



THE WRITING ACADEMY®, LLC



# Module 2

## Magnify One Claim into Three Strong Reasons

Grade 4 · Cluster 6

Tackling TEKS · Reading & Writing

4.11(B)(i) · 4.11(B)(ii) · 4.11(B)(iii) · 4.11(B)(iv) · 4.12(C)(i) · 4.12(C)(ii) · 4.12(D)(i) · 4.11(C)(i-viii) ·  
4.11(D)(i)-(xxix) · 4.11(D)(xxxi) · 4.11(D)(xxxiii)-(xxxv)



# ★ Meet Our Week!

★ Daily Deck

Week 2 · Medium Stamina · Cluster 6 (ECR Argumentative Correspondence)

## I Will...

- I will read closely, listen actively, and discuss my reasoning.
- I will use text evidence, write independently, reflect on my growth, and explain my thinking to others.
- I will brainstorm more reasons than I need before choosing.
- I will match one strong passage detail to each final reason.

## I Can...

- I can magnify one claim into three distinct reasons that can be supported with evidence.
- I can brainstorm widely and group similar reasons together.
- I can narrow each group to one strong central idea.
- I can choose reasons that match the claim, differ from one another, and connect to theme.





# Zoom In! Zoom Out!

Day 1 · Gather & Reveal

★ Daily Deck

**Passages: “A Day That Changed” & “Understanding the Texas Regions”**

fiction · nonfiction

**How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?**

Claims need support. Support needs reasons. Reasons grow through magnifying.

**Strong writers do not grab the first idea, they magnify their thinking until the best ideas rise to the top.**



# ★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

**D**

**Dot**

Place a small dot above any word you are not sure about yet.

**O**

**Discover**

Discover the meaning as we learn together through our lessons.

**T**

**Drop**

Erase the dot once you know what the word means.

A little dot above a word means:  
“I’m not sure about this word yet.”

**Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!**



# The Magnifying Process

Day 1 · Reveal

★ Daily Deck

1

## BRAINSTORM

Brainstorm many possible reasons.

2

## GROUP

Group similar reasons together.

3

## NARROW

Narrow each group to one best idea.

4

## CHOOSE

Choose the final three reasons.

**Strong Reasons** match the claim, are different from one another, can be proven with evidence, and connect to the big picture or theme.

**A reason should not be a tiny fact. A reason is a bigger idea that evidence can prove.**





# Teacher Model: Group, Narrow, Choose

★ Daily Deck

Day 1 · Reveal (cont.)

## Group Example

**Group 1:** landforms, climate, vegetation, and natural features

**Group 2:** resources, jobs, and economic activities

**Group 3:** settlement patterns, communities, and ways people use the land

## Watch Me!

**Prompt:** Explain whether or not all four Texas regions should be valued as important parts of the state.

All four Texas regions should be valued as important because each region contributes distinct natural features, resources, economic activities, and communities to the state.

“These three reasons are strong because they are different from one another, they match the claim, and I can prove them with the passage.”



# ★ Magnify the Why Lab

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “A Day That Changed” &  
“Understanding the Texas Regions”

## How to Play

- 1 Station 1: Brainstorm Burst
- 2 Station 2: Group It Together
- 3 Station 3: Narrow the Group
- 4 Station 4: Final Three Reasons Match-Up
- 5 Record each layer in the notebook.

## With Your Group...

### Station 1: Brainstorm Burst

“Write at least 8 possible reasons that could support this claim. Do not stop at the first few ideas. Stretch your thinking.”

### Station 3: Narrow the Group

“Look at each group and choose the strongest idea in that group. Circle it. This idea should be broad enough to support a paragraph but clear enough to stay focused.”

## Discussion Questions

Why is it helpful to brainstorm more reasons than we actually need?

What did you notice when you grouped similar ideas together?

How did you decide which idea in a group was the strongest?

Why do our final three reasons need to be different from one another?

How can theme help us choose stronger reasons?

What makes a reason weak?



# Discuss and Ask Questions

Day 3 · Discuss (cont.)

★ Daily Deck

**Could each final reason support its own paragraph?**

**Which ideas  
repeated?**

**Which group was  
strongest?**

**Which reason connects  
most strongly to theme?**

**Ask: does it match my claim, sound different from the other reasons, and can I prove it with the text?**





# Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

①

Rewrite your claim at the top of the page.

②

List your three final reasons.

③

Under each reason, write one strong piece of evidence from the passage.

④

Underline the words in the evidence that best connect to the reason.

**Open your Interactive Notebook to a clean page and title it: My Three Reasons and My Evidence**

# ★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

## Award 🏆

Today you did real writer work. You took one idea and carefully built support around it.

- Students draw a magnifying glass in their notebook and write: “I magnified my thinking into three strong reasons.”
- Students choose their strongest reason and place a star beside it labeled: “My strongest support.”
- Students highlight the reason that best connects to the theme or big picture.

## Target 🎯

“This reason is strong because \_\_\_\_\_.”

### Curiosity Questions

Why does good argumentative writing need more than one reason? How can theme help a reason sound more meaningful?

**How does magnifying our thinking help us turn one claim into three strong, distinct, supportable reasons?**

“Layer 1 is important because \_\_\_\_.” “I narrowed my group by choosing \_\_\_\_.” “My final three reasons support my claim because \_\_\_\_.”

**Explain why strong writers do not simply grab the first three ideas.**

This intervention is for students who need extra help understanding the difference between a claim, a reason, and evidence.

Place one  
claim card  
at the top.

Read  
three to  
six cards  
aloud.

Students sort each  
card under Claim,  
Reason, or Evidence.

Students  
explain their  
thinking out  
loud.

Teacher helps  
revise weak  
reasons into strong  
reasons.

Revise one weak reason into a stronger, broader reason.

# ★ Reason Architect Challenge

Enrichment · Write in your notebook

Students who master the concept will take one claim and develop: 8-10 brainstormed reasons, 4 grouped categories, 4 narrowed group ideas, 3 final reasons.

**Then they must explain why they rejected the extra group.**

This pushes them to think about relevance, strength, and precision.

Challenge Extension: After choosing their final three reasons, students write one sentence explaining how each reason connects to theme or the big picture.

# ★ My Progress Tracker

This tracker is for YOU! As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

| I Can...                                  | Not yet | Getting set | I can do it |
|-------------------------------------------|---------|-------------|-------------|
| Brainstorm many possible reasons.         | Not yet | Getting set | I can do it |
| Group similar ideas and label each group. | Not yet | Getting set | I can do it |
| Narrow a group to one strong idea.        | Not yet | Getting set | I can do it |
| Choose three distinct reasons.            | Not yet | Getting set | I can do it |
| Match relevant evidence to each reason.   | Not yet | Getting set | I can do it |

# ★ Citizenship Connection

Good Citizens · Our Community & Country

## ★ Understanding the Texas Regions

“Each region has unique features, but all of them play an important role in Texas.” “By studying the regions of Texas, people can better understand why communities, jobs, and ways of life are different across the state.”

# Let's Look at an Answer!

Prompt: Explain whether or not all four Texas regions should be valued as important parts of the state. Develop three reasons for the claim.

**LOW**

**“Every region is important. All regions matter. The regions are all important parts of Texas.”**

**What Is Working:** The student names ideas connected to the claim.

**What Needs Improvement:** The reasons repeat rather than add three distinct kinds of support, and each needs to be broad enough for its own paragraph.

# Let's Look at Another Answer!

Prompt: Explain whether or not all four Texas regions should be valued as important parts of the state. Develop three reasons for the claim.

## MEDIUM

**“Each region has different landforms and climate. Each region has different land. The regions all look different.”**

**What Is Working:** The reasons match the claim and can be supported with passage details.

**What Needs Improvement:** The reasons overlap. Regroup and narrow so each final reason adds something new.

# Our Strongest Answer!

Prompt: Explain whether or not all four Texas regions should be valued as important parts of the state. Develop three reasons for the claim.

## HIGH

**“Each region has different landforms and climate. Each region supports different resources and economic activities. Each region helps explain different settlement patterns and ways of life.”**

**What Is Working:** All three reasons match the claim, are distinct enough to develop, and can be supported with passage evidence.

★ **This is our target!**