



THE WRITING ACADEMY®, LLC



Module 3

Finishing the Argumentative Paper with CREATURES

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 3 · High 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 organize three reasons in a logical order and explain how the evidence supports them.
- I will check that every CREATURES part belongs and contributes to a clear, supported, logical, and meaningful response.

I Can...

- I can build a complete argumentative response by connecting the parts of CREATURES.
- I can match reasons, evidence, and Thinking so every piece supports the claim.
- I can acknowledge another reasonable viewpoint and rebut it respectfully with text-based reasoning.
- I can write an Ending and Significance that reinforce the claim and show why the decision matters.



The Writing Relay Tray

Day 1 · Gather & Reveal

★ Daily Deck

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

fiction · nonfiction

How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

Would this evidence belong with this claim? Maybe. Maybe not. That is what strong writers must decide.

Our HABIT today is this: strong writers build papers piece by piece and make every piece belong.



★ 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!

★ Make Every Paper Piece Belong

Day 1 · Reveal

★ Daily Deck

C·R·E

**CLAIM, REASONS,
EVIDENCE**

Claim takes the side; Reasons
and Evidence build support;

A·T·U

**ARGUMENT, THINKING,
UNDERSTANDING
OTHERS**

Argument puts ideas in logical
order; Thinking explains the
proof; Understanding Others
acknowledges another view;

R·E·S

**REBUTTAL, ENDING,
SIGNIFICANCE**

Rebuttal brings the reasoning
back to the chosen side; Ending
reinforces the claim; Significance
shows why the decision matters.

CREATURES gives every part a job.

Today, we are finishing the argumentative papers we began in the last modules. We are going to make sure each part matches and works together.

★ Teacher Modeling on the Board

Day 1 · Reveal (cont.)

★ Daily Deck

A Day That Changed

Evidence: The passage shows Jayden assuming the sunny morning would continue, but later the wind strengthened, gray clouds moved in, the temperature dropped, and rain began.

Explanation: This evidence shows that one early observation cannot guarantee what conditions will be later in the day.

Significant Inference: Ultimately, people make stronger decisions when they update their thinking as new evidence appears.

Watch Me!

Prompt: Explain whether or not careful observation should matter more than quick assumptions when people make decisions about weather.

Claim: Careful observation should matter more than quick assumptions because weather can change quickly and current evidence is more reliable than a first impression.

“Notice how every piece works together. That is what we are building today.”



CREATURES Build-a-Paper Challenge

★ Daily Deck

Day 2 · Attempt · Partner Game

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

How to Play

- 1 Draw one prompt card.
- 2 Search for the claim card that best matches the prompt.
- 3 Place the three reason strips from Module 2 in a logical order to build the Argument.
- 4 Find the evidence card that best proves the claim or reason.
- 5 Write the Thinking sentence that explains how the evidence supports the reason.
- 6 Add Understanding Others: state one reasonable opposing viewpoint in one sentence.

How to Play (continued)

- 7 Add Rebuttal: respectfully explain why your evidence still supports your chosen side.
- 8 Add an Ending that reinforces the claim without simply copying it.
- 9 Choose or write a Significance sentence that explains why the decision matters beyond this one response.
- 10 Place the cards on the game mat.
- 11 Read the full set aloud.
- 12 Record your strongest set in your Interactive Notebook.

Prompt Card

Explain whether or not communities should use current weather evidence when planning outdoor events.



Discussion Questions

What helped you know that one claim matched a prompt better than another?

How did you decide which evidence card really supported the claim?

What is the difference between evidence and explanation?

Why is the significant inferencing sentence important in argumentative writing?

How does theme make the whole paper stronger?

What happened when a card did not belong with the others?



Discuss and Ask Questions

Day 3 · Discuss (cont.)

★ Daily Deck

What made one evidence card stronger?

**How is explanation
different
from evidence?**

**How did the significant
inference
connect to the big
picture?**

**The evidence had to prove
the idea,
not just mention the topic.**

Evidence is from the text, but explanation tells what the evidence means.





Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

①

Choose one prompt from the board. Write a matching claim. List three reasons and put them in a logical order.

②

Select one strong piece of evidence from the passage. Write thinking that explains how the evidence supports the reason.

③

Write one reasonable counterargument. Write a rebuttal that returns to your side with text-based reasoning.

④

Write an ending that reinforces the claim. Write a significance sentence that connects the decision to a larger lesson or big picture.

Open your Interactive Notebook and title your page: Cluster 6 Module 3: Finish My Paper Pieces



★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Today you did more than match cards. You practiced building real writing that sounds connected, supported, and meaningful.

- Students circle the part of their paragraph that they feel is strongest and write: “This is the piece I am most proud of.”
- Students place a star by the sentence that best shows a lesson learned or big picture.
- Read aloud several strong significant inferencing sentences and celebrate them as “big-thinking endings.”

Target 🎯

Circle the strongest paper piece you wrote. Label it: “This works because _____.”

Curiosity Questions

Why do some arguments sound more convincing than others? How does theme make a paper stronger?



Exit Ticket

★ Daily Deck

Day 5 · Educate & Explain to Others

How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

“CREATURES helps me remember _____.”

“A respectful rebuttal should _____.”

“My ending and significance work together by _____.”

Teach CREATURES in order. Explain how claim, reasons, evidence, logical argument, thinking, understanding others, rebuttal, ending, and significance work together. Use an example from today.



★ Paper Piece Puzzle Rescue

Small-Group Support

★ Daily Deck

This intervention is for students who need extra support seeing how the parts of an argumentative paragraph fit together.

Read
the
prompt
aloud.

Choose
the
matching
claim.

Teacher
places
one
reason
card.

Students sort through
two or three evidence
cards and choose the
one that fits best.

Students choose
the explanation
that actually
explains the
evidence.

Students choose the
significant inferencing
card that connects to
theme or the big
picture.

Read the
full
paragraph
aloud.

Repeat
with a
second
paragraph
set.

Give students one “trick card” that does not belong and ask them to explain why it should be removed.

★ Argument Architect Studio

Enrichment · Write in your notebook

This enrichment is for students who are ready to move beyond matching pieces and into designing strong arguments with precision.

Students will construct a full argumentative response by choosing or revising the best pieces, then improving the paper so it sounds more polished and meaningful.

Phase 1: Card Build

They must justify why each piece belongs.

Phase 2: Upgrade the Paper

revising the claim to sound more precise

Phase 3: Compare and Defend

Students compare two possible card combinations and explain which creates a stronger paper and why.

★ 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
State a clear claim that answers the prompt	Not yet	Getting set	I can do it
Organize three distinct reasons in logical order	Not yet	Getting set	I can do it
Select relevant evidence that truly supports a reason	Not yet	Getting set	I can do it
Write Thinking that explains instead of repeats	Not yet	Getting set	I can do it
Acknowledge a reasonable opposing viewpoint	Not yet	Getting set	I can do it
Rebut the opposing viewpoint respectfully with text-based reasoning	Not yet	Getting set	I can do it
Write an Ending that reinforces the claim	Not yet	Getting set	I can do it
Write Significance that shows why the decision matters	Not yet	Getting set	I can do it
Explain how all CREATURES parts work together	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.

LOW

Claim: All four Texas regions should be valued because each one contributes something distinct to Texas.

What Needs Improvement: The claim takes a defensible side, but the response needs reasons, evidence, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

Let's Look at Another Answer!

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

MEDIUM

Claim: All four Texas regions should be valued because each one contributes something distinct to Texas. **Evidence:** The passage explains that the Coastal Plains has rivers and shipping, the Great Plains has strong winds and wind energy, and the Mountains and Basins has mountains, deserts, oil, gas, mining, and tourism. **Explanation:** This shows that each region offers different landforms, resources, and economic activities. **Significant Inference:** No single region represents the whole state.

What Needs Improvement: The response connects evidence, explanation, and significance, but it still needs three reasons in logical order, Understanding Others, a rebuttal, and an Ending.

Our Strongest Answer!

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

HIGH

Claim: All four Texas regions should be valued because each one contributes something distinct to Texas. **Reasons:** The regions have different natural features; they support different resources and economic activities; and they help explain different settlement patterns and ways of life. **Evidence:** The passage explains that the Coastal Plains has rivers and shipping, the Great Plains has strong winds and wind energy, and the Mountains and Basins has mountains, deserts, oil, gas, mining, and tourism. **Thinking:** This evidence shows that no single region represents the whole state. **Understanding Others:** Some readers may believe the most populated region deserves the most attention. **Rebuttal:** However, the passage shows that every region provides important resources, work, landscapes, or communities, so importance is not measured only by population. **Ending:** All four Texas regions deserve to be studied as important parts of the state. **Significance:** When people understand how different regions contribute, they gain a fuller and more accurate picture of Texas.

★ This is our target!