason with evidence, and a Closing.

My letter



Words I Need

Tier 1, everyday words



Before we begin, preview everyday words you will see in the letter and the passages. Good readers notice vocabulary before they read or answer questions.

Word	Say it	What it means	Sentence frame
letter	LET-er	a written message sent to someone	I can write a letter to ____ about ____.
choose	CHOOZ	to pick one thing from two or more choices	Amina can choose to ____ in Crash.
decide	dih-SYD	to make a choice after thinking	Maya must decide to ____ in The Good Citizen.
tell	TEL	to give someone information using words	In my letter, I will tell ____ that ____.
explain	ik-SPLAYN	to make something clear by giving details	I can explain why ____.
idea	eye-DEE-uh	a thought, plan, or opinion	My idea for the letter is ____.
read	REED	to look at words and understand their meaning	I will read the letter to learn ____.
write	RYT	to put words on paper or a screen	I will write to ____ about ____.
share	SHAIR	to give information or an idea to others	I can share my idea about ____.
ask	ASK	to say or write a question	In my letter, I can ask ____.
reader	REE-der	a person who reads a message	My reader is ____.
message	MES-ij	the idea a writer wants a reader to understand	My message is ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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.

Word	Say it	What it means	Sentence frame
claim	KLAYM	an opinion stated as a decision with reasons	My claim is that ____ because ____.
audience	AW-dee-ens	the people who read, hear, or watch a message	My audience for this letter is ____.
correspondence	kor-uh-SPON-dens	letters or messages sent between people	This correspondence is between ____ and ____.
argument	AR-gyoo-ment	reasons and evidence used to support a position	My argument is ____ because ____.
reasoning	REE-zun-ing	the thinking that connects reasons to a claim	My reasoning is that ____.
structure	STRUK-cher	the way a text is organized	The letter structure helps the reader ____.
purpose	PUR-pus	the reason why something is written or done	The purpose of my letter is to ____.
evidence	EV-uh-dens	facts or details that support an idea	A detail from Crash that supports my claim is ____.
persuade	per-SWAYD	to try to convince someone to think or do something	I want to persuade my audience to ____.
point	POYNT	an important idea in a message or argument	My main point is ____.
rebuttal	reh-BUT-uhl	a respectful answer to the other side	My rebuttal is ____.
significance	sig-NIF-uh-kants	why an idea matters beyond the immediate situation	This matters because ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words are connected to the topics in our passages. When you understand them, the passages become easier to understand. Use honesty, responsibility, citizen, trust, and community as you explain your reasons and significance.

Word	Say it	What it means	Sentence 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 ____.

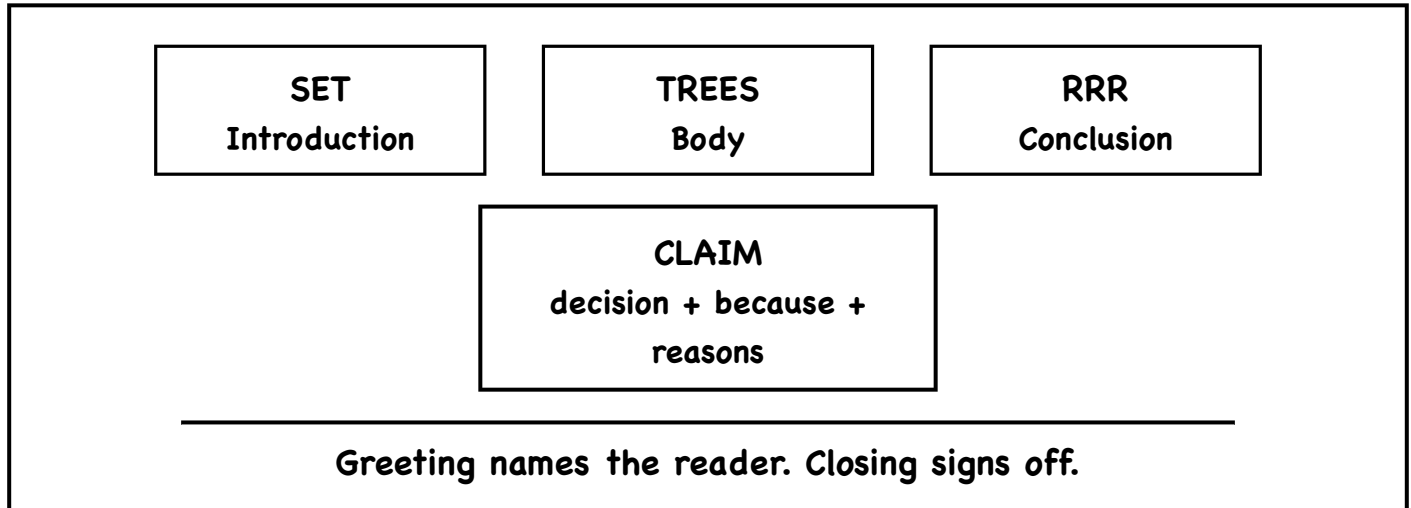
Use one Tier 3 word in a sentence

My Strategy Tools

The Persuasive Letter



A persuasive letter carries the same argument to a specific reader: Greeting, SET introduction, TREES body, RRR conclusion, and Closing.



The argument does not change; only the format and audience change.

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.

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

How a letter carries my argument

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.

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

Five Thinking Levels

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1 Foundational: Student names a letter part or repeats a model. • Red		What did the writer decide?	I can state the position.	Claim and Decision
Level 2 Emergent: Student tries a claim and reasons with support. • Orange		Why did the character act?	I can explain the reason.	Purpose and Motivation
Level 3 Visible: Student connects a reason to evidence from a narrative. • Yellow		Why does the evidence matter?	I can connect evidence to the claim.	Importance and Contribution
Level 4 Independent: Student adapts the argument to a specific audience. • Green		How does this guide my choices?	I can explain what responsibility looks like.	Personal Meaning and Application
Level 5 Reflective: Student explains why honesty or responsibility matters beyond the passage. • Blue		Why does this matter to everyone?	I can explain the significance for a community.	Universal Meaning and Life Lessons

Each level has a color label and a symbol: Red circle, Orange square, Yellow inverted triangle, Green triangle, Blue diamond.

A thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Amina shows honesty and responsibility after an accident. Maya shows responsibility and citizenship when she returns to care for Rusty. Responsible choices build trust and help a community respond to problems.

Background I Need

A letter has clear parts: a Greeting to the reader, a SET introduction, a TREES body that carries the argument, an RRR conclusion, and a Closing. The argument itself does not change. The format and audience change.

Words I dotted while reading

Crash

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

- 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."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Crash (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

138Sometimes it takes courage to admit a mistake.

139But honesty helps people trust one another.

140Responsibility helps fix problems.

141And working together helps make things right.

142Amina felt proud.

143She had made a mistake, but she had also shown honesty and responsibility.

144As she walked home that afternoon, she knew she would remember the lesson for a long time.

145Being a good citizen is not about being perfect.

146It is about making good choices, telling the truth, and helping others when challenges arise.

147That day, Amina learned that one honest decision can make a big difference.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

The Good Citizen (continued)

Very High Stamina. DOT unfamiliar words. Tap TRACKS for evidence.

My
marks

- 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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Crash

Look for Amina's decision after the jar broke, what she said, and how the class responded. Tap TRACKS for evidence.

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

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

My best TRACKS phrase and why I chose it

Annotate: Crash (continued)

Look for Amina's decision after the jar broke, what she said, and how the class responded. Tap TRACKS for evidence.

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

STOP & THINK

What decision did the character make? Which detail proves a reason for that decision?

My thinking

My Prompt Marking Notes

Three Shapes analyze the prompt. TRACKS marks the evidence.

Shape	Word	Question I ask myself
Circle	The topic or decision	Amina, tell the truth
Box	The action verb	should have told
Triangle	The decision clue word	should, whether, if

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

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



A reader and an argument

1. Gather: A Real Reader

Think of a time when a reader needed to understand your reason. A persuasive letter carries the same argument to a specific reader.

A time a reader needed to understand my reason

Name the decisions worth arguing in our two passages.

Passage	Decision worth arguing
Crash	
The Good Citizen	

2. Reveal: Mark the Prompt

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

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

3. The Letter Parts

Part	Job
Greeting	Names the reader.
SET introduction	Introduces the purpose, evidence, and thesis (central idea).
TREES body	Develops the reasoning.
RRR conclusion	Brings the argument back to the reader.
Closing	Signs off.

4. Watch Me Build a Claim

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

SET Part	Model from Crash
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.

5. CREATURES in the Letter Body

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.

Which move proves the claim, and which move addresses the other side?

6. My Claim and SET Plan

Mark the prompt with DOT and Three Shapes. Then choose your own position, reasons, and evidence.

Words I dotted and what I discovered

My claim: ____ because ____ and ____

Statement of purpose

Evidentiary transition

Thesis (central idea)

The letter part I understand best, and its job

STUDENT WORKBOOK



BUILD-A-LETTER LAB

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the audience, purpose, and claim cards at the top. Sort the letter part cards, name each job, and place them in letter order. Store all cards in your Practice Pocket.

AUDIENCE	PURPOSE
CLAIM	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. Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.	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
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

Self-Check (back of cards)

This page prints on the back of the card page. Flip a letter part card over to check which part it is.

PURPOSE the reason the writer is writing.	AUDIENCE the person or people who read the letter.
Greeting	CLAIM a decision + because + reasons.
TREES body	SET introduction
Closing	RRR conclusion

Day 2: Attempt

Build-A-Letter Lab: Does my letter still make the same argument?

Lab Step	Partner Action	Check
1. Sort	Sort Greeting, SET, TREES, RRR, and Closing cards.	Can my 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?

The audience changes the voice and examples, but it does not change the decision or the reasons. Strengthen your reasons with 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.

My three strongest reasons

Dear _____, I think _____ because _____.

Evidence: The passage shows _____. This proves _____ because _____.

Our argument in one sentence

STUDENT WORKBOOK



Day 3: Discuss + Use

Audience and craft



Question	My thinking
How would a letter to Mrs. Ramirez differ from a letter to a community leader?	
What does the other side think?	
How does a rebuttal return to the position?	
Why does the reader matter?	

Tell your partner the audience, decision, and two reasons before you write. Then explain how one detail from the passage proves a reason.

Use: Write My Letter

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

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.

Write a complete letter on your own. Use at least one direct or paraphrased detail from the passage.

Greeting and SET introduction: purpose, transition, thesis (central idea)

TREES body: reason, evidence, thinking, other side, rebuttal, ending, significance

RRR conclusion: restate, refer, reflect

Closing

- ☐ My claim is a decision + because + reasons.
- ☐ My evidence connects to my explanation.
- ☐ I named my reader.



Day 4: Award + Target

The moment we delivered it



Award	What to Notice	I earned it
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.	

Reread one strong sentence. The choice that makes it effective:

Target: What Do I Still Need to Grow?

Choose one part of your letter to revise so your reader can follow the argument. You choose the target.

My target: I will improve ____ by ____.

Build It, Fix It, Say It

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 _____.

My revised part of the letter

STUDENT WORKBOOK



Day 5: Explain/Educate



Turn and Teach

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.

Teach-Back Move	Partner Listens For	Heard it
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.	

One part of the letter I taught well

My partner's strongest point

How a persuasive letter is different from a paragraph argument

Transfer: A Persuasive Letter About Maya

Explain if Maya should have returned to the shelter to feed Rusty. Write a persuasive letter with an audience, a claim, evidence, and an RRR conclusion.

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

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

My audience (who am I writing to?)

Greeting:

My claim: decision + because + reasons

Evidence from "The Good Citizen"

RRR conclusion: Restate, Reflect, Reach beyond. If you have to decide, you must declare the WHY.

Exit Ticket

Think about Crash. Use Three Shapes on the prompt. Write a claim, one passage detail, and an explanation.

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

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. My claim: Amina should have told the truth because

3. One piece of evidence from the narrative

4. How the evidence proves my claim

5. RRR reflection: This matters because

How my thinking about the overarching question changed this week

My Persuasive Letter Notes

Use this page to plan or revise the persuasive letter.

What I want my audience to understand

The strongest evidence I found in the passage

How my argument matters beyond the story



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

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

Explain if Amina should have told the truth about breaking the jar. Write to Mrs. Ramirez.

My Plan

- Reader: I am writing to _____. Purpose: I want my reader to understand _____.
- Decision and 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 _____.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My thesis (central idea) starter

[illegible]

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I improved one sentence for clarity.
- ☐ I made one evidence sentence more specific.
- ☐ I made one audience sentence fit my purpose.
- ☐ I checked Greeting capitalization, commas, sentence boundaries, quotation marks, apostrophes, and the Closing.

Edit

- ☐ Every sentence is complete.
- ☐ I put a comma after my Greeting and after my Closing.
- ☐ I put quotation marks around words I cite from the passage and end each sentence with punctuation.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

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

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Claim and reasons	Clear decision + because + three relevant reasons.	
Evidence and explanation	Specific evidence and explanation clearly prove the reasons.	
Structure	Greeting, SET, TREES, RRR, and Closing are purposeful.	
Audience and craft	Voice, detail, and word choice fit the reader.	
Conventions	Complete sentences and accurate punctuation support meaning.	

Study the Samples

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

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

Low

Amina should have told the truth.

What is missing: the because clause, reasons, evidence, and letter structure. Add: Amina should have told the truth because _____. Rehearse one reason from the passage.

Medium

Dear Mrs. Ramirez, Amina should have told the truth because it was the right thing to do.

Sincerely, Maya

What is missing: the reason is general and there is no evidence or explanation. Add a passage detail: Amina raised her hand and said she bumped the table. Then explain how it proves honesty and responsibility.

High

Dear Mrs. Ramirez, I am writing because Amina faced an important choice after the class plant jar broke. Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems. 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. Her honesty helped the class trust her and repair the problem. Sincerely, Jordan

Why it works: the claim is a decision + because + reasons, the evidence is explained, the other side is answered, and RRR brings it home for the reader.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name a specific audience and purpose.	☐	☐	☐
Write a decision + because + reasons claim.	☐	☐	☐
Use evidence and explain how it proves a reason.	☐	☐	☐
Use Greeting, SET, TREES, RRR, and Closing.	☐	☐	☐
Address the other side respectfully.	☐	☐	☐
Explain why the argument matters beyond the event.	☐	☐	☐
Keep the argument the same when the audience changes.	☐	☐	☐
Teach the letter structure to a partner.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can a writer deliver an argument to a specific audience through a persuasive letter?

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose a new reader. Keep your claim, reasons, and evidence the same, and change your Greeting, voice, and Closing.

My new prompt

Take It Further! Connect Across Texts

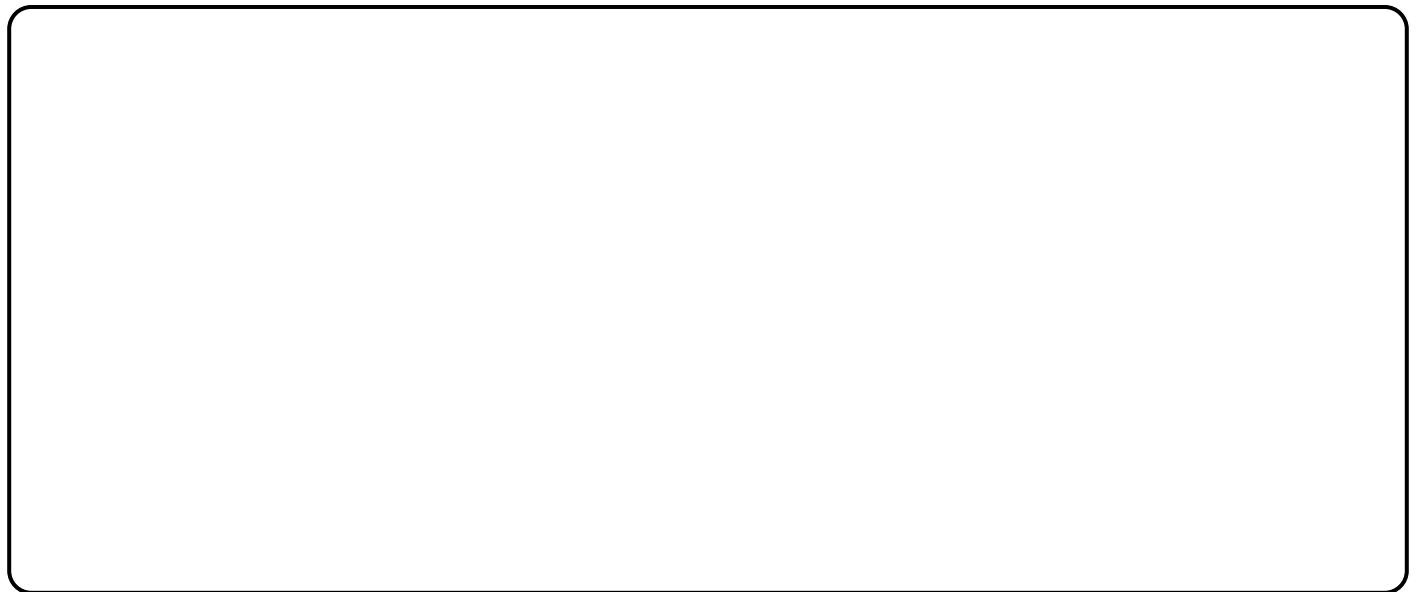
Compare Amina and Maya: Explain how both characters show responsibility even though their situations differ.

- Compare Amina telling the truth with Maya returning to the shelter.
- Write one claim about each narrative using because.
- Use CREATURES, TRACKS, and RRR to make both letters strong.
- Write one version to a friend and one to a community leader.
- Teach a partner why the argument does not change.

My two claims and how my voice changed

My Letter Map

Draw a letter. Label the Greeting, SET introduction, TREES body, RRR conclusion, and Closing, and write each part's job.



At-Home Connection

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

Decide and Declare

Ask a family member a question with should, whether, or if. State a decision + because + reasons.
Ask them: what would you decide, and why?

Family member signature: _____

Build the Claim

Choose Amina or Maya. Write one claim with two reasons.
Ask them: which of my reasons is stronger, and why?

Family member signature: _____

Write to a Reader

Write a short note: Dear ____, I think ____ because _____. Name the reader and explain why the reader matters.

Ask them: how would my note change for a different reader?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 4 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Letter to a Reader

I keep my argument the same and shape it for my reader.

A note to my future writer self

My Proud Moment This Week
