

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

GRADE 4

CLUSTER 4

Opinion / Argumentative ECR with CREATURES

Module 1 · CREATURES Foundation

Module 2 · From Facts to a Coherent Case

Module 3 · Understanding Others and Rebuttal

Module 4 · Ending, Significance, and the Full CREATURES ECR



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THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

CREATURES Foundation

Grade 4 | Cluster 4 | Module 1

Grade: 4

Cluster: 4, Extended Constructed Response (ECR) Opinion/Argumentative with the CREATURES structure

Module: 1 of the cluster

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

Module Title: CREATURES Foundation

Content Connection / Passage Titles: "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" (Week 1, Low Stamina)

Primary TEKS: [4.12\(C\)\(i\)](#), [4.12\(C\)\(iii\)](#), and [4.11\(B\)\(iii\)](#)

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

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

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

Students are beginning the CREATURES roadmap for argumentative writing. Module 1 concentrates on C, R, and E while previewing A, T, U, R, E, and S.

TEACHER SCRIPT

"A strong argument begins when a writer chooses a position and gives the reader reasons and proof worth trusting."

Connection to this week's type of thinking: students read closely, speak about their thinking, use evidence accurately, and explain how each CREATURES move strengthens an argumentative response.

2. Why This Module Matters

Students meet CREATURES, the complete argumentative-writing roadmap: C, Claim; R, Reasons; E, Evidence; A, Argument; T, Thinking; U, Understanding Others; R, Rebuttal; E, Ending; and S, Significance. This module teaches the first three pieces deeply.

Students should understand that an argumentative response is not simply an opinion. A defensible claim must answer the argument of the prompt, reasons must logically support that claim, and evidence must come from the text and directly prove a reason. The two informational passages give students a common text base for making and defending choices. A thesis (central idea) names the position a writer will defend when the assignment calls for that language.

Where it fits into writing: a clear claim, logical reasons, and relevant evidence form the foundation that the remaining parts of CREATURES can build upon.

Why it matters beyond this assignment: students practice choosing a position they can defend, checking whether evidence does the exact job required, and revising a claim when the available evidence cannot support it.

3. Module Essential / Overarching Question

How do a clear claim, logical reasons, and relevant evidence create the foundation of a strong argumentative response?

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

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials.

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

5. Family Letter (English)

Dear Families,

This week your student begins the CREATURES roadmap for argumentative writing. CREATURES stands for Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance. In Module 1, students concentrate on the foundation: C, Claim, "Take a side you can defend"; R, Reasons, "Tell why your side makes sense"; and E, Evidence, "Prove it from the text."

Students will use "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" to practice choosing a defensible position, giving logical reasons, and matching each reason with relevant passage evidence. At home, invite your student to explain a claim and ask which exact detail proves the reason.

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

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

Estimadas familias:

Esta semana su estudiante comienza la guía CREATURES para la escritura argumentativa. CREATURES representa Afirmación, Razones, Evidencia, Argumento, Pensamiento, Comprensión de otros, Refutación, Final y Significado. En el Módulo 1, los estudiantes se concentran en la base: C, Claim o afirmación, "Toma una posición que puedas defender"; R, Reasons o razones, "Explica por qué tu posición tiene sentido"; y E, Evidence o evidencia, "Pruébalo con el texto".

Los estudiantes usarán "The Wealth of Mansa Musa" y "Four Regions, One Big Adventure" para practicar cómo elegir una posición defendible, dar razones lógicas y relacionar cada razón con evidencia relevante del pasaje. En casa, invite a su estudiante a explicar una afirmación y pregúntele qué detalle exacto la demuestra.

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

7. Family Conversation Starters

- What is the difference between a topic and a claim?
- How can you tell whether a claim is defensible?
- Why can a true detail still be weak evidence?
- Which evidence from either passage most strongly supports a reason you chose?

- What claim can you defend, and which detail from the text proves your reason?

8. Simple Family Activities

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

Family Activity: C, R, or E?

One person states a position, a reason, or a piece of proof. The other person labels its job C, R, or E and explains the clue that supports the label.

Family Activity: Prove the Reason

Choose a detail your student remembers from one passage. Name a reason the detail can prove, then explain why the match is direct.

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the Grade 4 argumentative TEKS.
Reveal	■ TEACH	Makes teacher thinking and the C, R, E model visible.
Attempt	○ LEARN	Guided, structured student practice matching claims, reasons, and evidence.
Discuss	○ LEARN	Students clarify and justify the connection between a reason and proof.
Use	✓ ASSESS	Independent, meaningful application to a passage prompt.
Award	✓ ASSESS	Student recognizes a demonstrated strength in the argument foundation.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning to a partner.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 4, Module 1
Module Category	Opinion/Argumentative Writing / Extended Constructed Response
Primary TEKS	4.11(B)(iii) , 4.12(C)(i) , and 4.12(C)(ii)
Primary Breakout	Develop drafts with purposeful structure, including a conclusion; compose argumentative texts using genre characteristics and craft.
Spiral TEKS	4.7(A) , 4.7(B) , 4.7(C) , 4.7(D) , 4.7(E) , 4.7(F) , and 4.7(G) ; social studies content about Mali and Texas regions.
Recursive TEKS	4.11(C)(i-v) revising, 4.11(D)(i) and 4.11(D)(vi-xvi) editing, and conventions retrieval.
Content Connection	Informational passage "The Wealth of Mansa Musa" and informational passage "Four Regions, One Big Adventure"

Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain and Educate
Student Product(s)	Marked passages; C, R, E sorting chains; claim, reason, and evidence explanations; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will build the C, R, and E foundation of CREATURES by writing a defensible claim, logical reasons, and relevant evidence.

I Will Statements

- I will take a side I can defend.
- I will tell why my side makes sense with logical reasons.
- I will prove each reason with evidence from the text.
- I will revise a claim when the available evidence cannot support it.

I Can Statements

- I can write a clear claim that directly answers an argumentative prompt.
- I can give distinct, logical reasons that support my claim.
- I can choose accurate, relevant evidence that proves each exact reason.
- I can explain whether a C, then R, then E chain is defensible from the passage.

CLASS SLIDE

Daily Deck M1-01: Cluster 4, ECR Opinion/Argumentative, Module 1, Low Stamina passages; the Overarching Question; the I can and I will statements.

13. Success Criteria

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

- My claim is direct and defensible.
- My reasons are logical, distinct, and connected to the claim.
- My evidence is accurate, relevant, and directly connected to the reason it proves.
- I can explain why each evidence choice fits its reason.
- I can reject a true detail that does not prove the exact reason.

14. Evidence That Will Demonstrate Mastery

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

- Day 1: marked choices, results, and details from both passages.
- Day 2: a completed claim, reason, and evidence chain with distractors rejected.
- Day 3: one clear claim, two distinct logical reasons, one strong piece of evidence for each reason, and a fit explanation.
- Day 4: a selected strength and a target for a clearer claim, less repeated reasons, stronger evidence, a more direct match, or more precise academic language.
- Day 5: a partner explanation of the difference among Claim, Reason, and Evidence and the full CREATURES acronym.

15. TEKS Correlations

These are the Grade 4 Cluster 4 standards listed in the lesson plan and Scope and Sequence.

TEKS	Strand	Student Expectation	
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			Where Taught and Practiced
4.11(B)(iii)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.	Days 1 through 5; writing assignment
4.12(C)(i)	Writing Genre	Compose argumentative texts, including opinion essays, using genre characteristics.	CREATURES roadmap; Days 1 through 5
4.12(C)(ii)	Writing Genre	Compose argumentative texts, including opinion essays, using craft.	Claim, reasons, evidence, thinking, and significance
4.11(C)(i-v)	Revising	Revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, and combining ideas.	Day 4 target; writing assignment
4.11(D)(i), (vi-xvi), (xxxiii-xxxv)	Editing	Edit drafts using standard English conventions, including sentence and subject-verb agreement, irregular verbs, nouns, adjectives, adverbs, prepositions and prepositional phrases, and grade-appropriate spelling.	Day 4 edit check; writing assignment

16. Standards Coverage Matrix

Classification	TEKS	Purpose in this module	Evidence
PRIMARY	4.11(B)(iii)	Organize an argumentative response with a purposeful structure.	Complete C, then R, then E foundation and writing assignment.
PRIMARY	4.12(C)(i)	Use the characteristics of an opinion or argumentative text.	Defensible claim, logical reasons, relevant evidence.
PRIMARY	4.12(C)(ii)	Use craft to connect the argument moves.	Fit explanations and precise academic language.
RECURSIVE	4.11(C)(i-v)	Revise for sentence structure, word choice, and coherence.	Day 4 target and written revision.
RECURSIVE	4.11(D)(i) , (vi-xvi) , (xxxiii-xxxv)	Edit with Grade 4 conventions.	Capitalization, spelling, sentence agreement, and punctuation check.
SPIRAL	4.7(A) to 4.7(G)	Connect, compare, annotate, discuss, and support responses with evidence.	Passage work, TRACKS, partner talk, and C, R, E writing.

17. ELPS Correlations

Matched to the language demands of this module: students listen for the job each sentence performs, defend a label, read for measurable evidence, and write a C, then R, then E chain.

ELPS	Domain	Language Pattern and Student Work	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Day 1 Gather and Reveal and Day 5 Explain
1(C)	Listening	Follow oral directions with accuracy.	Day 2 Attempt and intervention
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Day 3 Discuss and Day 5 Explain
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1 and 3 partner talk
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1 passage reading
4(D)(iii)	Writing	Write content-area texts using a variety of transition words.	Days 3 through 5
4(F)(i)-(ii), (v)-(vi)	Writing	Write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience.	Days 1 through 5
4(C)(i)	Writing	Write using a combination of both high-frequency words and content-area vocabulary.	Vocabulary and writing assignment
4(D)(i)-(iii)	Writing	Write content-area texts using a variety of sentence lengths, sentence types, and transition words.	Days 3 through 5
4(E)(ii)	Writing	Write content-area-specific text using grammatical structures.	Day 4 and writing assignment

ELPS Woven Into Intervention

ELPS	Domain	Support	Day Addressed
4(C)(i)	Writing	Use high-frequency words with claim, reason, evidence, defensible, and relevant.	Intervention after Day 3
4(F)(i)-(ii), (v)-(vi)	Writing	Use a frame to explain why an evidence choice fits its reason.	Intervention after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Extension	Day Addressed
4(D)(i)-(iii)	Writing	Write two defensible claims and compare the coherence of their C, then R, then E chains.	Enrichment after Day 4
4(F)(i)-(xvi)	Writing	Justify which claim has stronger evidence available.	Enrichment after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain Grade 4 rigor while opening clear language pathways for claim, reasons, evidence, and fit explanations.

Proficiency Level	Language Objective and Access Support
Pre-Production	Point to C, R, or E and place a card under the correct letter using the visual roadmap.
Beginning	Complete orally: "My claim is _____. My reason is _____. My evidence is _____."
Intermediate	Use the frame, "This evidence fits because it shows _____, which supports my reason that _____."
High Intermediate	Explain in complete sentences why a true detail may still be weak evidence.
Advanced	Independently compare two defensible claims and decide which has stronger evidence available.

Language Supports

- Keep the CREATURES roadmap visible with the memory cues for all nine letters.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Use the frames, "My claim is _____. It is defensible because _____." and "This evidence fits because _____."
- Invite students to explain claim, reason, or evidence in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still writes a defensible claim, logical reasons, relevant evidence, and a fit explanation.

19. Language Domains

Domain	How This Module Builds It
Listening	Listen for the job each sentence performs and distinguish Claim, Reason, and Evidence.
Speaking	Defend a C, R, or E label with a clue and explain why an evidence choice fits its reason.
Reading	Mark choices, results, and details in both passages that could support a defensible position.
Writing	Build and revise a labeled C, then R, then E chain using accurate passage evidence and precise academic language.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage aloud, repeat a direction, define one unfamiliar word, model the full CREATURES roadmap, and provide a C, R, E sorting mat.	Choose the student's position, supply the reasons, choose the evidence, or write the fit explanation for the student.

The student must still take a side, tell why it makes sense, prove it from the text, and explain the match.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence
Literal	Locate people, choices, results, and details in the two passages.	Supported on Day 1.	TRACKS marks and oral retell.

Identify	Label sentences as Claim, Reason, or Evidence.	Guided on Days 1 and 2.	C: R, E card sort.
Explain	Tell how a claim differs from a topic and why a reason supports a claim.	Partner talk on Day 3.	Defended label and fit explanation.
Analyze	Match reasons and evidence, reject distractors, and explain why a true detail may still be weak evidence.	Independent by Day 3.	Completed C, then R, then E chain.
Evaluate and Create	Compare defensible claims and create a complete C, then R, then E foundation.	Day 4 and writing assignment.	Strongest chain and revised written work.

22. The Five Thinking Levels

Level	Student Action	CREATURES Application
Identify	Label a sentence.	C: R, or E.
Explain	Tell how the label works.	Explain why the evidence fits the reason.
Analyze	Compare connections.	Reject a true detail that does not prove the exact reason.
Evaluate	Choose the stronger case.	Decide which defensible claim has stronger evidence available.
Create	Build a response foundation.	Write one claim, two reasons, and evidence for each reason.

The Progression of Thinking

Beginning	Developing	Approaching	Secure
Names a topic.	States a position with one reason.	Uses a claim and a relevant detail.	Builds a defensible C, then R, then E foundation and explains every match.

23. Possible Teacher Misconceptions

Misconception	Correction in this module
Any opinion is an argumentative claim.	A claim must directly answer the prompt and have evidence available.
A true passage detail is automatically evidence.	Evidence must directly prove the exact reason.
Students need mastery of all nine letters now.	Module 1 previews the whole creature and builds the C, R, and E foundation.
The teacher's preferred position is the strongest position.	The stronger response is the position the writer can support more logically and accurately with the available evidence.

24. Possible Student Misconceptions

If a student...	Teacher response
gives a topic instead of a claim	Ask: "What position will you defend?"
repeats the claim as a reason	Ask: "Why does your side make sense?"
selects any true detail as evidence	Ask: "Does this prove the exact reason?"
cannot find enough evidence	Revisit the claim test and revise the claim if needed.
is ready for greater challenge	Compare two defensible claims and decide which has stronger evidence available.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The central target is to compose argumentative texts, including opinion essays, using genre characteristics and craft. Students organize a focused, structured, and coherent response with a purposeful structure, including a conclusion.

Module 1 target: take a side you can defend, tell why your side makes sense, prove it from the text, and explain the match.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I can organize my ideas so my argument is focused, connected, and ready for an ending.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can reread my work, improve my sentences, and make my ideas connect.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can check my spelling, sentences, agreement, punctuation, and capitalization.
4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can write an opinion argument with a claim, reasons, evidence, and the moves that make an argument.

27. This Week I Can...

- write a clear claim that directly answers an argumentative prompt.
- give distinct, logical reasons that support my claim.
- choose accurate, relevant evidence that proves each exact reason.

- explain whether a C, then R, then E chain is defensible from the passage.

28. Before I Can... Prerequisites

Students need to read the two passages closely enough to locate choices, results, actions, people, key knowledge, and setting details. Students need to distinguish a topic from a position and a detail from a reason. Students need to know that a piece of evidence must match the exact reason being proved.

- Read for solution, reaction, resolution, and defensible choices.
- Use DOT when a word blocks understanding.
- Use TRACKS to locate measurable evidence.
- Speak a thought before writing it.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Say the full creature with me. C is Claim: take a side you can defend. R is Reasons: tell why your side makes sense. E is Evidence: prove it from the text. The remaining letters show where the argument is headed: Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance."

Retrieval prompt: What is the difference between a topic and a claim? What makes a reason logical? Why can a true detail still be weak evidence?

30. Vocabulary Infusion

Word	Student Use	Sentence Frame
claim	Name the position you can defend.	My claim is _____.
reason	Tell why your side makes sense.	My reason is _____.
evidence	Prove the reason from the text.	The evidence says _____.
relevant	Connect evidence directly to the reason.	This detail is relevant because _____.
defensible	Show that the position can be supported.	This claim is defensible because _____.

31. Conventions Connection

During revision and editing, students check sentence structure, word choice, coherence, capitalization, spelling, subject-verb agreement, irregular verbs, nouns, adjectives, adverbs, prepositions and prepositional phrases, and grade-appropriate spelling. Proper nouns such as Mansa Musa, Mali, Timbuktu, Sahara, Texas, Great Plains, and Coastal Plains are capitalized.

32. Writing Connection

Every writing move returns to the foundation: a claim tells the position, reasons give logical support, and evidence proves each reason. The argument path will later add Thinking, Understanding Others, Rebuttal, Ending, and Significance.

33. Watch Out!

Watch the match. A detail may be true but still fail as evidence if it does not prove the exact reason. A reason may sound connected but fail if it merely repeats the claim. A claim may sound interesting but fail if the passage cannot support it.

34. Ready Check

- ☐ I can name the two passages.
- ☐ I can explain the jobs of C, R, and E.
- ☐ I can locate a detail from either passage.
- ☐ I can say why that detail proves a reason.

35. Teacher Look-Fors

- Students distinguish a topic from a claim.
- Students give distinct reasons instead of repeating a claim.
- Students reject true but irrelevant details.
- Students explain the connection between a reason and its proof.
- Students use newly acquired vocabulary in a complete response.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

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

Teacher Script: "These are everyday words that help us talk about an argument."

Word	Pronunciation	Meaning
side	/sīd/	one position in a disagreement
choice	/chois/	a decision between possibilities
idea	/ī-DEE-uh/	a thought a writer can express
fact	/fakt/	information that is true
match	/mach/	to connect things that belong together
strong	/strong/	able to do its job well
clear	/kleer/	easy to understand
true	/troo/	accurate or correct
prove	/proov/	to show that an idea is supported
text	/tekst/	the passage a reader uses

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

Teacher Script: "Use these words when you explain how your case works."

Word	Pronunciation	Meaning
claim	/klām/	a clear position that directly answers the argumentative prompt
defensible	/dih-FEN-suh-buhl/	able to be supported with logical reasons and evidence
reason	/REE-zuhn/	a logical idea that explains why the claim should be accepted
evidence	/EV-uh-duhns/	accurate information from the text used as proof
relevant	/REL-uh-vuhnt/	directly connected to the claim or reason being proved
argument	/AR-gyuh-muhnt/	a connected case built from a claim, reasons, evidence, and thinking
position	/puh-ZISH-uhn/	the side or conclusion a writer chooses to defend
support	/suh-PORT/	information or reasoning that makes an idea stronger
trade	/trād/	the exchange of goods, a major source of Mali's growth
region	/REE-juhn/	an area with shared geographic features, such as one of the four Texas regions

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Teacher Script: "These are the words that name the work of an argumentative writer."

Word	Pronunciation	Meaning
CREATURES	/KREE-churz/	the nine-part argumentative-writing roadmap
rebuttal	/rih-BUHT-uhl/	a response that answers another position
significance	/sig-NIF-ih-kuhns/	why an issue matters beyond the paper
coherence	/koh-HEER-uhns/	the way ideas connect and flow clearly
distractor	/dih-STRAK-ter/	a choice that does not do the required job
paraphrase	/PAIR-uh-frāz/	to restate text accurately in new words
commerce	/KOM-ers/	the exchange of goods through trade
resource	/REE-sors/	something available that people can use
resolution	/rez-uh-LOO-shuhn/	the way a problem or conflict is settled
conventions	/kuhn-VEN-shuhnz/	agreed rules for correct written language

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Students read for solution, reaction, resolution, and defensible choices. In "The Wealth of Mansa Musa," they consider the results of protecting trade and supporting learning. In "Four Regions, One Big Adventure," they consider how regional features connect to work opportunities. Keep every argumentative example anchored to the wording and details of these two passages.

The ECR Habit

A strong argumentative response begins with a choice the writer can defend. CREATURES gives us a memory path so we do not forget an important part of the case.

40. Materials Needed

Materials List	Use in This Module
Copies of both stamina-level passages	Read, annotate, and cite evidence.
Interactive notebooks and pencils	Build and label C, R, E chains.
Highlighters and sentence strips	Mark TRACKS evidence and rehearse claims.
CREATURES reference cards	Keep the full nine-letter roadmap visible.
Recording sheets and chart paper	Record the Overarching Question and class thinking.
Scissors and glue	Assemble sorting mats and card chains.
Claim, Reason, Evidence sorting cards	Attempt activity and visual check.
Three-column sorting mats labeled C, R, E	Organize the argument foundation.

41. Preparation Before Day 1

- ☐ Copy "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" for every student.
- ☐ Display the CREATURES Roadmap with all nine letters and memory cues.
- ☐ Prepare the C, R, E sorting cards and three-column mats.
- ☐ Prepare chart paper or board space for the Overarching Question.
- ☐ Place pencils, highlighters, sentence strips, and recording sheets where students can reach them.
- ☐ Review the Grade 4 TEKS and ELPS correlations for the week.
- ☐ Mark the two sample C, then R, then E chains from the passages.
- ☐ Prepare the Day 4 target choices: clearer claim, less repeated reasons, stronger evidence, more direct match, or more precise academic language.

42. Weekly Timing & Transition Overview

Day	GRADUATE Focus	Student Product	Time
1	Gather + Reveal	Marked choices, results, and details; modeled chain	15 MINUTES
2	Attempt	Team C, R, E chain with distractor explanation	15 MINUTES
3	Discuss + Use	Independent claim, two reasons, and evidence for each	15 MINUTES
4	Award + Target	Strength and next target	15 MINUTES
5	Explain and Educate	Partner teaching and transfer	15 MINUTES

43. Tiny Times Transition

Keep transitions brief. Students move from reading to speaking to writing without leaving the argument foundation. Use one sentence to name the next job: "Now match the reason to the proof," or "Now explain why the proof fits." The low-stamina passage set and 15-minute daily lesson make a short, visible transition part of the design.

TEACHER SCRIPT

"We have one small move to make. Keep the claim, reason, and evidence connected while you move to the next part."

Citizenship & Content Connection

44. The Citizenship Connection

Argumentative writing asks students to choose a position and support it responsibly. The passages show how choices affect people and places: Mansa Musa protected trade and Mali grew, while the four Texas regions offer different resources and work opportunities. Students practice listening to another view, checking evidence, and explaining why a position is defensible.

Content Idea	Connection to Argument	Student Talk
Trade and growth	Safe routes brought more people and goods into Mali.	Which choice had greater impact, and why?
Learning	Timbuktu became known for learning in math, science, and religion.	Which detail can support a claim about growth?
Regional opportunity	Each Texas region has features connected to work.	Which region offers the strongest combination of opportunities?
Defensible choices	A writer may choose different positions if the evidence supports them.	Does the evidence fit the exact reason?

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CREATURES Roadmap

Letter	Move	Memory Cue
C	Claim	Take a side you can defend.
R	Reasons	Tell why your side makes sense.
E	Evidence	Prove it from the text.
A	Argument	Build the connected case.
T	Thinking	Explain how and why the proof matters.
U	Understanding Others	Show that you understand another view.
R	Rebuttal	Answer the other view.
E	Ending	Close the argument on purpose.
S	Significance	Give the Bluebird Moment, why the issue matters beyond this paper.

C: R, and E Foundation Chart

C	R	E
Take a side you can defend.	Tell why your side makes sense.	Prove it from the text.
A clear position that answers the prompt.	A distinct, logical idea connected to the claim.	Accurate, relevant information from the passage.

Argument Tests

Claim Test	Evidence Test
Direct? Defensible? Evidence available?	Does it connect? Does it strongly support? Is it important enough to prove the reason?

46. Core Habit / Strategy Explanation

Use the DOT HABIT when a word blocks understanding: Dot the unfamiliar word, discover its meaning from context or a resource, and drop the dot after you can explain it. Apply the HABIT to CREATURES vocabulary and to words in both passages.

Use TRACKS to locate measurable evidence in both passages, then test whether each marked detail is relevant to the exact reason being proved. TRACKS marks evidence in the passage; the CREATURES letters name the work of the argument.

TEACHER SCRIPT

"A marked detail becomes evidence only when it directly proves the reason in your C, then R, then E chain."

47. Student Source Passage(s)

Passage use: use the two source texts below at low stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Wealth of Mansa Musa" (Stamina: Low)

[1] A long time ago in West Africa, there was a strong and successful kingdom called Mali. One of its most well-known rulers was Mansa Musa. He became king in the early 1300s and is often remembered as one of the richest people in history. Mali became wealthy because it controlled important trade routes. Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.

[2] Mansa Musa made smart choices that helped his kingdom grow. He made sure traders could move safely, which brought more people and goods into Mali. As a result, cities like Timbuktu became busy and important places. Timbuktu was also known for learning, where people studied subjects like math, science, and religion.

[3] One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage. During this journey, he gave away large amounts of gold to people in need. His actions made many people notice how wealthy Mali was.

[4] Because of the choices he made, Mali became known as a powerful and important kingdom. People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow.

Passage 2: "Four Regions, One Big Adventure" (Stamina: Low)

[1] "Road trip!" Xavier shouted as his family packed the car. They were driving across Texas to learn about its different regions.

[2] Their first stop was the Mountains and Basins in far West Texas. Xavier noticed tall, rocky mountains and dry land. "It's really hot here," he said. There were only a few plants, like cacti. His mom explained that people in this region often work in mining and oil because of the natural resources found underground.

[3] Next, they traveled to the Great Plains. The land looked wide and flat with rolling hills. The weather was still dry, but not as hot. Xavier saw ranches and fields. "This must be where people raise cattle," he said. His dad nodded and added that farming is also common here.

[4] After that, they reached the North Central Plains. "Everything looks greener and more colorful!" Xavier said. There were more trees and grass, and the land had gentle hills. The climate was milder, and people raised livestock and grew crops.

[5] Finally, they arrived at the Coastal Plains near the Gulf of Mexico. It was humid, and Xavier could feel the warm, moist air. There were rivers, forests, and even beaches. "This region has a lot of different jobs," his mom said, "like farming, fishing, and working in big cities."

[6] As they headed home, Xavier rethought about what he had seen. Each region looked different, but all were important parts of Texas.

48. Student Annotation Guide

The Wealth of Mansa Musa

TRACKS	Mark	Passage Evidence
T	Time	in the early 1300s
R	Reactions	brought more people and goods into Mali
A	Actions	He made sure traders could move safely
C	Character, Concept, Creature	Mansa Musa
K	Key Knowledge	controlled important trade routes
S	Scenery or Setting	the hot Sahara Desert

Four Regions, One Big Adventure

TRACKS	Mark	Passage Evidence
T	Time or sequence	first, next, after that, finally
R	Reactions	"Everything looks greener and more colorful!"
A	Actions	They were driving across Texas to learn about its different regions
C	Character, Concept, Creature	Zavier and the four regions
K	Key Knowledge	people in the Coastal Plains work in farming, fishing, and big cities
S	Scenery or Setting	rivers, forests, beaches, rocky mountains, dry land

49. TRACKS Evidence Highlighting

Before students read, preview both passages. As students read, they TAP the TRACKS: they hunt for the six kinds of evidence and mark each with the class color below.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

In this module:

- **T (Time):** Mark dates, eras, sequence, and historical details.
- **R (Reactions):** Mark reactions, solutions, resolutions, and effects.
- **A (Actions):** Mark actions, problems, conflicts, and causes.
- **C (Character, Concept, Creature):** Mark people, names, and central concepts.
- **K (Key Knowledge):** Mark other information necessary to meaning.

- **S (Scenery / Setting):** Mark setting characteristics noticed through the senses.

The same six categories, the same wording, and the same colors are used in every module. TRACKS marks evidence in the passage; shapes are used only to analyze the prompt.

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Stage	Teacher Move	Student Evidence
GATHER	Introduce the two passages and the Overarching Question.	Students name choices, results, and details.
REVEAL	Model the full CREATURES roadmap and the first three letters.	Students distinguish claim, reason, and evidence.
Time	Keep the lesson at 15 minutes.	Students mark one passage detail.

TEKS for Today: [4.11\(B\)\(iii\)](#), [4.12\(C\)\(i\)](#), [4.12\(C\)\(ii\)](#), [4.11\(C\)](#)

ELPS for Today: 4(D)(iii), 4(F)(i)-(ii), (v)-(vi), 4(C)(i), 4(D)(i)-(iii), 4(F)(i)-(xvi), 4(E)(ii), 4(A)(i), 4(B)(i)-(ii), 4(D)(i)-(ii), 4(E)(i)-(ii).

GATHER

DAILY DECK M1-01

Write on the board: Cluster 4, ECR Opinion/Argumentative, Module 1, Low Stamina passages. Overarching Question: How do a clear claim, logical reasons, and relevant evidence create the foundation of a strong argumentative response? I can: build the C, R, and E foundation of CREATURES by writing a defensible claim, logical reasons, and relevant evidence. I will: read closely, speak about my thinking, use evidence accurately, and explain how each CREATURES move strengthens an argumentative response.

Read the titles and explain that the class will read for solution, reaction, resolution, and defensible choices. In "The Wealth of Mansa Musa," students notice choices about trade and learning. In "Four Regions, One Big Adventure," students notice how features connect to work opportunities.

REVEAL

TEACHER SCRIPT

"Today we meet the whole creature. C is Claim: take a side you can defend. R is Reasons: tell why your side makes sense. E is Evidence: prove it from the text. The remaining letters show the argument path: A, Argument; T, Thinking; U, Understanding Others; R, Rebuttal; E, Ending; and S, Significance."

Model a possible position from the Mansa Musa passage: protecting trade had the greater impact on Mali. Model a reason: safe routes encouraged merchants to visit Mali. Model evidence: the passage says he made sure traders could move safely, which brought more people and goods into Mali. Explain that the evidence directly proves the reason.

Modeled Evidence Check

Point to the true detail that Mansa Musa traveled to Mecca. Explain that it is accurate, but it is a distractor for this exact reason unless the writer connects it to a different position about reputation or generosity.

Connect the Foundation to CREATURES

The full creature is visible now, but Module 1 builds C + R + E. Students TAP the TRACKS in the first passage and label one choice, one result, and one detail.

DAY 2 | ATTEMPT | 15 MINUTES

Stage	Teacher Move	Student Evidence
ATTEMPT	Give mixed Claim, Reason, Evidence, and distractor cards.	Teams assemble and justify a defensible chain.
Check	Ask whether the proof does the exact job.	Students reject a true but irrelevant detail.
Time	Keep the lesson at 15 minutes.	Students read the chain aloud.

TEKS for Today: [4.11\(B\)\(iii\)](#), [4.12\(C\)\(i\)](#), [4.12\(C\)\(ii\)](#), [4.11\(C\)](#)

ELPS for Today: 4(D)(iii), 4(F)(i)-(ii), (v)-(vi), 4(C)(i), 4(D)(i)-(iii), 4(F)(i)-(xvi), 4(E)(ii), 4(A)(i), 4(B)(i)-(ii), 4(D)(i)-(ii), 4(E)(i)-(ii).

ATTEMPT

DAILY DECK M1-06

1. Draw one Claim card. Choose the Reason cards that logically support it. Match the strongest Evidence card to each reason. Reject distractors and explain why they do not belong. Read the completed C, then R, then E chain aloud.

Students work in teams with mixed cards. Accept different defensible claims when the reasons logically match and the evidence directly supports the selected reason. Require students to explain the connection aloud before a team earns credit.

Game Routine and Sample Card

Card Job	Mansa Musa Set	Texas Regions Set
Claim	Protecting trade had the greater impact on Mali.	The Coastal Plains provide the widest variety of job opportunities.
Reason	Safe routes encouraged merchants to visit Mali.	Farms, forests, and large cities create several different kinds of jobs.
Evidence	He made sure traders could move safely, which brought more people and goods into Mali.	The passage names farming, fishing, and working in big cities as Coastal Plains jobs.
Distractor	Mansa Musa traveled to Mecca. This is true, but it does not directly prove this specific claim.	The Mountains and Basins are hot and dry. This is accurate but does not directly prove the Coastal Plains claim.

End by having each team read the completed chain aloud and point to the words that show the fit.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Stage	Teacher Move	Student Evidence
DISCUSS	Ask how a claim differs from a topic and why evidence must match.	Students defend a label with one clue.

USE	Give the prompt about protecting trade or supporting learning.	Students write one claim, two reasons, and evidence for each.
Time	Keep the lesson at 15 minutes.	Students complete a fit explanation.

TEKS for Today: [4.11\(B\)\(iii\)](#), [4.12\(C\)\(i\)](#), [4.12\(C\)\(ii\)](#), [4.11\(C\)](#)

ELPS for Today: 4(D)(iii), 4(F)(i)-(ii), (v)-(vi), 4(C)(i), 4(D)(i)-(iii), 4(F)(i)-(xvi), 4(E)(ii), 4(A)(i), 4(B)(i)-(ii), 4(D)(i)-(ii), 4(E)(i)-(ii).

DISCUSS

DAILY DECK M1-07

How is a claim different from a topic? What makes one reason stronger than another? Why can a true detail still be weak evidence? What should a writer do when a claim has little evidence available?

TEACHER SCRIPT

"Let's talk about the matches that were easy and the ones that made you stop and think. Strong writers do not grab the first fact they see. They ask whether the proof actually does the job."

Possible response: a claim takes a side; a topic only names the subject. A strong reason gives us something important to prove. A true detail can be weak if it does not match the reason. A writer might revise the claim if the text cannot support it.

USE

DAILY DECK M1-08

Prompt: Argue whether protecting trade or supporting learning had the greater impact on Mali. Write C, one defensible claim; R, two logical reasons; and E, one strong piece of evidence for each reason. Then explain in one sentence why each evidence choice fits its reason.

Independent CREATURES Foundation Builder

Student Directions: Read the prompt. Write one clear claim that takes a defensible position. Write two distinct reasons that logically support the claim. Choose one piece of passage evidence for each reason. Under each evidence choice, write, "This fits because..." Label every part C, R, or E.

Teacher Answer Key / Exemplar: C, Protecting trade had the greater impact on Mali because safe travel increased commerce and helped the kingdom grow. R, Safe routes encouraged more merchants to travel to Mali. E, "He made sure traders could move safely, which brought more people and goods into Mali." Fit Explanation, this evidence directly shows that safer routes increased the movement of merchants and goods. R, More trade helped important cities become busier and stronger. E, the passage explains that Timbuktu became busy and important as trade increased. Fit Explanation, this evidence connects protected trade to the growth of an important city.

Simple Scoring Rubric, 0-3: 3, claim is clear and defensible; reasons are distinct and logical; evidence accurately and directly supports each reason. 2, claim is clear; at least one reason and evidence match is strong. 1, position is vague or reasons repeat; evidence is weak, inaccurate, or loosely connected. 0, response is missing, off-topic, or does not attempt the C, R, E structure.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Stage	Teacher Move	Student Evidence
AWARD		Students name a strength and evidence fit.

	Ask students to star their strongest C, R, E chain.	
TARGET	Offer five precise next-step choices.	Students select a target and state how to act on it.
Time	Keep the lesson at 15 minutes.	Students revise one line if time allows.

TEKS for Today: [4.11(B)(iii)], [4.12(C)(i)], [4.12(C)(ii)], [4.11(C)]

ELPS for Today: 4(D)(iii), 4(F)(i)-(ii), (v)-(vi), 4(C)(i), 4(D)(i)-(iii), 4(F)(i)-(xvi), 4(E)(ii), 4(A)(i), 4(B)(i)-(ii), 4(D)(i)-(ii), 4(E)(i)-(ii).

AWARD

DAILY DECK M1-10

Star your strongest C, R, E chain. Complete: "My argument foundation is stronger because ____."
Name the evidence choice you are proudest of and explain why it fits.

TEACHER SCRIPT

"You built the part of the argument everything else depends on. A writer cannot explain, rebut, or conclude well if the claim, reasons, and evidence are shaky. Notice what you did well."

TARGET

DAILY DECK M1-11

Choose one target: clearer claim; less repeated reasons; stronger evidence; more direct match to the prompt; or more precise academic language.

Reflection Prompts: My strongest CREATURES letter today was... The letter I still need to strengthen is... One evidence choice I would replace is... because... Next time I will make my claim more defensible by...

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Stage	Teacher Move	Student Evidence
EXPLAIN	Partners teach the first three letters without reading notes.	Students explain Claim, Reason, and Evidence.
EDUCATE	Partners give one example from either passage.	Students defend a direct evidence match.
Transfer	Students say the full CREATURES acronym together.	Students name the remaining argument path.

TEKS for Today: [4.11(B)(iii)], [4.12(C)(i)], [4.12(C)(ii)], [4.11(C)]

ELPS for Today: 4(D)(iii), 4(F)(i)-(ii), (v)-(vi), 4(C)(i), 4(D)(i)-(iii), 4(F)(i)-(xvi), 4(E)(ii), 4(A)(i), 4(B)(i)-(ii), 4(D)(i)-(ii), 4(E)(i)-(ii).

EXPLAIN

DAILY DECK M1-12

Partner A teaches the difference among Claim, Reason, and Evidence without reading notes. Partner B gives one example from either passage. Switch roles. End by saying the full CREATURES acronym together.

TEACHER SCRIPT

"Teach the foundation as if your partner has never seen CREATURES. If you can explain the job of each part, you are beginning to own the process."

EDUCATE

Ask partners to explain one passage example. One student might say, "Protecting trade had the greater impact on Mali" is a claim. Another might say, "Safe routes encouraged merchants to visit Mali" is a reason. A third might say, "He made sure traders could move safely, which brought more people and goods into Mali" is evidence. The partner must explain why the evidence fits.

Return to the Overarching Question

Have students answer: A clear claim tells the reader exactly what position the writer will defend. Logical reasons explain why that position makes sense, and relevant evidence proves each reason with accurate text support. Together, C, R, and E give the argument a strong foundation that the rest of CREATURES can build upon.

Student Exemplars

51. Low / Developing Exemplar

Prompt	Argue whether protecting trade or supporting learning had the greater impact on Mali. Use evidence from the passage to support your position.
Student Response	"Mansa Musa was good and trade was good."
What Is Working	The response names Mansa Musa and trade.
What Needs Improvement	State a defensible claim, add a logical reason, and use relevant evidence from the passage to prove the reason.

52. Medium / Approaching Exemplar

Student Response	"Protecting trade had the greater impact on Mali. Safe routes helped trade. Mansa Musa made sure traders could move safely."
What Is Working	The response takes a position and includes a relevant passage detail.
What Needs Improvement	Make the reason more precise, identify the detail as evidence, and explain how the evidence directly proves the reason.

53. High / Secure Exemplar

Student Response	"Protecting trade had the greater impact on Mali because safe travel increased commerce and helped the kingdom grow. Safe routes encouraged more merchants to travel to Mali. The passage states that Mansa Musa 'made sure traders could move safely, which brought more people and goods into Mali.'"
What Is Working	The claim is clear and defensible, the reason is logical, and the evidence accurately and directly supports the reason.

Additional Secure Exemplars

Claim	Reason and Evidence
Supporting learning had the greater impact on Mali.	Reason: Timbuktu became an important place for learning. Evidence: people studied math, science, and religion there. The evidence shows why education helped Mali become powerful and important.
The Coastal Plains offer the strongest combination of work opportunities.	Reason: the region has several kinds of work. Evidence: the passage names farming, fishing, and working in big cities. The evidence directly supports the variety of opportunities.

Secure Response: Evidence and Explanation

Part	Response
C	Protecting trade had the greater impact on Mali.
R	Safe routes encouraged more merchants and goods to enter Mali.
E	The passage says Mansa Musa made sure traders could move safely, which brought more people and goods into Mali.
Fit Explanation	This evidence directly proves that safe trade routes helped the kingdom grow.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept different defensible claims when the reasons logically match and the evidence directly supports the selected reason. Do not reward a match simply because both statements are true. Require a fit explanation that names how the evidence proves the exact reason.

Evidence note: the passage says safe movement brought more people and goods into Mali. This directly supports a reason about trade encouraging merchants and helping the kingdom grow.

Evidence note: the passage says Timbuktu became busy and important and was known for learning. This can support a reason about trade or education, depending on the claim and the explanation.

55. Standards Evidence Trail

Student Artifact	TEKS	Evidence of Learning
Marked passages	4.7(E) , 4.7(G)	Student marks choices, results, people, key knowledge, and setting.
Card chain	4.12(C)(i)	Student matches claim, reasons, and relevant evidence.
Fit explanation	4.12(C)(ii)	Student explains how the evidence does the job of proving the reason.
Independent builder	4.11(B)(iii) , 4.12(C)(i)	Student organizes a focused and coherent C, then R, then E foundation.
Revision check	4.11(C)(i-v) , 4.11(D)(i)	Student improves sentence structure, word choice, coherence, and conventions.

56. Assessment Opportunities

Informal Assessment: During the Day 2 Attempt, listen in on partner talk and ask two or three students to point to the exact words that prove their answer. Note who names the evidence on their own and who needs another model.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) asks: "Argue which Texas region offers the strongest combination of work opportunities based on the passage." It shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Task	What the Teacher Looks For	When
Verbal Check	Students hold up C, R, or E after hearing a sentence and defend the label with one clue.	Days 1 and 3
Visual Check	Students assemble a C, then R, then E chain and remove a distractor.	Day 2
Written Check	Students write one claim, two logical reasons, and one relevant evidence choice for each reason, then complete "This fits because..."	Day 3
Standards Application Check	Students revise one C, R, E chain for sentence structure and word choice; add, delete, and combine ideas for coherence; and edit conventions.	Day 4

Assessment Prompt Bank

Prompt	Expected C, R, E Work
Argue whether protecting trade or supporting learning had the greater impact on Mali.	One defensible claim, two distinct logical reasons, and one strong evidence choice for each.
Argue which Texas region offers the strongest combination of work opportunities based on the passage.	One defensible claim about a region, reasons tied to regional features, and relevant evidence.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

Prompt: Argue which Texas region offers the strongest combination of work opportunities based on the passage.

C: Claim: Write one clear, defensible position.

R: Reasons: Write two distinct reasons that tell why your claim makes sense.

E: Evidence: Add one accurate, relevant detail from the passage for each reason.

Fit Explanation: Explain why each evidence choice proves its reason.

58. Exit Ticket Answer Key

Part	Teacher Guidance
Claim	Any defensible position about the strongest combination of work opportunities.
Reasons	Distinct reasons must connect regional features to kinds of work.
Evidence	Evidence must come from the passage and directly prove each reason.
Fit Explanation	Student explains why the detail supports the exact reason.

59. Scoring Principle

Score the C, R, and E foundation for accuracy and connection. A strong response is not defined by one preferred position. The response earns credit when the claim is direct and defensible, the reasons are logical and distinct, the evidence is relevant, and the fit explanation is accurate.

60. Gradebook Conversion

Score	Meaning	Gradebook Evidence
3	Claim is clear and defensible; reasons are distinct and logical; evidence accurately and directly supports each reason.	Secure C, R, E foundation
2	Claim is clear; at least one reason and evidence match is strong; another part needs more precision or support.	Approaching foundation
1	Position is vague or reasons repeat; evidence is weak, inaccurate, or loosely connected.	Developing foundation
0		Not yet demonstrated

	Response is missing, off-topic, or does not attempt the C, R, E structure.	
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61. Recommended Gradebook Label

G4 C4 M1 , CREATURES Foundation: claim, reasons, and evidence
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Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Prompt	Argue which Texas region offers the strongest combination of work opportunities based on the passage. Use evidence to support your position.
Required Product	One clear, defensible C, two distinct R, one accurate and relevant E for each reason, and a fit explanation for each evidence choice.
Text Set	"Four Regions, One Big Adventure"
Language Expectation	Use claim, reason, evidence, defensible, relevant, resource, and region as appropriate.
Teacher Look-Fors	Direct answer to the prompt, logical reasons, accurate details, direct evidence matches, and clear organization.

63. Student Planning Frame

C: Claim: My position is...

R: Reason 1: This position makes sense because...

E: Evidence 1: The passage says...

Fit Explanation: This evidence fits because...

R: Reason 2: Another reason is...

E: Evidence 2: The passage says...

Fit Explanation: This evidence fits because...

64. Writing Assignment Rubric

Score	Claim	Reasons	Evidence	Explanation and Organization
4	Clear, direct, and strongly defensible.	Two distinct, logical reasons.	Accurate and relevant evidence proves each reason.	Explains both matches and organizes a coherent foundation.
3	Clear and defensible.	Reasons mostly distinct and logical.	Evidence supports the reasons.	Explains the main match and stays focused.
2	Position is clear but needs precision.	One strong reason or repeated reasons.	One strong match; another needs support.	Explanation or organization is incomplete.
1	Vague position or topic.	Reasons missing or unrelated.	Evidence weak, inaccurate, or loosely connected.	Little explanation or structure.
0	No response.	No attempt.	No evidence.	Off-topic or missing.

65. Writing Gradebook Conversion

Rubric Score	Gradebook Description
4	Secure Grade 4 Cluster 4 Module 1 foundation with precise C, R, E connections.
3	Approaching secure foundation with accurate claim, reasons, and evidence.
2	Developing foundation; one match is strong and one needs precision.
1 or 0	Not yet; reteach the jobs of claim, reasons, and evidence.

66. Teacher Feedback Shortcuts

- **Claim:** Take a clearer side you can defend.
- **Reason:** Tell why your side makes sense without repeating the claim.
- **Evidence:** Choose a passage detail that directly proves this exact reason.
- **Fit:** Explain how the evidence does the job of proving the reason.
- **Revision:** Add, delete, or combine ideas to improve coherence.

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher Move	Student Move
Start with one claim	Provide a claim card: "The Coastal Plains offer many work opportunities."	Read the position aloud.
Choose a reason	Offer two reason cards.	Point to the stronger reason and say why.
Choose evidence	Offer two evidence cards.	Point to the stronger match.
Explain	Ask, "Does this prove the exact reason?"	Complete, "This fits because..."
Gradually release	Remove choices until the student generates the reason independently.	Build the chain with fewer supports.

DAILY DECK M1-13

"Start with one provided claim. Choose between two reasons. Then choose between two evidence options. Explain why the stronger match works."

Intervention Answer Key Example: Claim, "The Coastal Plains offer many work opportunities." Strong reason, "The region supports several industries." Strong evidence, "The passage names farming, fishing, and working in big cities."

68. Embedded Checks & Student Support

If a student...	Teacher support
gives a topic instead of a claim	Ask: "What position will you defend?"
repeats the claim as a reason	Ask: "Why does your side make sense?"
selects any true detail as evidence	Ask: "Does this prove the exact reason?"
cannot find enough evidence	Revisit the claim test and revise the claim if needed.
is ready for greater challenge	Compare two defensible claims and decide which has stronger evidence available.

69. Student Support Quick Reference

Student Says	Teacher Asks	Student Revises To
"The topic is trade."	What position about trade will you defend?	A clear claim about protecting trade.
"My reason is my claim."	Why does your side make sense?	A logical reason about safe routes or growth.
"This fact is evidence."	Does it prove the exact reason?	A relevant passage detail with a fit explanation.
"I cannot find proof."	Can the available evidence support a narrower claim?	A revised defensible position.

70. Enrichment: Connect Across Texts

Challenge	Student Work
Two claims	Write two different defensible claims for the same passage prompt.
Two chains	Build one R, E chain for each claim.
Compare	Decide which claim has stronger evidence available and defend the choice.
Transfer	Compare how choices affect growth in Mali and opportunity in Texas regions.

Challenge students to discover that argumentative writing can have more than one defensible position. The stronger response is not the position the teacher prefers; it is the position the writer can support more logically and accurately with the available evidence.

71. Additional Writing Opportunity: Plan and Draft

Prompt: Argue which Texas region offers the strongest combination of work opportunities based on the passage. Use evidence to support your position.

Planning Support

1. Read the passage and mark regional features and work opportunities.
2. Write one clear, defensible C, Claim.
3. Write two distinct R, Reasons, that tell why the claim makes sense.
4. Add one accurate, relevant E, Evidence, for each reason.
5. Explain why each evidence choice fits its reason.
6. Label every part C, R, or E.

WRITING REQUIREMENT

Use newly acquired vocabulary such as claim, defensible, reason, evidence, relevant, region, resource, and support as appropriate.

Drafting Space: write the argumentative response. Start with the claim, then add reasons, evidence, fit explanations, and the remaining CREATURES moves when ready.

Success Criteria

- My claim directly answers the prompt.
- My reasons are logical and distinct.
- My evidence comes from the passage and proves the exact reason.
- My C, then R, then E chain forms a strong argumentative foundation.

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

Revise. Read the response aloud. Improve one sentence for clarity, sentence structure, word choice, or coherence by adding, deleting, or combining ideas.

Edit. Check complete sentences, capitalization, punctuation, subject-verb agreement, irregular verbs, nouns, adjectives, adverbs, prepositions and prepositional phrases, and grade-appropriate spelling.

Share. Read the response to a partner. The partner identifies the claim, reasons, evidence, and fit explanations.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around choosing a position, giving a reason, and proving it from the two passages.

- Read a C sentence aloud. Students identify the position.
- Read an R sentence aloud. Students explain why the side makes sense.
- Read an E sentence aloud. Students point to the detail that proves the reason.
- A student reads a chain aloud; the class listens for a direct match.

TEACHER SCRIPT

"Writers, today we are building the first three parts of a CREATURES argument. Listen closely. I am going to read three sentences. Your job is not to copy them. Your job is to decide the job each sentence is doing."

1. "Protecting trade had the greater impact on Mali.", then C
2. "Safe routes brought more merchants and goods into Mali.", then R
3. "The passage says he made sure traders could move safely.", then E

Fresh Recall: With notes covered, explain the difference among C, R, and E in 20 seconds.

74. Pause Points

PAUSE POINT: CLAIM OR TOPIC?

Does the sentence take a side that can be defended, or does it only name the subject?

PAUSE POINT: LOGICAL REASON?

Does this reason tell why the claim makes sense without repeating the claim?

PAUSE POINT: RELEVANT EVIDENCE?

Is the detail merely true, or does it directly prove this exact reason?

PAUSE POINT: EVIDENCE AVAILABLE?

If the passage cannot support the claim, how should the claim be revised?

75. At-Home Connection

These at-home tasks turn a student into a claim, reason, and evidence explainer. They need little or no materials and each ends in a short conversation.

FAMILY ACTIVITY 1: C, R, OR E?

One person states a position, a reason, or a piece of proof. The other person labels its job C, R, or E and explains the clue that supports the label.

FAMILY ACTIVITY 2: PROVE THE REASON

Choose a detail your student remembers from one passage. Name a reason the detail can prove, then explain why the match is direct.

FAMILY ACTIVITY 3: FULL CREATURES

Say Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance together. Explain that Module 1 builds the foundation C + R + E.

Student Ownership

76. My Progress Tracker

Teacher note: Introduce the tracker as a private reflection tool. Students check one response for each skill after they have practiced it.

Directions: As you practice CREATURES, look at each skill below. If you can do it by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting Set	I Can Do It
Write a clear, defensible claim.			
Give distinct, logical reasons.			
Choose relevant evidence from the text.			
Explain why evidence fits a reason.			
Reject a true detail that does not prove the claim.			
Teach the full CREATURES acronym to a partner.			

My strongest CREATURES letter today was: _____

My next target is: _____

77. Student Award

What can I already do? One claim, reason, evidence, or fit explanation I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for making my claim, reasons, evidence, or fit explanation stronger:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Writers, today you gave your argument a backbone. You learned that a claim must be defensible, reasons must make sense, and evidence must truly prove the reason. Keep the creature strong from the very beginning."

80. Essential / Overarching Question, Answered

How do a clear claim, logical reasons, and relevant evidence create the foundation of a strong argumentative response?

A clear claim tells the reader exactly what position the writer will defend. Logical reasons explain why that position makes sense, and relevant evidence proves each reason with accurate text support. Together, C, R, and E give the argument a strong foundation that the rest of CREATURES can build upon.

81. Teacher Reflection

- Which students write claims that directly answer the prompt?
- Which students give distinct reasons and match relevant evidence?
- Which students still select details that are true but do not prove the exact reason?
- What support or extension comes next?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Marked passage details and TRACKS annotations.
- C: R, E sorting chains with distractor explanations.
- Day 3 independent claims, reasons, evidence, and fit explanations.
- Day 4 selected strengths and targets.
- Day 5 partner teaching notes and the full CREATURES acronym.
- Exit tickets at each level so a reviewer can see the range of the class.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	CREATURES Foundation	Grade 4; Cluster 4; Module 1; Low Stamina; Opinion/Argumentative ECR	Cover
2	Module 1 at a Glance	Overarching Question; I can; I will; C, R, E foundation	Day 1 Gather
3	Read for Choices	Two passage titles; mark choices, results, and details.	Day 1 Gather
4	Meet CREATURES	Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.	Day 1 Reveal
5	Build the Foundation	Take a side; tell why; prove it from the text.	Day 1 Reveal
6	The C, then R, then E Chain	Claim; two reasons; evidence; fit explanation.	Day 1 Reveal
7	Build the Creature	Draw a claim card, choose reasons, match evidence, reject distractors.	Day 2 Attempt
8	Talk It Over	Claim versus topic; strong reason; true detail versus evidence.	Day 3 Discuss
9	Use the Foundation	Protecting trade or supporting learning; write C, R, E.	Day 3 Use
10	Award the Foundation	Star the strongest C, R, E chain and explain why.	Day 4 Award
11	Choose a Target	Clearer claim; less repeated reasons; stronger evidence; direct match; precise language.	Day 4 Target
12	Turn and Teach	Teach Claim, Reason, Evidence and say the full acronym.	Day 5 Explain
13	Exit Ticket	Argue which Texas region offers the strongest combination of work opportunities.	Assessment
14	Two Defensible Claims	Write two different defensible claims for the same passage prompt. Build one R/E chain for each. Decide which claim has stronger evidence available and defend your choice.	Enrichment
15	A Foundation I Can Defend	C tells the position. R gives logical support. E proves the reasons.	Closing

Daily routines: retrieval, the Overarching Question, TRACKS, game cards, and the My Progress Tracker stay part of every lesson.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared board	Post C, R, and E sorting cards in three labeled zones so students can move each card.
Annotation	Students mark choices, results, and details on a shared copy of either passage.
Partner discussion	Pairs explain one claim, reason, and evidence match in a breakout room.
Oral response	Students say the fit explanation aloud before typing it.
Independent work	Students submit a three-part digital organizer labeled C, R, E.
Digital tracking	Students update My Progress Tracker and identify one next target.

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your notes show what students learned about claim, reasons, and evidence.

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

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

From Facts to a Coherent Case

Grade 4 | Cluster 4 | Module 2

Grade: 4

Cluster: 4, Extended Constructed Response (ECR) Opinion/Argumentative with the CREATURES structure

Module: 2 of the cluster

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

Module Title: From Facts to a Coherent Case

Content Connection / Passage Titles: "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" (Week 2, Medium stamina, ECR Opinion/Argumentative)

Primary TEKS: [4.11\(B\)\(ii\)](#), [4.12\(C\)\(i\)](#), and [4.12\(C\)\(ii\)](#)

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

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

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module moves students from collecting accurate facts to building one connected case. The central lesson is that evidence becomes persuasive only when the writer connects it into a case and explains why it matters.

TEACHER SCRIPT

"Evidence becomes persuasive only when the writer connects it into a case and explains why it matters."

Reading focus: cause, effect, method, and relationships among ideas. **Writing focus:** CREATURES Development: A, Argument, and T, Thinking.

2. Why This Module Matters

Students spiral C, R, and E while adding A, Argument, and T, Thinking. A is the coherent path the whole case follows. T makes the writer's reasoning visible by explaining how and why each piece of evidence supports a reason and strengthens the claim. Students use "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" to organize reasons, evidence, transitions, and ideas into a coherent line of argument.

Students should learn that a strong argumentative response cannot sound like a list of unrelated facts. Every fact must have a job. The writer should be able to point from evidence to reason and from reason to claim. If the writer cannot explain the connection, T, Thinking, is missing. If several good ideas do not connect in a logical order, A, Argument, needs revision.

3. Module Essential / Overarching Question

How do Argument and Thinking turn separate reasons and evidence into one coherent case for a claim?

Students return to this question after building C to R to E to T chains. A connects every chain back to C. T explains how and why each piece of evidence supports the reason and claim.

First thinking:

Final thinking:

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives families a clear picture of the thinking students are practicing, questions for conversation, and simple activities that require no special materials. The focus is not collecting more facts. The focus is connecting evidence to a reason and claim.

How to send it: share the English or Spanish letter, then invite a student to explain one detail from either passage with the sentence, "This matters because..."

5. Family Letter (English)

Dear Families,

This week your student is developing two parts of the CREATURES argumentative-writing roadmap: A, Argument, and T, Thinking. Students will connect claims, reasons, evidence, explanations, and transitions so a response reads as one coherent case rather than a list of facts. They will also explain how and why each piece of evidence supports the reason and strengthens the claim.

The class will use "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure." At home, ask, "What does that evidence prove?" or "Why does that detail matter to your claim?" These questions help your student make T, Thinking, visible while strengthening A, Argument.

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

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

Estimadas familias:

Esta semana su hijo o hija está desarrollando dos partes de la guía CREATURES para la escritura argumentativa: A, Argumento, y T, Pensamiento. Los estudiantes conectarán afirmaciones, razones, evidencia, explicaciones y transiciones para que una respuesta se lea como un caso coherente en vez de una lista de hechos. También explicarán cómo y por qué cada evidencia apoya la razón y fortalece la afirmación.

La clase usará "The Wealth of Mansa Musa" y "Four Regions, One Big Adventure." En casa, pregunte: "¿Qué demuestra esa evidencia?" o "¿Por qué importa ese detalle para tu afirmación?" Estas preguntas ayudan a su hijo o hija a hacer visible el pensamiento y fortalecer el argumento.

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

7. Family Conversation Starters

- What makes an argument sound like one connected case instead of a list?
- How is T, Thinking, different from repeating evidence?
- Which transition could show cause, effect, method, or another relationship?
- How did safer trade routes affect Mali?
- How do natural resources connect to work opportunities across Texas?

8. Simple Family Activities

Family Activity: Evidence or Thinking?

One person states a passage detail. The other explains what the detail proves by beginning, "This supports the claim because..." Switch roles and use a detail about protected trade, Timbuktu, the Mountains and Basins, or the Coastal Plains.

Family Activity: Connect the Chain

Give C to R to E to T from memory. Explain how A connects each chain back to C. Finish with the sentence, "Together, these details show..."

Teacher Road Map

9. Teacher Navigation Key

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

10. GRADUATE Evidence Alignment

GRADUATE stage	Evidence role	What it shows
Gather	■ TEACH	Activates cause, effect, method, relationships, and the claim.
Reveal	■ TEACH	Makes C, R, E, A, and T thinking visible.
Attempt	○ LEARN	Students assemble a coherent chain and a transition.
Discuss	○ LEARN	Students explain why evidence supports a reason.
Use	✓ ASSESS	Students build two R/E/T chains connected to one claim.
Award	✓ ASSESS	Students identify the T sentence that makes reasoning visible.
Target	✓ ASSESS	Students choose a next step for transitions, evidence, or thinking.
Explain / Educate	✓ ASSESS	Students teach the difference between evidence and thinking.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 4, Module 2
Module Category	Opinion/Argumentative Extended Constructed Response
Title	From Facts to a Coherent Case
Passage level	Medium stamina
Primary TEKS	4.11(B)(ii) , 4.12(C)(i) , 4.12(C)(ii) , with revision and editing standards
Passages	"The Wealth of Mansa Musa" and "Four Regions, One Big Adventure"
Deep Focus	CREATURES Development: A, Argument, and T, Thinking
Independent Product	One claim with two R/E/T chains, transitions, and each T sentence underlined
Daily Lesson Time	15 minutes per day, 5 days
Overarching Question	How do Argument and Thinking turn separate reasons and evidence into one coherent case for a claim?

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will organize reasons, evidence, transitions, and ideas into a coherent line of argument, write a thesis (central idea), and explain how and why each piece of evidence supports the reason and claim.

I Will Statements

- I will read closely and mark relationships among choices, conditions, and outcomes.
- I will use evidence accurately.
- I will organize two reason, evidence, and thinking chains.
- I will revise a jump in logic and make T, Thinking, visible.
- I will use WHY for reasons and HOW for method or relationship while keeping C as my central claim.

I Can Statements

- I can connect my reasons and evidence into a coherent line of argument.
- I can explain how the evidence supports my claim.
- I can build C to R to E to T chains that stay connected to one central claim.
- I can use transitions to show cause, effect, method, and relationships among ideas.

13. Success Criteria

- My claim takes a defensible position.
- Each reason and evidence choice connects to the same claim.
- Each T sentence explains what the evidence proves.
- My transitions show how ideas relate.
- My full case sounds connected rather than like a list.

14. Evidence That Will Demonstrate Mastery

- Day 1: students identify a weak or missing R, E, T, or transition in an oral chain.
- Day 2: students assemble C to R to E to T and add a transition to the next reason.
- Day 3: students write one C and two R/E/T chains for the Texas regions prompt, underline each T sentence, and draw arrows from T to the reason and evidence it explains.
- Day 4: students highlight the T sentence that makes reasoning most visible and choose a target.
- Day 5: students teach the chain to a partner and complete the module writing product.

15. TEKS Correlations

TEKS	Strand	Official Grade 4 wording	Where visible
4.11(B)(ii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Days 1 to 5; writing assignment
4.12(C)(i)	Argumentative Genre	compose argumentative texts, including opinion essays, using genre characteristics	Claim, reasons, evidence, rebuttal, and ending

4.12(C)(ii)	Argumentative Craft	compose argumentative texts, including opinion essays, using craft	Precise evidence, transitions, and T sentences
4.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 4 and revision notes
4.11(C)(ii)	Revising	revise drafts to improve word choice	Day 4 target
4.11(C)(iii)	Revising	revise drafts by adding ideas for coherence	Adding T and transition language
4.11(C)(iv)	Revising	revise drafts by deleting ideas for coherence	Removing facts that do not support C
4.11(C)(v)	Revising	revise drafts by combining ideas for coherence	Combining related evidence and thinking
4.11(D)(xv)	Editing	edit drafts using standard English conventions, including prepositions	Editing check
4.11(D)(xvi)	Editing	edit drafts using standard English conventions, including prepositional phrases	Editing check

16. Standards Coverage Matrix

Classification	TEKS	Student work	Evidence location
PRIMARY	4.11(B)(ii)	Organize reasons, evidence, and transitions into a focused, structured, coherent case.	Days 2 to 5
PRIMARY	4.12(C)(i) and 4.12(C)(ii)	Compose an opinion with genre characteristics and craft.	Exemplars and writing assignment
RECURSIVE	4.11(C)(i-v)	Revise sentence structure, word choice, and coherence by adding, deleting, and combining ideas.	Day 4 and additional writing
RECURSIVE	4.11(D)(xv-xvi)	Edit prepositions and prepositional phrases.	Assessment check
SPIRAL	4.7(A) through 4.7(G) reading response	Trace cause, effect, method, and relationships among ideas in both passages.	TRACKS and annotation

17. ELPS Correlations

ELPS	Domain	How this module uses it
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.
1(C)	Listening	Follow oral directions with accuracy.
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.
3(E)	Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.
4(D)(iii)	Writing	Students write content-area texts using a variety of transition words.
4(F)(i-ii), (v-vi)	Writing	Students write to explain, respond, and justify with supporting details and evidence for purpose and audience.

4(C)(i)	Writing	Students use high-frequency words and content-area vocabulary such as coherent, argument, evidence, and relationship.
4(D)(i-iii)	Writing	Students use varied sentence lengths, sentence types, and transition words.
4(E)(ii)	Writing	Students use grammatical structures for content-area writing.

ELPS Woven Into Intervention

ELPS	Teacher support
4(D)(iii)	Provide transition cards and ask the student to say how the second reason grows from the first.
4(F)(i-ii), (v-vi)	Rehearse "This evidence matters because..." before writing the T sentence.

ELPS Woven Into Enrichment

ELPS	Extension
4(D)(i-iii)	Reorder a response, add transitions, and justify why the new order creates a more persuasive case.
4(F)(i-ii), (v-vi)	Explain to a partner why one T sentence interprets evidence rather than repeats it.

18. ELPS Linguistic Accommodations

Proficiency	Access language	Rigor held constant
Pre-Production	Point to C, R, E, or T and match sentence strips.	Student still selects relevant evidence and explains the connection orally.
Beginning	Complete "This supports the claim because..."	Student still names the reason and evidence.
Intermediate	Use "This evidence matters because..." and transition cards.	Student still builds two chains.
High Intermediate	Explain a cause, effect, method, or relationship with a complete sentence.	Student still defends order and transition.
Advanced	Write deeper T sentences and justify revision choices.	Student evaluates A, Argument, across the whole case.

Language Supports

- Keep the central claim visible.
- Use color-coded C, R, E, and T cards, then remove color support after two successful rounds.
- Invite oral rehearsal before writing.
- Keep the passage evidence accurate and return the explanation work to the student.

19. Language Domains

Domain	How this module builds it
Listening	Students hear broken argument chains and identify a missing reason, evidence, thinking sentence, or transition.
Speaking	Students explain how evidence supports a reason and how A connects each chain to the claim.
Reading	Students trace cause, effect, method, and relationships among ideas in both Medium stamina passages.
Writing	Students build and revise coherent C/R/E/T chains with visible T, Thinking.

20. Rigor Safeguard

Teachers may provide	Students must do
Reread either passage, provide oral rehearsal, display the CREATURES roadmap, and color-code C/R/E/T cards.	Select relevant evidence, explain the proof, and organize a coherent case.

Support opens a language path without removing the thinking demand. The student must still point from evidence to reason and from reason to claim.

21. Rigor & Cognitive Demand

Level	Student work	Evidence of thinking
Literal	Identify cause, effect, method, and stated relationships.	The student locates an accurate passage detail.
Inferential	Explain how evidence supports a reason.	The student writes a T sentence that interprets rather than repeats.
Evaluative	Build and revise two connected chains.	The student defends the order and transitions that make A coherent.
Reflective	Explain why the case matters beyond a list of facts.	The student connects a full chain to a lasting impact or opportunity.

Educator insight: adding more facts does not automatically create a stronger argument. Every fact must have a job.

22. The Five Thinking Levels

Level	Color	Thinking stage	A + T evidence
Level 1	Red	Foundational	Lists a fact without a clear claim connection.
Level 2	Orange	Emergent	Gives a reason and evidence but repeats instead of explains.
Level 3	Yellow	Visible	Adds a T sentence that explains how evidence supports the reason.
Level 4	Green	Independent	Connects two R/E/T chains with accurate transitions.
Level 5	Blue	Reflective	Revises order, transitions, and thinking to make the full case more persuasive.

The Progression of Thinking

Stage	Student question	Visible action
Foundational	What fact does the passage give?	Locate accurate evidence.
Emergent	What reason might this detail support?	Place evidence beside a reason.
Visible	What does this evidence prove?	Write a T sentence.
Independent	How does this chain connect to the next one?	Add a transition and check A.
Reflective	Why does the whole case matter?	Revise the case for coherence and significance.

23. Possible Teacher Misconceptions

Misconception	What may happen	Self-correction
A list of accurate facts is already an argument.	The response names protected routes, busy cities, or jobs but never connects them.	Ask which reason each fact proves and require a T sentence.
T: Thinking, repeats evidence.		

	The student copies "people worked in mining and oil" and stops.	Ask, "What does that evidence show about opportunity?"
A is only one transition word.	The student adds "also" but the case still jumps.	Trace the whole path from C to the first chain to the next chain.
More evidence is always stronger.	The student adds unrelated facts from a passage.	Delete any detail that does not support the claim.

24. Possible Student Misconceptions

Student misunderstanding	What the teacher may notice	Correction
Evidence and thinking are the same.	The student repeats a passage sentence as the explanation.	Sort E and T cards, then complete "This evidence matters because..."
A strong topic sentence is a claim.	The student writes a broad true statement without a defensible position.	Ask for a choice such as protected trade or supporting learning.
Two reasons can point in different directions.	The student writes one chain about climate and one chain unrelated to work.	Return to C and check every R/E/T chain against it.
A transition is decoration.	The student uses a word that does not show the relationship.	Choose a transition that signals cause, effect, method, or another relationship.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards and breakouts being taught: **4.11(B)(ii)** asks writers to develop drafts into a focused, structured, and coherent piece by organizing with purposeful structure, including transitions. **4.12(C)(i)** asks writers to compose argumentative texts, including opinion essays, using genre characteristics. **4.12(C)(ii)** asks writers to use craft. Students practice these standards by building one claim with two R/E/T chains and making T, Thinking, visible.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I can put my reasons and evidence in an order that makes sense, and I can use transitions to show how my ideas connect.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can take a position, give reasons, use evidence, and write an opinion that sounds like an argument.

27. This Week I Can...

This week I can write a thesis (central idea), connect my reasons and evidence into a coherent line of argument, and explain how the evidence supports my claim.

I can build C to R to E to T chains that stay connected to one central claim. I can explain how and why

evidence supports a reason instead of repeating the evidence. I can use transitions to show cause, effect, method, and relationships among ideas.

28. Before I Can... Prerequisites

- Read both Medium stamina passages closely.
- Recognize a claim as a defensible position and a reason as support for that position.
- Locate accurate evidence in a passage.
- Write a complete sentence that explains an idea.
- Use cause, effect, method, and relationship words such as because, therefore, through, as a result, and this shows.
- Know that CREATURES is the full argumentative-writing roadmap and that T always means Thinking in this framework.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, say C to R to E to T from memory. Then tell your partner how A connects the chain back to C."

Listen for the full chain. If a student omits T, ask what the evidence proves. If a student omits A, ask how the chain connects to the next reason and to the claim.

30. Vocabulary Infusion

Word	Student-friendly meaning	Use it today
connect	join ideas so they make sense together	I connect my evidence to my reason.
coherent	organized so ideas connect and make sense together	My case is coherent.
argument	a connected line of reasoning that supports a claim	My argument follows a path.
thinking	the explanation of how and why evidence supports the claim	My T sentence shows my thinking.
transition	a word or phrase that shows how ideas relate	I use a transition between reasons.
evidence	accurate proof from the text	My evidence comes from the passage.

31. Conventions Connection

When students build chains, they also edit sentence completeness, prepositions, and prepositional phrases. Ask students to check that each sentence has a clear subject and verb, that a sentence beginning with because connects to a complete thought, and that phrases such as "across the desert," "in the Mountains and Basins," and "near the Gulf of Mexico" are used accurately.

32. Writing Connection

Argument is not a pile of facts. C sets direction, R gives a point, E proves the point, T explains the proof, and A connects every chain back to C. Students use transitions to show how one reason grows from another. U, Understanding Others, and the second R, Rebuttal, belong to the full CREATURES roadmap even though this module's deep focus is A plus T.

33. Watch Out!

Common misconception: students may believe that adding more facts automatically creates a stronger argument. **Teacher move:** ask every fact to answer one question: Which reason does this prove, and how does it support the claim? If the student cannot answer, remove the fact or add T, Thinking.

34. Ready Check

Read aloud: "Protecting trade had the greater impact on Mali." Ask students to name one reason, one piece of evidence, and one sentence that explains the proof. Then read: "Natural resources have the greater influence on work opportunities across Texas." Ask students to identify a second evidence choice. Use the responses to decide who needs color-coded cards on Day 1.

35. Teacher Look-Fors

- Students select evidence that can prove a stated reason.
- Students write T sentences that interpret the proof instead of repeating it.
- Students use transitions that show cause, effect, method, or relationship.
- Students trace both chains back to one defensible claim.
- Students can explain why the case sounds coherent.

Use the three tier tables as active language tools. Each table is opened by a Teacher Script so students hear, say, and use the words.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

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

Word	Pronunciation	Student-friendly definition
connect	kuh-NEKT	to join ideas so they make sense together
choice	CHOYS	a decision
result	ri-ZULT	what happens because of a choice or condition
show	SHOH	to make something clear
explain	ik-SPLAYN	to tell how or why something works
order	OR-der	the arrangement of ideas
link	LINK	a connection between ideas
prove	PROOV	to support an idea with evidence
matter	MAT-er	to be important
strong	STRAWNG	clear and well supported

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

Word	Pronunciation	Student-friendly definition
coherent	koh-HEER-uhnt	organized so ideas connect and make sense together
argument	AR-gyuh-muhnt	a connected line of reasoning that supports a claim
thinking	THINK-ing	the explanation of how and why evidence supports the claim
transition	tran-ZISH-uhn	a word or phrase that shows how ideas relate
relationship	ri-LAY-shuhn-ship	the way two ideas, events, or conditions connect
cause	KAWZ	something that helps make an event or result happen
effect	ih-FEKT	a result that happens because of a cause
method	METH-uhd	the way something happens or is done
influence	IN-floo-uhns	the power to affect a result or decision
opportunity	op-er-TOO-nuh-tee	a useful chance or possibility created by conditions or choices

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Pronunciation	Student-friendly definition
claim	KLAYM	the defensible position at the center of an argument
reason	REE-zuhn	a point that explains why a claim makes sense
evidence	EV-uh-duhns	accurate proof from the text
commerce	KOM-ers	the buying, selling, and movement of goods
economy	ih-KON-uh-mee	the system of work, trade, and money in a place
climate	KLY-mit	the usual weather of a place
resources	REE-sor-siz	useful materials found in a place
vegetation	vej-uh-TAY-shuhn	the plants growing in an area
Timbuktu	tim-buk-TOO	a city known for trade and learning
Coastal Plains	KOH-stuhl PLAYNZ	a Texas region with rivers, forests, beaches, farms, fishing, and large cities

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

The Wealth of Mansa Musa presents relationships among protected trade routes, increased commerce, learning in Timbuktu, and Mali's growth and reputation. Four Regions, One Big Adventure presents relationships among landforms, climate, natural resources, vegetation, jobs, and daily life across Texas. Use the two Medium stamina passages and the CREATURES argumentative framework for every model.

Module 2 spirals C, R, and E while adding A, Argument, and T, Thinking. A describes the coherent line of argument across the response. T is the writer's reasoning, the explanation of how and why the evidence supports the reason and strengthens the claim.

Preserve the WHY/HOW distinction inside CREATURES. WHY language often helps students explain reasons. HOW language often helps students explain method or relationship. Neither replaces the claim. In argumentative writing, students still take a defensible position and then use WHY and HOW thinking to make the case coherent.

The ECR Habit

Before writing, students use DOT while reading, trace relationships, identify accurate evidence, name a reason, add T, and check A. The full CREATURES path includes C, Claim; R, Reasons; E, Evidence; A, Argument; T, Thinking; U, Understanding Others; R, Rebuttal; E, Ending; and S, Significance. This module's deep focus is A plus T.

40. Materials Needed

Category	Items
Core print materials	Copies of both Medium stamina passages, interactive notebooks, pencils, and highlighters
Reference materials	CREATURES reference cards, argument-chain cards, transition cards, and chart paper or board space
Practice materials	Sentence strips, broken-chain practice strips, recording sheets, scissors, and glue
Optional materials	Gameboard and Pencil Guy markers for the Argument Chain Relay
	Student Exit Ticket page, My Progress Tracker, and Module Writing Assignment

41. Preparation Before Day 1

- ☐ Copy "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" in the Medium stamina version.
- ☐ Prepare a CREATURES roadmap with C, R, E, A, T, U, R, E, S and emphasize A, Argument, and T, Thinking.
- ☐ Prepare C, R, E, and T cards, transition cards, and two broken-chain examples.
- ☐ Prepare the DOT Reading HABIT chart: Dot, Discover, Drop.
- ☐ Prepare the TRACKS evidence categories: Time, Reactions, Actions, Character or Concept or Creature, Key Knowledge, and Scenery or Setting.
- ☐ Prepare the C, R, E, T model about protected trade and the C, R, E, T model about natural resources and work.
- ☐ Prepare the Day 2 relay set with a claim, reason, evidence, thinking, transition, and distractors.
- ☐ Prepare the independent prompt: argue whether climate or natural resources have the greater influence on how people live and work across Texas.
- ☐ Prepare the writing assignment about whether protecting trade or supporting learning had the greater impact on Mali.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE stage	What happens
Day 1	15	Gather + Reveal	Hear the broken chain, identify a weak R, E, T, or transition, and model the protected-trade chain.
Day 2	15	Attempt	Build C to R to E to T in the correct order, add a transition, and revise a jump.
Day 3	15	Discuss + Use	Discuss coherence, then build two chains for the Texas regions prompt.
Day 4	15	Award + Target	Highlight visible thinking, name a strength, and choose a next goal.
Day 5	15	Explain and Educate to Others	Teach C to R to E to T, explain A, and complete the transfer writing.

43. Tiny Times Transition

Say, "Tiny Time: connect the chain." Students point from C to R to E to T and then draw an imaginary arrow from T back to the reason and claim. Read one transition aloud: first, another reason, for example, because, therefore, as a result, however, most importantly, or together. Students say what relationship it shows.

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

Element	This Module
Content	Mali grew through trade, safe routes, education, and wise leadership. Texas regions offer different landforms, climates, resources, vegetation, and work.
Citizenship link	People depend on safe systems, shared learning, natural resources, and choices that affect others.
Argument link	Students defend a position about impact or influence and support it with accurate evidence.
Perspective link	Students practice Understanding Others by representing a different choice accurately before a rebuttal.
Teacher Script	<i>"A coherent case respects the reader. You show the evidence, explain why it matters, and answer a different viewpoint with care."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Argument Chain

C	R	E	T	A
Claim sets direction.	Reason gives a point.	Evidence proves it.	Thinking explains the proof.	Argument connects every chain back to C.

Transition Bank

Relationship	Useful words or phrases	Question to ask
Order	first, next, another reason	Which reason should come first?
Cause and effect	because, therefore, as a result	What caused this result?
Method or path	through, by, in this way	How did it happen?
Connection	in addition, together, most importantly	How does this idea grow the case?
Contrast	however	What other view should the reader consider?

CREATURES Argumentative-Writing Roadmap

Letter	Move	Student memory cue
C	Claim	Take a defensible position.
R	Reasons	Organize logical support.
E	Evidence	Prove the reasons.
A	Argument	Make the whole case coherent.
T	Thinking	Explain how and why the evidence works.
U	Understanding Others	Represent another viewpoint accurately.
R	Rebuttal	Respond with reasoning and evidence.
E	Ending	Reinforce and synthesize.
S	Significance	Explain why it matters beyond the paper.

CREATURES is the architecture of the full response, not a demand for exactly nine sentences. C is the central claim. R, E, and T can repeat across body paragraphs. A is the coherent path the entire case follows. U and the second R provide respectful viewpoint practice. The final E and S close the response. CREATURES T always means Thinking.

46. Core Habit / Strategy Explanation

The DOT Reading Habit

TEACHER SCRIPT

"As established readers, we use the DOT habit while we read. DOT stands for three steps: Dot, Discover, Drop."

- **D: Dot.** Place a small dot above any unfamiliar word.
- **O: Discover.** Discover the meaning as the class learns together.

- **T: Drop.** Erase the dot when the meaning is known. As students reread, trace relationships among choices, conditions, and outcomes. Mark cause/effect and method/relationship language that can support an argument chain. DOT remains a reading HABIT; in CREATURES, T always means Thinking.

Board text: Dot the word. Discover the meaning. Drop the dot.

TEACHER SCRIPT

"As you read, trace relationships among choices, conditions, and outcomes. Mark details that can be connected with because, therefore, through, as a result, and this shows."

Use the DOT Reading HABIT while students read: D, Dot above an unfamiliar word; O, Discover its meaning as the class learns; T, Drop the dot when the meaning is known. DOT remains a reading habit. In CREATURES, T always means Thinking.

TRACKS prompt: Does this detail merely belong to the topic, or can you explain exactly how it supports this reason and claim?

47. Student Source Passage(s)

Passage use: use the two source texts below at medium stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Wealth of Mansa Musa" (Stamina: Medium)

- [1] A long time ago in West Africa, there was a strong and successful kingdom called Mali. One of its most well-known rulers was Mansa Musa. He became king in the early 1300s and is often remembered as one of the richest people in history. Mali became wealthy because it controlled important trade routes. Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.
- [2] Trade was very important to the people of Mali. Merchants traveled long distances across the desert to exchange goods with people from many different places. These journeys could take weeks or even months. Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water. Along the trade routes, merchants traded not only gold and salt but also cloth, tools, spices, and other useful items. As trade increased, Mali became richer and more powerful.
- [3] Mansa Musa made smart choices that helped his kingdom grow. He made sure traders could move safely, which brought more people and goods into Mali. Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert. Because people trusted that the roads were safe, more merchants chose to visit Mali. This helped the kingdom earn even more wealth through trade.
- [4] As a result, cities like Timbuktu became busy and important places. People from many different regions visited the city to buy and sell goods. Timbuktu was also known for learning, where people studied subjects like math, science, and religion. Students and teachers gathered to share ideas and learn from one another. Many books were copied by hand so that knowledge could be passed from one generation to the next. This made Timbuktu one of the most respected centers of learning in Africa.
- [5] One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage. This journey covered thousands of miles and included a large group of travelers. Along the way, Mansa Musa stopped in many cities. During this journey, he gave away large amounts of gold to people in need. His actions made many people notice how wealthy Mali was. Stories about his kindness and great wealth spread to places far from Africa.
- [6] People who met Mansa Musa told others about the rich kingdom of Mali. Travelers, merchants, and mapmakers shared stories about the kingdom's gold, busy cities, and successful trade. As more people learned about Mali, they became interested in visiting and trading with the kingdom. These stories helped Mali become known throughout parts of Africa, Europe, and the Middle East.
- [7] Because of the choices he made, Mali became known as a powerful and important kingdom. Mansa Musa supported both trade and education, helping his people succeed in many ways. His leadership showed that a strong ruler could improve a kingdom by protecting trade, encouraging learning, and helping others. People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow. His story reminds us that wise decisions and strong leadership can leave a lasting impact for many years.

Passage 2: "Four Regions, One Big Adventure" (Stamina: Medium)

- [1] "Road trip!" Xavier shouted as his family packed the car. They were driving across Texas to learn about its different regions. Instead of only reading about them in books, Xavier would get to see each region with his own eyes. He packed a notebook so he could write down interesting facts and compare what made each place special. His parents told him that every region had its own landforms, climate, plants, and jobs.
- [2] Their first stop was the Mountains and Basins in far West Texas. Xavier noticed tall, rocky mountains and dry land. "It's really hot here," he said. There were only a few plants, like cacti. His mom explained that people in this region often work in mining and oil because of the natural resources found underground. As they drove

through the area, Xavier spotted steep cliffs and long stretches of open land. He realized that the dry climate made it difficult for many plants to grow, but the region still had valuable resources that helped many people earn a living.

[3] Next, they traveled to the Great Plains. The land looked wide and flat with rolling hills. The weather was still dry, but not as hot. Xavier saw ranches and fields. “This must be where people raise cattle,” he said. His dad nodded and added that farming is also common here. They passed large herds of cattle grazing in grassy pastures. Xavier also noticed fields where crops were growing. He learned that the open land and wide spaces make this region a good place for both ranching and farming.

[4] After that, they reached the North Central Plains. “Everything looks greener and more colorful!” Xavier said. There were more trees and grass, and the land had gentle hills. The climate was milder, and people raised livestock and grew crops. The family stopped at a small park to stretch their legs. Birds chirped from nearby trees while a cool breeze moved through the grass. Xavier noticed that this region looked very different from the dry land they had visited earlier. He wrote in his notebook that the North Central Plains had more vegetation because it received more rainfall.

[5] Finally, they arrived at the Coastal Plains near the Gulf of Mexico. It was humid, and Xavier could feel the warm, moist air. There were rivers, forests, and even beaches. “This region has a lot of different jobs,” his mom said, “like farming, fishing, and working in big cities.” As they explored, they saw boats along the water and busy highways leading into large cities. Xavier enjoyed watching the waves and listening to seabirds flying overhead. He understood why so many people lived and worked in this region.

[6] On the drive home, Xavier looked through the notes he had written during the trip. He thought about how each region had its own climate, landforms, plants, and types of jobs. Although they were all part of Texas, each one offered something different. He realized that learning about the regions from a textbook was helpful, but seeing them in person made the information easier to remember.

[7] As they headed home, Xavier rethought about what he had seen. Each region looked different, but all were important parts of Texas.

48. Student Annotation Guide

Use TRACKS to hunt for six kinds of evidence in each passage.

The Wealth of Mansa Musa

TRACKS	Evidence
T: Time	in the early 1300s
R: Reactions	Mali became richer and more powerful
A: Actions	Soldiers protected many of the trade routes
C: Character, Concept, Creature	Mansa Musa
K: Key Knowledge	Many books were copied by hand
S: Scenery / Setting	the hot, dry desert

Four Regions, One Big Adventure

TRACKS	Evidence
T: Time	On the drive home
R: Reactions	seeing them in person made the information easier to remember
A: Actions	He packed a notebook
C: Character, Concept, Creature	Xavier
K: Key Knowledge	open land and wide spaces make the Great Plains good for ranching and farming
S: Scenery / Setting	Birds chirped from nearby trees while a cool breeze moved through the grass

49. TRACKS Evidence Highlighting

Students look for six kinds of measurable evidence in every passage. T is Time, R is Reactions, A is Actions, C is Character, Concept, or Creature, K is Key Knowledge, and S is Scenery or Setting. Mark each detail, then trace it through C to R to E to T.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

TEKS for Today: [4.11(B)(ii)], [4.12(C)(i)], [4.12(C)(ii)], [4.11(C)(i)]

Purpose: Students listen for the place where an argument stops making sense and identify whether the weak link is Reason, Evidence, Thinking, or a transition.

Stage and group	TEACH, LEARN, ASSESS focus
Gather + Reveal, whole class	Gather the C to R to E to T path. Reveal that T explains how the proof supports the reason and that A connects the whole case.
Product	Students label a broken chain and copy a coherent model.

ELPS for Today: 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary

GATHER | TEACH

CLASS SLIDE M2-04

Listen to each chain. Show R, E, T, or TRANSITION for the part that is missing or weak. Example: "Protecting trade mattered. The passage says traders moved safely. Timbuktu was important." T is missing because the writer never explains how the evidence supports the point.

TEACHER SCRIPT

"Today your ears are going to catch broken arguments. A response can have a claim and good evidence and still feel weak if the writer never explains how the proof works. That explanation is T, Thinking."

REVEAL | TEACH

CLASS SLIDE M2-05

C: Protecting trade had the greater impact on Mali. R: Safe travel encouraged more merchants. E: "He made sure traders could move safely, which brought more people and goods into Mali." T: This supports the claim because safer routes increased trade and brought more people and goods into Mali. A: The chain stays connected to the same claim and leads logically to the next reason.

TEACHER SCRIPT

"The A in CREATURES is bigger than one sentence. A is the path your whole case follows. T is where your mind becomes visible. T tells the reader why the proof matters."

Model, Mansa Musa: Safe travel encouraged more merchants to visit the kingdom. The evidence says Mansa Musa made sure traders could move safely, which brought more people and goods into Mali. This supports the claim because safety did more than protect travelers; it increased the movement of goods and people, which strengthened the kingdom's economy. Another reason protected trade mattered is that growing commerce helped cities such as Timbuktu become busier and more influential.

Model, Texas regions: Natural resources have a greater influence than climate on work opportunities across Texas. The Mountains and Basins passage explains that people work in mining and oil because valuable resources are found underground. This evidence supports the claim because the resource itself

creates the work opportunity, showing a direct connection between what the land contains and how people earn a living.

EMBEDDED CHECK

Students say C, R, E, and T from memory, hold up the letter of the missing part, and draw an arrow from T to the evidence and reason it explains.

Access: use color-coded cards and oral rehearsal. **Misconception move:** if a student calls a repeated fact thinking, ask, "What does this prove?" **Product:** labeled broken chain and completed C/R/E/T model.

DAY 2 | ATTEMPT | 15 MINUTES

TEKS for Today: [4.11\(B\)\(iii\)](#), [4.12\(C\)\(i\)](#), [4.12\(C\)\(iii\)](#), [4.11\(C\)\(i\)](#)

Purpose: Students build C to R to E to T in the correct order, add a transition, and explain which T sentence makes the reasoning clearest.

Stage and group	LEARN focus
Attempt, partners or teams	Use mixed cards containing claims, reasons, evidence, thinking, transitions, and distractors. Speed does not count unless the chain makes logical sense.
Product	One assembled chain, one transition, and one spoken explanation.

ELPS for Today: 4(D)(i)-(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words

ATTEMPT | LEARN

CLASS SLIDE M2-06

Build C to R to E to T in the correct order. Add a transition that connects to the next reason. Read the chain aloud. If it sounds like a jump or list, revise A, Argument. Explain which T sentence makes the reasoning clearest.

Card	Relay set
C	Supporting learning had the greater long-term impact on Mali.
R	Education helped Timbuktu become respected for knowledge as well as trade.
E	Students and teachers gathered to study and share ideas.
T	This supports the claim because education created knowledge that could continue helping people after a single trade transaction ended.
Transition	In addition, learning helped Mali become known beyond its wealth.

Broken-chain challenge: "The Coastal Plains have rivers. People fish there. Texas has four regions. Natural resources matter." Revise it to: "Natural resources strongly influence work in the Coastal Plains. The passage describes rivers, beaches, forests, farms, and fishing jobs. This evidence supports the claim because the region's resources directly create several kinds of work and economic opportunity."

EMBEDDED CHECK

Before a team reads, ask where the argument would stop making sense if one card were removed. Ask what the transition tells the reader about the relationship.

Access: begin with color-coded C, R, E, and T cards. **Misconception move:** if evidence appears before the reason, ask, "What point is this proof supposed to support?" **Product:** coherent relay chain and transition.

DAY 3 | DISCUSS AND USE | 15 MINUTES**TEKS for Today:** [4.11(B)(ii)], [4.12(C)(i)], [4.12(C)(ii)], [4.11(C)(i)]**Purpose:** Students discuss coherence and independently build two R/E/T chains for the Texas regions prompt.

Stage and group	LEARN then ASSESS focus
Discuss whole class, then Use independently	Discuss the difference between proof and thinking. Argue whether climate or natural resources have the greater influence on how people live and work across Texas.
Product	One C, two R/E/T chains, transitions, underlined T sentences, and arrows from each T to the reason.

ELPS for Today: 4(F)(i)-(ii), (v)-(vi) write to explain, respond, or justify with supporting details**DISCUSS | LEARN****CLASS SLIDE M2-07**

What makes a line of argument coherent? How is T, Thinking, different from repeating the evidence?
When does a transition improve A, Argument? How can WHY and HOW thinking both help?

TEACHER SCRIPT

"A strong response should feel like every sentence knows where it belongs. Thinking is the bridge between proof and claim. If the bridge is missing, the reader has to do the writer's job."

Expected response: "Thinking explains what the evidence proves." Confirm: "Exactly. It interprets the proof." If students say transitions join ideas, confirm that transitions support A. If students mention WHY and HOW, state that WHY explains reasons and HOW explains method, path, or relationship.

USE | ASSESS**CLASS SLIDE M2-08**

Prompt: Argue whether climate or natural resources have the greater influence on how people live and work across Texas. Write one C, two R/E/T chains, and transitions that make the argument flow.
Underline each T sentence. Draw an arrow from every T back to the reason it explains.

Student directions: Take a defensible position. Write two distinct reasons. Select evidence for each reason. After each piece of evidence, write a T sentence that explains how or why the evidence supports the reason. Use transitions so the second reason grows from the first. Read the response aloud and revise any jump in logic.

Teacher exemplar: Natural resources have the greater influence on how Texans live and work because resources directly create many job opportunities across regions. Underground resources create specialized work in the Mountains and Basins. The passage explains that people often work in mining and oil because of resources found underground. This supports the claim because the jobs exist specifically because the resources are present in the land. Another example appears in the Coastal Plains, where several resources support different kinds of work. The passage names farming, fishing, rivers, forests, beaches, and large cities. Together, these details show that resources can shape multiple parts of a region's economy and daily life.

EMBEDDED CHECK

Collect the page. Check that C is a position, the two reasons are distinct, each evidence detail is accurate, and each T sentence explains rather than repeats.

Access: keep C visible and offer the frame "This supports the claim because..." **Misconception move:** if a chain gives a fact about climate but the claim is about resources, ask the student to reconnect or revise. **Product:** two connected chains.

DAY 4 | AWARD AND TARGET | 15 MINUTES

TEKS for Today: [4.11(B)(ii)], [4.12(C)(i)], [4.12(C)(ii)], [4.11(C)(i)]

Purpose: Students recognize accurate A and T work, highlight the sentence that makes reasoning most visible, revise a weak link, and choose one target.

Stage and group	ASSESS focus
Award and Target, whole class then independent	Students award a T sentence that interprets evidence and target a next revision for coherence, transition, evidence explanation, or cause and effect.
Product	Highlighted T sentence, revised chain, and next-step statement.

ELPS for Today: 4(E)(i)-(ii) write content-area-specific text using conventions and grammatical structures

AWARD | ASSESS

CLASS SLIDE M2-10

Highlight the T sentence that makes your reasoning most visible. Complete: "My argument became more coherent when I ____."

TEACHER SCRIPT

"Today you made your thinking visible. Evidence is important, but readers also need you to explain what the evidence proves."

TARGET | ASSESS

CLASS SLIDE M2-11

Choose one target: smoother transitions, stronger evidence explanation, clearer link back to claim, less listing, or more precise cause and effect language.

Students complete: One place my argument jumps is _____. One T sentence I can deepen is _____. One transition I want to use more accurately is _____. My next argument will feel more connected if I _____.

EMBEDDED CHECK

Ask students to point from a T sentence to the E and R it explains. If the arrow cannot be drawn, the sentence needs revision.

Access: give a transition bank or oral rehearsal. **Misconception move:** do not accept "I need more facts" as the only goal; ask what job the facts will do. **Product:** highlighted T, revision, and target.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

TEKS for Today: [4.11(B)(ii)], [4.12(C)(i)], [4.12(C)(ii)], [4.11(C)(i)]

Purpose: Students teach C to R to E to T to a partner, explain A as the line connecting every chain, and transfer the learning to writing about Mali.

Stage and group	ASSESS focus
Explain and Educate to Others, partners	Students give one evidence sentence and one thinking sentence, then explain why the two are different.
Product	Partner teaching explanation and completed transfer assignment.

ELPS for Today: 4(F)(i)-(xvi) write to narrate, describe, explain, respond, or justify with supporting details or evidence for a specific purpose and audience

EXPLAIN | ASSESS

CLASS SLIDE M2-12

Teach C to R to E to T to a partner. Explain how A is the line connecting every chain into one case. Give one example of a sentence that is evidence and one that is thinking.

CLOSING SCRIPT

"If your partner can hear the difference between proof and thinking after you teach it, you have made the creature stronger."

Partner check: the listener names the C, points to E, and says what T explains. The speaker names the transition that connects the first chain to the next one.

EDUCATE

Students complete the additional writing opportunity: argue whether protecting trade or supporting learning had the greater impact on Mali. They write one claim, two R/E/T chains, transitions, and an ending that reinforces the position. They underline every T sentence.

EMBEDDED CHECK

Listen for accurate evidence from "The Wealth of Mansa Musa," a defensible position, and T sentences that explain how evidence supports the chosen reason.

Access: let students rehearse with a partner before writing. **Misconception move:** if a student gives only evidence, ask, "What does that show about your claim?" **Product:** oral explanation and transfer response.

Student Exemplars

51. Low / Developing Exemplar

Prompt	Argue whether climate or natural resources have the greater influence on how people live and work across Texas. Write one C, two R/E/T chains, and transitions that make the argument flow.
Student Response	"Natural resources matter. The Coastal Plains have rivers. People fish there. Texas has four regions."
What Is Working	The response names accurate facts from the passage about the Coastal Plains and the four regions.
What Needs Improvement	State a clear claim, connect evidence to a reason, and explain what the evidence proves. The facts are listed but do not build a coherent chain.

52. Medium / Approaching Exemplar

Prompt	Argue whether climate or natural resources have the greater influence on how people live and work across Texas. Write one C, two R/E/T chains, and transitions that make the argument flow.
Student Response	"Natural resources have a greater influence on work across Texas. People in the Mountains and Basins work in mining and oil because valuable resources are found underground. This shows that natural resources help create jobs."
What Is Working	The claim, evidence, and thinking connect: the Mountains and Basins example shows how resources create jobs.
What Needs Improvement	Add a second R/E/T chain and a transition so the argument path is complete.

53. High / Secure Exemplar

Prompt	Argue whether climate or natural resources have the greater influence on how people live and work across Texas. Write one C, two R/E/T chains, and transitions that make the argument flow.
Student Response	"Natural resources have the greater influence on how Texans live and work because resources directly create many job opportunities across regions. Underground resources create specialized work in the Mountains and Basins. The passage explains that people often work in mining and oil because of resources found underground. This supports the claim because the jobs exist specifically because the resources are present in the land. Another example appears in the Coastal Plains, where several resources support different kinds of work. The passage names farming, fishing, rivers, forests, beaches, and large cities. Together, these details show that resources can shape multiple parts of a region's economy and daily life."
What Is Working	Two distinct chains, accurate evidence, visible T, and a transition that makes A coherent.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

- **Missing link.** *Acceptable evidence:* T is missing in the protected-trade example. *Teacher note:* The sentence about Timbuktu follows evidence without explaining how it supports the point.
- **Natural resources claim.** *Acceptable evidence:* Mining and oil in the Mountains and Basins; farming, fishing, rivers, forests, beaches, and cities in the Coastal Plains. *Teacher note:* Accept either position if the evidence and T reasoning support it.
- **Thinking sentence.** *Acceptable evidence:* "This supports the claim because the jobs exist specifically because the resources are present in the land." *Teacher note:* It interprets the proof instead of repeating it.

55. Standards Evidence Trail

Student evidence	Standard connection	Location
Orders two R/E/T chains with transitions.	4.11(B)(ii)	Day 3 and writing assignment
States a defensible position and supports it with evidence.	4.12(C)(i)	Exemplars and transfer
Uses precise language and explains relationships.	4.12(C)(ii)	Day 4 target
Revises a jump, vague word, or repeated sentence.	4.11(C)(i-v)	Day 4 and assessment check
Edits prepositions and prepositional phrases.	4.11(D)(xv-xvi)	Writing assignment check

56. Assessment Opportunities

Informal Assessment: During Day 2 and Day 3, use a quick show-me check: students hold up their work or point to their marked passage when you call a step, so you can see at a glance who is ready to work alone.

Formative Assessment: The Day 5 Student Exit Ticket (Section 57) shows whether each student can use this week's skill independently. Sort the tickets into ready, almost, and not yet to plan the next module's small groups.

Opportunity	Prompt or action	Evidence to collect
Day 1 oral chain	Identify R, E, T, or transition.	Student names the weak link and explains why.
Day 2 relay	Build C to R to E to T.	Correct order and transition.
Day 3 independent	Argue whether climate or natural resources have the greater influence on work across Texas.	One C, two R/E/T chains, transitions, underlined T.
Day 4 revision	Highlight visible thinking and name a target.	Revised chain and target statement.
Day 5 transfer	Argue whether protecting trade or supporting learning had the greater impact on Mali.	Coherent written case.

Score	Principle
3	Argument flows logically; each T sentence clearly explains how evidence supports the reason and claim; transitions show relationships.
2	Most parts connect, but one chain or transition needs stronger explanation.

1	Response contains facts and reasons but reads mostly like a list; thinking is limited or repetitive.
0	Response is missing, off topic, or does not attempt an argument chain.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Directions: Read the two prompts and use the CREATURES chain. For the Texas prompt, circle your claim, underline evidence, and put T beside each thinking sentence.

Prompt	Student work
1. Argue whether climate or natural resources have the greater influence on how people live and work across Texas.	C: _____ R1/E1/T1: _____ R2/E2/T2: _____ Transition: _____
2. Explain how one piece of evidence supports your claim.	_____ _____ _____

58. Exit Ticket Answer Key

Item	Expected answer	Scoring
Claim	Either climate or natural resources may be selected if the position is defensible and the passage evidence supports it.	1 point
R/E/T chain 1	Reason, accurate evidence, and a sentence explaining what the evidence proves.	1 point
R/E/T chain 2	A distinct reason, accurate evidence, and a sentence explaining what the evidence proves.	1 point
Transition	A word or phrase that shows the relationship between the two chains.	1 point

59. Scoring Principle

Score the quality of the connected case, not the number of facts. A response earns stronger evidence when the details are accurate, relevant, and linked to a reason. A response earns stronger thinking when each T sentence interprets the evidence and points back to the claim. A transition earns credit when it shows the relationship between ideas rather than merely adding a sentence.

60. Gradebook Conversion

Raw score	Gradebook meaning	Next instructional move
3	Secure A + T	Extend to U, Rebuttal, Ending, and Significance.
2	Approaching	Strengthen one chain or transition.
1	Beginning	Sort E and T, then rehearse the C/R/E/T frame.
0	No evidence yet	Reread, select one reason, and build one supported chain.

61. Recommended Gradebook Label

Gradebook label: "G4 C4 M2 From Facts to a Coherent Case."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Assignment element	Directions
Prompt	Argue whether protecting trade or supporting learning had the greater impact on Mali.
Required text	Use accurate evidence only from "The Wealth of Mansa Musa."
Required structure	Write one C, two distinct R/E/T chains, transitions that connect the chains into one A, and an ending that reinforces the position.
Thinking requirement	Underline each T sentence and explain how it interprets the evidence instead of repeating it.
Perspective requirement	Use U, Understanding Others, by naming what the other choice offers. Add a brief R, Rebuttal, that explains why the selected position has greater impact.
Editing requirement	Check complete sentences, word choice, prepositions, and prepositional phrases.

Teacher model for one chain: Protecting trade had the greater impact on Mali. Safe travel encouraged more merchants to visit the kingdom. The passage says, "He made sure traders could move safely, which brought more people and goods into Mali." This supports the claim because safety did more than protect travelers; it increased the movement of goods and people, which strengthened the kingdom's economy. Another reason protected trade mattered is that growing commerce helped cities such as Timbuktu become busier and more influential.

63. Student Planning Frame

CREATURES move	My planning notes
C: Claim	Protecting trade or supporting learning had the greater impact because _____.
R1, Reason	_____
E1, Evidence	The passage says _____.
T1, Thinking	This supports the claim because _____.
A, Argument transition	Another reason / In addition / Most importantly, _____.
R2, Reason	_____
E2, Evidence	The passage explains _____.
T2, Thinking	Together, these details show _____.
U: Understanding Others	The other choice matters because _____.
R: Rebuttal	However, my position is stronger because _____.
	Therefore, wise leadership matters because _____.

64. Writing Assignment Rubric

Trait	3, Secure	2, Approaching	1, Beginning
Claim and reasons	Defensible claim with two distinct reasons.	Claim is present; one reason or distinction needs work.	Topic or preference appears without a defensible case.
Evidence	Accurate, relevant details from the passage prove each reason.	Most evidence is accurate; one detail is weak or general.	Facts are missing, inaccurate, or disconnected.
Thinking	Each T sentence explains how and why the evidence supports the reason and claim.	One T sentence is clear; one repeats or needs depth.	Evidence is listed without explanation.
Argument and transitions	Chains follow a logical path and transitions show relationships.	Most ideas connect; one jump remains.	Response reads as a list.
CREATURES completion	U: Rebuttal, Ending, and Significance strengthen the case.	Some closing moves are present.	Closing moves are missing.
Conventions	Complete sentences and accurate prepositions and prepositional phrases.	Some errors do not block meaning.	Frequent errors make meaning difficult to follow.

65. Writing Gradebook Conversion

Rubric total	Performance meaning	Feedback focus
15 to 18	Secure coherent case	Extend reasoning with Significance.
10 to 14	Approaching coherent case	Strengthen one T sentence and one transition.
5 to 9	Beginning case	Build one complete C/R/E/T chain before adding a second.
0 to 4	Insufficient evidence	Reread the passage and rehearse the planning frame.

66. Teacher Feedback Shortcuts

- **"Point to the proof."** Use when evidence is missing or too general.
- **"What does that show?"** Use when T repeats E.
- **"Where does this chain go next?"** Use when A needs a transition.
- **"Does this detail support your claim?"** Use when the response lists facts.
- **"Name the other view, then answer it."** Use when U and Rebuttal are missing.
- **"Read the sentence with its prepositional phrase."** Use during editing.

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher action	Student action
1. Sort	Give E and T sentence strips from the Mansa Musa passage.	Sort each strip as evidence or thinking.
2. Pair	Ask the student to pair one E sentence with the T sentence that explains it.	Point from T to the proof.
3. Speak	Prompt "This matters because..."	Finish the sentence orally.
4. Write	Keep C visible and provide a reason frame.	Write the T sentence independently.
5. Release	Remove color support after two successful rounds.	Build a new chain without color.

TEACHER SCRIPT

"Evidence tells what the passage says. Thinking tells what that evidence proves. Say the proof first, then explain why it matters."

Use the example E, "The passage says traders could move safely," and T, "This supports the claim because safer travel encouraged more commerce." Ask the student to explain the difference and then create one T sentence about Timbuktu or the Coastal Plains.

68. Embedded Checks & Student Support

Moment	Check	Immediate response
During reading	Can the student mark a cause, effect, method, or relationship?	Reread one paragraph and point to because, therefore, through, or as a result.
During first chain	Can the student distinguish evidence from thinking?	Sort E and T, then complete "This evidence matters because..."
During second chain	Do order and transitions make one case?	Read aloud and revise the jump.
Before submission	Does every R/E/T chain connect to C?	Draw arrows from each T to E and R and back to C.

Keep the central claim visible throughout. Students may use color, sentence frames, oral rehearsal, and partner reading, but they must still select relevant evidence, explain the proof, and organize a coherent case.

69. Student Support Quick Reference

Need	Support	Rigor kept
Evidence selected but not connected	Ask "Which reason does this prove?"	Student makes the link.
Thinking repeats evidence	Use "This matters because..."	Student interprets the proof.
Response jumps	Offer first, another reason, because, therefore, as a result, however, together.	Student chooses the relationship.

Claim is vague	Offer "The greater influence is ____ because ____."	Student takes the position and supplies the reason.
Writing is incomplete	Orally rehearse the full sentence before writing.	Student writes the sentence.

70. Enrichment: Rebuild the Argument

Challenge	Student work	Evidence of advanced thinking
Reorder	Take a response with strong facts but weak organization and reorder the parts.	Explains why the new order makes A more coherent.
Connect	Add transitions between two R/E/T chains.	Chooses language that matches cause, effect, method, or relationship.
Deepen	Write T sentences that explain how evidence supports both reason and claim.	Interprets evidence without repeating it.
Extend	Add U, Rebuttal, Ending, and Significance.	Represents another view and answers it with evidence.

71. Additional Writing Opportunity: Protecting Trade or Supporting Learning?

- **1. Student direction:** Write a defensible C, Claim. *Teacher look-for:* Position chooses protecting trade or supporting learning.
- **2. Student direction:** Build two distinct R/E/T chains from "The Wealth of Mansa Musa." *Teacher look-for:* Evidence is accurate and each T explains the proof.
- **3. Student direction:** Use transitions to connect the chains into one A, Argument. *Teacher look-for:* The second chain grows from the first.
- **4. Student direction:** Underline each T sentence. *Teacher look-for:* Underlined sentences interpret rather than repeat.
- **5. Student direction:** Add U, Rebuttal, Ending, and Significance. *Teacher look-for:* The case acknowledges another choice and explains why the position matters.

Teacher model for one chain: Supporting learning had the greater long-term impact on Mali. Education helped Timbuktu become respected for knowledge as well as trade. The passage explains that students and teachers gathered to share ideas and that books were copied so knowledge could pass from one generation to the next. This supports the claim because learning could keep helping people after one trade transaction ended. In addition, learning helped Mali become known beyond its wealth.

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

Students reread their transfer response and revise one jump in logic, one vague word, and one sentence that repeats instead of explains. They add, delete, or combine ideas for coherence. They edit prepositions and prepositional phrases, then read the response aloud to a partner. The partner identifies C, R, E, and T, then describes how A works.

Engagement & Home Connection

73. Auditory Engagement Moments

Hear the Broken Chain. Read an oral chain with one missing or weak part. Students show R, E, T, or TRANSITION. Use: "Protecting trade mattered. The passage says traders moved safely. Timbuktu was important." Students identify T as missing and explain why.

Hear the Relationship. Read "Because people trusted the roads, more merchants chose to visit Mali." Students name cause and effect. Read "The North Central Plains had more vegetation because it received more rainfall." Students name the relationship and suggest a T sentence.

TEACHER SCRIPT

"Your ears can notice a jump before your pencil does. Listen for the place where the proof stops connecting to the claim."

74. Pause Points

Pause Point 1, after reading: Can the student identify a cause, effect, method, or relationship supported by the passage?

Pause Point 2, after the first chain: Can the student distinguish evidence from thinking and explain what the evidence proves?

Pause Point 3, after the second chain: Do the order and transitions make the response sound like one coherent argument rather than a list?

Pause Point 4, before submission: Does every R/E/T chain connect back to the central C, Claim?

75. At-Home Connection

- **Evidence or thinking.** *Suggested language:* "Tell one fact from a passage. What does it prove?" *Student response:* "This supports the claim because..."
- **Transition.** *Suggested language:* "How does your second idea grow from the first?" *Student response:* Uses another reason, in addition, therefore, or together.
- **Cause or effect.** *Suggested language:* "What happened because the roads were safe?" *Student response:* More merchants visited and trade increased.
- **Method or opportunity.** *Suggested language:* "How do resources affect work in Texas?" *Student response:* Resources create opportunities such as mining, oil, farming, and fishing.

Student Ownership

76. My Progress Tracker

CREATURES skill	Beginning	End	Evidence / next step
I keep one defensible C, Claim, at the center.	___	___	
I connect reasons and evidence into a coherent A, Argument.	___	___	
I write T, Thinking, that explains how and why the proof works.	___	___	
I use transitions to show relationships among ideas.	___	___	
I can explain WHY as reason and HOW as method or relationship without replacing C.	___	___	
My next A + T target			

77. Student Award

Give the student a specific recognition: "You made your thinking visible when you explained how your evidence supported your reason." Ask the student to name the evidence, reason, and T sentence that earned the award.

78. Student Target

Students choose one target: smoother transitions, stronger evidence explanation, clearer link back to claim, less listing, or more precise cause and effect language. The student writes, "My next argument will feel more connected if I ____." Keep the target beside the next writing task.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"Writers, you moved from collecting facts to building a case. Your argument became stronger because you connected the proof and showed the reader your thinking. That is the A and T of CREATURES working together."

80. Essential / Overarching Question, Answered

Question: How do Argument and Thinking turn separate reasons and evidence into one coherent case for a claim?

Answer: A, Argument, organizes reasons, evidence, transitions, and ideas so they build one connected case instead of a disconnected list. T, Thinking, explains how and why each piece of evidence supports the reason and strengthens the claim. Together, A and T make the writer's logic visible to the reader.

81. Teacher Reflection

Which students build a coherent line of argument?

Which students explain rather than repeat evidence?

Which students use transitions to show relationships accurately?

Who is ready to add the next CREATURES moves?

82. Teacher Artifacts of Effectiveness

- Day 1 broken-chain labels and the protected-trade model.
- Day 2 relay chains and transition choices.
- Day 3 two-chain independent writing.
- Day 4 highlighted T sentence and target.
- Day 5 partner teaching notes and transfer response.
- Exit Ticket and Module Writing Assignment with rubric evidence.
- My Progress Tracker showing growth in A and T.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Content	Use
M2-01	Meet Our Week	Cluster 4, ECR Opinion/Argumentative, Module 2, Medium stamina, overarching question, I can, and I will statements.	Cover and learning destination
M2-02	Read for Relationships	Trace choices, conditions, and outcomes. Mark because, therefore, through, as a result, and this shows.	Before reading
M2-03	A and T	A is the connected line of reasoning. T explains how and why evidence proves the reason and supports the claim.	Teacher preparation
M2-04	Hear the Broken Chain	Show R, E, T, or TRANSITION for the weak part.	Day 1
M2-05	The Argument Chain	Protected trade C/R/E/T model.	Day 1
M2-06	Argument Chain Relay	Build, transition, read aloud, and revise.	Day 2
M2-07	Discuss A + T	Questions about coherence, thinking, transitions, WHY, and HOW.	Day 3
M2-08	Build Two Chains	Texas regions prompt and directions.	Day 3
M2-09	Coherence + Transition Check	Underline transitions, circle claim, box evidence, mark T, and revise.	Assessment
M2-10	Award Your Thinking	Highlight the T sentence that makes reasoning visible.	Day 4
M2-11	Target A + T	Choose one next step.	Day 4
M2-12	Teach the Argument Chain	Teach C to R to E to T and explain A.	Day 5
M2-13	Evidence or Thinking?	Sort E and T and pair each proof with its explanation.	Intervention
M2-14	Rebuild the Argument	Reorder facts, add transitions, and deepen T.	Enrichment
M2-15	Connect the Whole Case	A connects the case; T explains why the proof matters.	Closing

84. Virtual / Online Adaptation

In-person routine	Virtual adjustment	Check for learning
Argument Chain Relay	Use a shared slide with draggable C, R, E, T, and transition cards.	Students screen-share the order and explain A.
Auditory sorting	Ask students to type E or T in chat.	Call on a student to pair the proof with the thinking.
Partner rehearsal	Use breakout rooms to read chains aloud.	Listener names the missing link.
Intervention	Use a two-column poll labeled Evidence and Thinking.	Reveal answers and ask for the relationship.

Independent writing	Keep the central claim visible in the shared workspace.	Students submit two chains with arrows from T.
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Teacher Reflection

85. Teacher Reflection (This Module)

Reflection prompt	
Which students selected relevant evidence?	
Which students wrote T, Thinking, that explained rather than repeated?	
Which students connected two R/E/T chains with a transition?	
Which students need another modeled chain?	
Which students are ready for U, Rebuttal, Ending, and Significance?	
Open notes	

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Understanding Others and Rebuttal

Grade 4 | Cluster 4 | Module 3

Grade: 4

Cluster: 4, Extended Constructed Response (ECR) Opinion/Argumentative with the CREATURES structure

Module: 3 of the cluster

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

Module Title: Understanding Others and Rebuttal

Content Connection / Passage Titles: "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" (Week 3, High Stamina, ECR Opinion/Argumentative)

Primary TEKS: [4.11\(B\)\(ii\)](#), [4.12\(C\)\(i\)](#), and [4.12\(C\)\(ii\)](#)

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

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

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module builds a mature argumentative habit. Students learn to represent another reasonable viewpoint accurately before answering it with reasoning and evidence.

TEACHER SCRIPT

"An argument becomes more credible when a writer can represent another viewpoint fairly and respond to it with evidence instead of dismissing it."

Connection to this week's type of thinking: students practice U, Understanding Others, and R, Rebuttal, within CREATURES. The U sentence states the other viewpoint accurately, respectfully, and specifically. The R sentence responds to that exact point and returns to the claim.

2. Why This Module Matters

Students learn U, Understanding Others, by representing another reasonable viewpoint accurately, respectfully, and specifically. They learn R, Rebuttal, by responding to that exact viewpoint with reasoning and evidence that defends or refines the claim. The practice is gentle and age-appropriate for Grade 4, but it asks for real argumentative thinking.

Where it fits into writing: U and R make the argument more credible because the writer answers a real idea, not a weaker version of it. Students continue to use C, R, E, A, and T while adding U and the second R to the CREATURES roadmap.

Why it matters beyond this assignment: students can listen for another view, represent it fairly, and respond respectfully in classroom discussion, content-area writing, and the state assessment.

3. Module Essential / Overarching Question

How can accurately understanding another viewpoint help us write a stronger and more respectful rebuttal?

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

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. The invitation is to listen as a student explains a viewpoint and a rebuttal.

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

5. Family Letter (English)

Dear Families,

This week your student is learning two CREATURES writing moves: U, Understanding Others, and R, Rebuttal. Fourth-grade writers practice stating another reasonable viewpoint accurately and respectfully before answering that exact point with reasoning and evidence. The goal is fairness and thoughtful response, not attacking a person or writing an advanced counterargument essay.

We will read "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure." At home, ask your student why listening carefully can make an argument more credible. Your student can practice the frame "Some readers may argue..." and respond with "That point is reasonable; however..." Ask how the response returns to the claim.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá dos movimientos de escritura de CREATURES: U, Comprender a los Demás, y R, Refutación. Los escritores de cuarto grado practican presentar otro punto de vista razonable con exactitud y respeto antes de responder a ese punto preciso con razonamiento y evidencia. La meta es la imparcialidad y una respuesta reflexiva, no atacar a una persona ni escribir un ensayo avanzado de contraargumentación.

Leeremos "The Wealth of Mansa Musa" y "Four Regions, One Big Adventure". En casa, pregúntele a su estudiante por qué escuchar con atención puede hacer que un argumento sea más creíble. Puede practicar la frase "Algunos lectores podrían argumentar..." y responder "Ese punto es razonable; sin embargo..." Pregúntele cómo la respuesta vuelve a la afirmación.

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

7. Family Conversation Starters

- What makes a statement of another viewpoint fair and accurate?
- How is rebutting an idea different from attacking a person?
- Why can acknowledging a reasonable point strengthen a writer's credibility?

- When might another viewpoint help you refine a claim?
- Which evidence from "The Wealth of Mansa Musa" or "Four Regions, One Big Adventure" could support more than one reasonable position?

8. Simple Family Activities

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

Family Activity: Hear, Then Respond

Read this viewpoint: "Some readers may argue that supporting learning had the greater impact because Timbuktu became a respected center of study." Then respond: "That point is reasonable; however, protected trade affected the kingdom more broadly by bringing more merchants, goods, and wealth into Mali." Ask your student to explain how the response answers the actual point respectfully.

Family Activity: Compare Viewpoints

Ask your student to choose one passage and name two reasonable positions. For "The Wealth of Mansa Musa," the positions can compare the impact of protected trade and supporting learning. For "Four Regions, One Big Adventure," the positions can compare climate and natural resources as influences on work opportunities. Ask which position the evidence supports and whether the claim should remain or become more precise.

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces for U, Understanding Others, and R, Rebuttal.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the need to hear the other side fairly.
Reveal	■ TEACH	Makes a fair U and evidence-based R visible.
Attempt	○ LEARN	Guided Perspective Switchboard practice.
Discuss	○ LEARN	Students explain why fairness strengthens an argument.
Use	✓ ASSESS	Students write an independent U/R pair.
Award	✓ ASSESS	Student recognizes accurate representation and respectful response.
Target	✓ ASSESS	Student selects a next step for viewpoint accuracy or rebuttal evidence.
Explain / Educate	✓ ASSESS	Student teaches why Understanding Others comes before Rebuttal.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 4, Module 3
Module Category	Opinion/Argumentative Writing / Extended Constructed Response (Understanding Others and Rebuttal)
Primary TEKS	4.11(B)(ii) , 4.12(C)(i) , 4.12(C)(ii)
Primary Breakout	Organize a focused, structured, coherent draft with transitions (4.11(B)(ii)); compose argumentative texts using genre characteristics and craft (4.12(C)(i) , 4.12(C)(ii))
Spiral TEKS	4.7(A) , 4.7(B) , 4.7(C) , 4.7(D) , 4.7(E) , 4.7(F) , 4.7(G) (Response strand)
Recursive TEKS	4.11(C)(vi) revision by rearranging ideas; 4.11(D)(xvii) reflexive pronouns; 4.11(D)(xxi) through 4.11(D)(xxix) capitalization categories; DOT and TRACKS; the CREATURES structure

Content Connection	"The Wealth of Mansa Musa" and "Four Regions, One Big Adventure"
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate
Student Product(s)	Perspective Switchboard U/R pairs; independent claim, reason/evidence/thinking chain, fair U viewpoint, and evidence-based R rebuttal; revised U/R pair; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment, an opinion/argumentative ECR

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will acknowledge another viewpoint accurately, respectfully, and specifically, then write a rebuttal that answers the actual point with reasoning and evidence while defending or refining the claim.

I Will Statements

- I will read closely and collect evidence that could support more than one reasonable position.
- I will represent another viewpoint accurately, respectfully, and specifically.
- I will respond to the actual point with reasoning and evidence.
- I will return to my claim after writing a rebuttal.
- I will explain whether another viewpoint helps me refine my claim.

I Can Statements

- I can acknowledge another viewpoint accurately and respond with reasoning and evidence that defends or refines my claim.
- I can use a fair viewpoint frame such as "Some readers may argue..."
- I can write a rebuttal that answers the actual point.
- I can explain when another reasonable view helps me refine a claim.

CLASS SLIDE

Daily Deck,: the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

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

- The other viewpoint would agree that I represented the idea accurately.
- My wording is respectful and specific.
- My rebuttal directly answers the point with reasoning or evidence.
- My original claim remains clear or becomes more precise.
- I connect U and R to the full CREATURES argument.

14. Evidence That Will Demonstrate Mastery

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

- Day 2 guided practice: Perspective Switchboard U/R pairs checked against the four answer-key principles.
- Day 3 independent product: a clear claim, a reason/evidence/thinking chain, one fair U viewpoint, and one evidence-based R rebuttal.
- Day 4 revision: an accurate U sentence, respectful wording, direct rebuttal evidence, and a selected target.
- Day 5 exit ticket: a fair viewpoint sentence and a respectful evidence-based rebuttal, explained to a partner.
- Transfer task: the Module Writing Assignment argues whether protecting trade or supporting learning had the greater long-term impact on Mali.

15. TEKS Correlations

Primary targets are **4.11(B)(ii)**, **4.12(C)(i)**, and **4.12(C)(ii)**. The Student Expectation column preserves the Grade 4 TEKS wording from the lesson plan.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11(B)(ii)	Writing Process, Organizing	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Day 3	Days 3-5	Writing Assignment
4.12(C)(i)	Writing Genre	compose argumentative texts, including opinion essays, using genre characteristics	Day 1	Days 2-5	Day 3 U/R response; Writing Assignment
4.12(C)(ii)	Writing Genre	compose argumentative texts, including opinion essays, using craft	Day 1	Days 3-5	Writing Assignment
4.11(C)(vi)	Revising	revise drafts by rearranging ideas for coherence	Day 4	Days 4-5	Revised U/R pair
4.11(D)(xvii)	Editing	edit drafts using standard English conventions, including pronouns, including reflexive	Day 3	Day 4	Writing Assignment
4.11(D)(xxi) through 4.11(D)(xxix)	Editing	edit drafts using standard English conventions, including capitalization of historical periods, historical events, historical documents, titles of books, titles of stories, titles of essays, languages, races, and nationalities	Day 3	Days 4-5	Writing Assignment

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs in this module.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11(B)(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions	Day 3 U/R response; Writing Assignment
PRIMARY	4.12(C)(i)	compose argumentative texts, including opinion essays, using genre characteristics	Days 1-5; Writing Assignment
PRIMARY	4.12(C)(ii)	compose argumentative texts, including opinion essays, using craft	Days 3-5; Writing Assignment
RECURSIVE	4.11(C)(vi)	revise drafts by rearranging ideas for coherence	Day 4; Additional Writing Opportunity
RECURSIVE	4.11(D)(xvii)	edit drafts using conventions, including reflexive pronouns	Day 3 standards check; Day 4 revision
RECURSIVE	4.11(D)(xxi) through 4.11(D)(xxix)	edit capitalization of the historical and title categories named in the scope and sequence	Day 3 standards check; Writing Assignment
SPIRAL	4.7(A) through 4.7(G)	connect to, compare, support, annotate, summarize, use vocabulary, and discuss sources	Both passages, TRACKS, and all five days
RECURSIVE	Conventions	reflexive pronouns and capitalization categories named in the lesson plan	Day 3 standards check; Day 4 editing
RECURSIVE	DOT / TRACKS / CREATURES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for a fair viewpoint, speak as Viewpoint Voice and Rebuttal Builder, read for evidence that can support more than one reasonable position, and write a claim, U sentence, and R sentence.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)(i)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Days 1, 3, and 5
2(E)(i)	Speaking	Discourse	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 1, 3, and 5
3(G)(ii)	Reading	Paraphrase	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	Content Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Days 3-5
4(D)(i)-(iii)	Writing	Language Structures	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 3-5
4(E)(i)-(ii)	Writing	Conventions and Grammar	write content-area-specific text using conventions and grammatical structures	Days 3-5
4(F)(i)-(viii)	Writing	Purpose and Audience	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, register, and conventions for a specific purpose and audience	Days 1-5
4(F)(ix)-(xvi)	Writing	Supporting Evidence	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content, style, register, and conventions for a specific purpose and audience	Days 2-5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(D)(i)-(iii)	Writing	Use sentence lengths, sentence types, and transition words while revising a U/R response.	Intervention, after Day 3
4(F)(ix)-(xvi)	Writing	Use supporting evidence and appropriate content, style, register, and conventions for a specific audience.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
4(D)(i)-(iii)	Writing	Explain a fair viewpoint and rebuttal using varied sentences and transitions.	Enrichment, after Day 4
	Writing		Enrichment, after Day 4

4(F)(ix)-(xvi)		Justify whether the original claim should remain or be refined with supporting evidence.	
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18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students represent another viewpoint and write a rebuttal that answers the actual point.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a viewpoint card and choose FAIR or UNFAIR with a picture-supported chart. Use gestures for listen, agree, and answer.
Beginning	Complete orally: "Some readers may argue that _____."
Intermediate	Use the frame, "That point is reasonable; however, _____." Add one passage detail.
High Intermediate	Explain in complete sentences how the rebuttal answers the actual point instead of attacking a person.
Advanced	Independently write a fair U sentence, an evidence-based R sentence, and a sentence explaining whether the claim stays or is refined.

Language Supports

- Provide fair viewpoint frames: "Some readers may argue that..." and "Another reasonable view is..."
- Offer oral rehearsal before writing; partners may point, sort FAIR or UNFAIR, say, and then write.
- Keep the grade-level idea intact. Read the viewpoint aloud, define one needed word, and return the fairness decision to the student.
- Use rebuttal frames: "However, the stronger evidence shows..." and "That point matters, but..."
- Invite students to explain viewpoint, evidence, rebuttal, or claim in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still chooses the fairest representation, responds to the exact point, uses reasoning or evidence, and connects R back to the claim.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for whether a speaker represents another viewpoint fairly and whether the response uses reasoning or evidence.
Speaking	Students take turns as Viewpoint Voice and Rebuttal Builder, then explain why a response is fair.
Reading	Students collect passage evidence that could support more than one reasonable position.
Writing	Students write a claim, a reason/evidence/thinking chain, a fair U viewpoint, and an evidence-based R rebuttal.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a viewpoint card aloud, display fair viewpoint and rebuttal frames, allow oral rehearsal, and model one U/R pair.	Choose the fairest representation, write the rebuttal, or decide whether the claim should be refined for the student.

The student must still choose the fairest viewpoint, respond to the actual point, and use reasoning or evidence.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify fair and unfair representations of another viewpoint.	Supported on Day 1.	An accurate FAIR/UNFAIR sort.
Inferential	Explain why a rebuttal answers the point rather than merely repeating the claim.	Guided on Days 1-2; independent by Day 3.	A connected U/R pair with evidence.
Evaluative	Decide whether another viewpoint reveals a weakness in the claim.	Partner discussion on Days 3 and 5.	A defended choice to keep or refine the claim.
Synthesis	Write a fair U and a strong R, then explain whether the other viewpoint gives a reason to narrow the claim.	Independent challenge after mastery.	A precise, evidence-based U/R pair connected to the claim.

22. The Five Thinking Levels

Use this progression to name the level of U and R thinking a student response requires. 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 names another view vaguely or dismissively.
Level 2	■ square	Orange	Emergent	Student states a fair view but gives a general response.
Level 3	▽ inverted triangle	Yellow	Visible	Student represents another viewpoint accurately and responds to the actual point.
Level 4	△ triangle	Green	Independent	Student uses respectful wording plus reasoning or evidence to defend the claim.
Level 5	◆ diamond	Blue	Reflective	Student acknowledges a valid point and refines the claim when needed.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What did the other view say?	I can name the idea.	Identify
Emergent (Orange)	Why might someone hold it?	I can state a reason.	Reason
Visible (Yellow)	Did I represent it fairly?	I can use the passage to make the U accurate.	Accuracy
Independent (Green)	How does my R answer it?	I can connect evidence to my rebuttal and claim.	Response
Reflective (Blue)	Should my claim change?	I can keep or refine my claim after considering another view.	Claim Refinement

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use passage evidence to represent another viewpoint and write a direct rebuttal, then decide whether the claim should remain or be refined.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Rebuttal means proving another person wrong.	The teacher may present R as a contest rather than an evidence-based response.	Reframe R as a respectful answer that may defend or refine the claim.
A general U sentence is accurate enough.	The teacher may accept a vague label such as "Some people disagree."	Require the specific reason behind the viewpoint and ask whether the other side would agree.
Any evidence can serve as a rebuttal.	The teacher may accept evidence that does not answer the actual point.	Underline the exact point first, then choose evidence and reasoning that respond to it.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A rebuttal is an insult.	The student writes "They are wrong" or attacks the speaker.	Respect the idea, not attack the person. Use "That point is reasonable; however..." and answer the point.
A fair viewpoint must surrender the writer's claim.	The student refuses to acknowledge another view or changes positions without reasoning.	Explain that a strong writer can agree that a point matters and still defend or refine the claim.
The student repeats the claim instead of answering the viewpoint.	The R sentence says the original position again but gives no reason or evidence.	Ask the student to name the exact point and add passage evidence about trade, learning, climate, natural resources, or opportunity.

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standards and breakouts being taught: **4.11(B)(ii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions; **4.12(C)(i)** compose argumentative texts, including opinion essays, using genre characteristics; and **4.12(C)(ii)** compose argumentative texts, including opinion essays, using craft. Students organize a claim, reasons, evidence, argument path, thinking, U, R, ending, and significance within CREATURES.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I can organize my argument so the claim, reasons, evidence, U, R, ending, and significance connect clearly.
4.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
4.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
4.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can write an opinion argument with a claim, reasons, evidence, another viewpoint, and a rebuttal.

27. This Week I Can...

This week I can acknowledge another viewpoint accurately, respectfully, and specifically, then write a rebuttal that answers the actual point with reasoning and evidence.

28. Before I Can... Prerequisites

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

- Read two informational passages and locate evidence that could support more than one reasonable position.
- Recognize a claim as the main position a writer defends.
- Write a complete sentence with respectful wording and a clear connection to the claim.
- Use the DOT habit to mark evidence connected to impact, importance, work, or opportunity.
- Know that evidence is proof taken from a text. **4.7(C)**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, give one fair viewpoint frame and one respectful rebuttal frame. Then tell your partner how you know the response answers the actual point."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
viewpoint	the way a person sees or understands an issue	One viewpoint is _____.
understanding	accurately recognizing what another viewpoint is saying	I show understanding when _____.
rebuttal	a reasoned response to another viewpoint	My rebuttal answers _____.
evidence	proof from a text that supports an idea	My evidence supports _____.

31. Conventions Connection

Recursive conventions review for the week: students edit reflexive pronouns and the capitalization categories named in the Grade 4 scope and sequence, including historical periods, historical events, historical documents, titles of books, titles of stories, titles of essays, languages, races, and nationalities. When students draft and revise a U/R response, they also check complete sentences, punctuation, subject-verb agreement, and transitions.

32. Writing Connection

Understanding another viewpoint accurately is what makes a rebuttal credible. When students name the actual point before they write, the R sentence answers the U sentence and the evidence returns to the claim. This is the habit that turns disagreement into a connected ECR.

33. Watch Out!

Common misconception: students weaken the other viewpoint or write a rebuttal that attacks a person. **Teacher move:** ask whether the other side would agree, name the actual reason, and require a respectful response with evidence.

34. Ready Check

Read two viewpoint sentences aloud: "Some people think learning is dumb" and "Some readers may argue that supporting learning had the greater long-term impact because Timbuktu became a respected center of study." Ask students to sort FAIR or UNFAIR and explain the decision. Use responses to decide who needs a frame and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students represent another viewpoint accurately, respectfully, and specifically.
- Students underline the actual point the rebuttal must answer.
- Students use reasoning or evidence that returns to the claim.
- Students explain whether another viewpoint helps them defend or refine the claim.

Vocabulary, Content & Preparation

TEACHER SCRIPT

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

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can hear another viewpoint, describe it fairly, and answer it respectfully."

Word	Student-Friendly Definition	Oral Rehearsal Frame
listen	to pay attention to what another person says	I listen for _____.
hear	to receive and understand spoken words	I heard the viewpoint say _____.
fair	treating an idea honestly and without twisting it	This sentence is fair because _____.
side	one position in a disagreement	Another side may say _____.
point	one idea used to explain a position	The point I must answer is _____.
answer	to respond directly	I answer the point by _____.
agree	to share or accept an idea	I can agree that _____ while still claiming _____.
choose	to select after thinking	I choose this rebuttal because _____.
change	to make something different	I may change my claim by _____.
strong	able to support a position well	This response is strong because _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words you will use in every subject. They help you recognize another viewpoint, choose accurate language, and build a rebuttal."

Word	Student-Friendly Definition	Oral Rehearsal Frame
viewpoint	the way a person sees or understands an issue	One viewpoint is _____.
counterpoint	a different idea or position that challenges part of an argument	A counterpoint to my claim is _____.
understanding	accurately recognizing what another viewpoint is saying	I show understanding when _____.
rebuttal	a reasoned response to another viewpoint	My rebuttal answers _____.
acknowledge	to recognize an idea fairly before responding	I acknowledge the point by _____.
accurate	correct and faithful to the text or viewpoint	My sentence is accurate because _____.
respectful	responding to ideas without insulting or misrepresenting people	I sound respectful when _____.
refine	to improve or make a claim more precise after considering another idea	I can refine my claim by _____.
perspective	a particular way of viewing an event or issue	From this perspective, _____.
credibility	the quality of being believable or trustworthy	Fairness builds credibility because _____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to argumentative writing. Knowing them helps you talk about viewpoints, evidence, and rebuttals like an expert."

Word	Say It This Way	Student-Friendly Definition
Understanding Others	un-der-STAN-ding UTH-erz	the CREATURES move that states another viewpoint accurately, respectfully, and specifically
evidence-based response	EV-uh-duhns bayst ri-SPONS	a response supported by text evidence or specific reasoning
fair viewpoint frame	FAIR VYOO-poynt FRAYM	an opening such as "Some readers may argue..." that introduces another view respectfully
rebuttal frame	ri-BUT-uhl FRAYM	wording that respectfully begins the answer to another view
central claim	SEN-truhl KLAYM	the main position the writer defends
straw-man response	STRAW man ri-SPONS	an unfair response to a weakened or twisted version of another view
intellectual fairness	in-tuh-LEK-choo-uhl FAIR-nis	representing an idea accurately before answering it
reasoning	REE-zuh-ning	thinking that explains how evidence supports a position
claim refinement	KLAYM ri-FYNE-muhnt	making a claim more precise after considering another viewpoint
CREATURES roadmap	KREE-churz ROHD-map	the nine-part memory architecture for a complete argumentative response

Use the three tier tables for repeated oral rehearsal and written application.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This High Stamina module introduces U, Understanding Others, and the second R, Rebuttal. Students read "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" for evidence that could support more than one reasonable position. The goal is intellectual fairness, not a lengthy advanced counterargument paragraph.

Important conceptual background. A strong U sentence states the other viewpoint accurately, respectfully, and specifically. A strong R sentence responds to that exact viewpoint with reasoning and evidence, then returns to the claim. Students should avoid a straw-man response such as "Some people think something silly." Use fair frames such as "Some readers may argue..." followed by an accurate reason, then "However..." and evidence-based reasoning.

Content context and connection to writing instruction. In the Mansa Musa passage, students can compare protected trade with support for learning, or consider the impact of Mansa Musa's pilgrimage. In the Texas regions passage, students can compare climate, natural resources, and location as influences on work opportunities. A reasonable viewpoint may contain a valid point. The writer can acknowledge that point while defending or refining the claim.

The ECR Habit

Before writing, students use DOT: Discover evidence connected to impact, importance, work, or opportunity; Organize evidence beneath the reasonable position it could support; Think about whether each position is represented fairly and which evidence best answers it. CREATURES then organizes the argument: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance. **4.7(G)**

40. Materials Needed

Category	Items
Core print materials	Copies of both High Stamina passages; interactive notebooks; CREATURES reference cards; chart paper or board space
Activity materials	Viewpoint cards; FAIR / UNFAIR representation cards; rebuttal sentence stems; Perspective Switchboard recording sheets
Writing materials	Pencils; highlighters; sentence strips; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Optional materials	Scissors and glue; gameboard and Pencil Guy markers
Accessibility supports	Fair viewpoint and rebuttal frames; oral rehearsal; picture-supported viewpoint cards; partner roles

41. Preparation Before Day 1

- ☐ Copy "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure" at High Stamina.
- ☐ Prepare a CREATURES reference card showing C Claim, R Reasons, E Evidence, A Argument, T Thinking, U Understanding Others, R Rebuttal, E Ending, and S Significance.
- ☐ Prepare fair viewpoint frames: "Some readers may argue that...", "Another reasonable view is...", and "A reader could point out that..."
- ☐ Prepare rebuttal frames: "However, the stronger evidence shows...", "That point matters, but...", and "Even though..., the passage more strongly supports..."
- ☐ Prepare Viewpoint Voice and Rebuttal Builder role cards, FAIR / UNFAIR cards, and Perspective Switchboard recording sheets.
- ☐ Mark the DOT and TRACKS categories before Day 1 so students can return to exact passage evidence.
- ☐ Prepare the teacher models comparing protected trade with supporting learning and comparing natural resources with climate.
- ☐ Prepare the High, Medium, and Low U/R exemplars, the Exit Ticket, and the Grade 4 C4 M3 progress tracker.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Hear a fair U and evidence-based R; model the Mansa Musa and Texas Regions pairs.
Day 2	15	Attempt	Use Perspective Switchboard roles, choose the fairest viewpoint, and build a rebuttal with one piece of evidence.
Day 3	15	Discuss + Use	Discuss why fairness strengthens credibility; independently write a claim, U viewpoint, and direct R rebuttal.
Day 4	15	Award + Target	Recognize accurate representation and respectful response; revise vague U/R language and select a target.
Day 5	15	Explain + Educate	Teach a partner why Understanding Others comes before Rebuttal, then complete the Exit Ticket and transfer response.

43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Hear the other side!"
- Read one viewpoint card from the module.
- Students turn one hand toward the speaker and say the fair viewpoint frame.
- Students turn the other hand toward the evidence and say one respectful rebuttal frame, then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to historical leadership, trade, education, Texas regions, and the way land and resources shape work opportunities.

Element	This Module
Suitability	A natural fit. Students weigh more than one reasonable interpretation of impact, importance, work, and opportunity.
Focus	Historical leadership, trade, education, regions, natural resources, and respectful civic discussion.
Historical / Content Connection	Mali grew through trade, learning, leadership, and cooperation. Texas regions differ in landforms, climate, plants, and jobs.
Perspective Connection	A fair argument can acknowledge a valuable point while defending or refining a claim.
Literacy-to-Citizenship Connection	Listening accurately before responding supports respectful participation in a community.
Citizenship Question	"How can listening to another reasonable view help a community make stronger decisions?"
Teacher Script	<i>"You can respect an idea, answer it with evidence, and still defend a position. That is how thoughtful people discuss important questions."</i>
Accuracy / Source Note	The passage facts about Mali, Mansa Musa, Timbuktu, and the four Texas regions are the content students use for every example.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CREATURES Roadmap

Letter	Move	Student Memory Cue
C	Claim	Take a side you can defend.
R	Reasons	Tell why your side makes sense.
E	Evidence	Prove it from the text.
A	Argument	Build one clear, connected line of argument.
T	Thinking	Explain how and why the evidence supports the reason and claim.
U	Understanding Others	State the other viewpoint accurately, respectfully, and specifically.
R	Rebuttal	Respond with reasoning and evidence that defends or refines the claim.
E	Ending	Bring the argument to a purposeful close.
S	Significance	Explain why the issue matters beyond the paper.

U and R Frames

Move	Frame	Purpose
U	Some readers may argue that...	Introduce another reasonable viewpoint accurately.
U	Another reasonable view is...	Name a specific counterpoint without twisting it.
R	That point is reasonable; however...	Acknowledge the point and answer it.
R	That point matters, but...	Respond with reasoning or evidence.

DOT Reading HABIT

Letter	Move	Student Action
D	Discover	Mark evidence connected to impact, importance, work, or opportunity.
O	Organize	Group evidence beneath the reasonable position it could support.
T	Think	Decide whether each position is represented fairly and which evidence best answers it.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Use DOT while you read. Discover evidence connected to impact, importance, work, or opportunity. Organize it under the reasonable position it could support. Think about whether each position is represented fairly and which evidence best answers it."

CLASS SLIDE

DOT = Discover, Organize, Think.

Encouragement: "When you notice evidence that could support more than one position, you have a place to begin thinking fairly."

CREATE THE ANCHOR CHART

Build an anchor chart titled "U + R: Hear the Other Side, Then Respond." Add the fair viewpoint frames, rebuttal frames, and a reminder: respect the idea, not attack the person. Add the CREATURES roadmap and DOT reading HABIT.

47. Student Source Passage(s)

Passage use: use the two source texts below at high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Wealth of Mansa Musa" (Stamina: High)

- [1] A long time ago in West Africa, there was a strong and successful kingdom called Mali. One of its most well-known rulers was Mansa Musa. He became king in the early 1300s and is often remembered as one of the richest people in history. Mali became wealthy because it controlled important trade routes. Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.
- [2] Trade was one of the most important parts of life in Mali. Long before airplanes, trains, or trucks, merchants traveled by camel across the Sahara Desert to exchange goods with people living far away. These trips could last for weeks or even months. The desert was hot during the day and cold at night, so the journey was not easy. Camels were helpful because they could carry heavy loads and travel long distances with very little water. Merchants packed supplies, food, and valuable goods before beginning their long trips.
- [3] Gold was one of Mali's greatest natural resources. People wanted gold because it could be made into coins, jewelry, and decorations. Salt was just as important because it helped preserve food and keep people healthy. Some places had plenty of gold but little salt, while other places had salt but not much gold. This made trading useful for everyone. Merchants also traded cloth, tools, leather, spices, pottery, and other goods that people needed in their daily lives. As more trade took place, Mali's wealth continued to grow.
- [4] Mansa Musa understood how important trade was to his kingdom. He made smart choices that helped merchants feel safe while traveling. Soldiers guarded many of the trade routes, and laws helped protect people and their goods. Because traders knew they could travel safely, more merchants visited Mali. Every new trade journey brought more people, more products, and more opportunities for the kingdom to grow stronger.
- [5] As trade increased, cities throughout Mali became larger and busier. One of the most famous cities was Timbuktu. Merchants filled the marketplaces with colorful goods from many different places. People could find gold, salt, cloth, books, pottery, and other valuable items. Travelers speaking different languages met to buy, sell, and share ideas. The city became an important meeting place for people from across Africa.
- [6] Timbuktu was known for much more than trade. It also became one of the greatest centers of learning during its time. Students traveled long distances to study with respected teachers. They learned subjects such as math, science, history, geography, and religion. Since printing presses had not yet been invented in the area, books were carefully copied by hand. These books were treated with great care because they contained valuable knowledge. Many families believed that education could help improve a person's future.
- [7] Teachers in Timbuktu encouraged students to ask questions, solve problems, and continue learning throughout their lives. Libraries held many handwritten books, and scholars spent years studying them. Visitors were often surprised to see how much learning took place in the city. The success of Timbuktu showed that education could become just as valuable as trade.
- [8] One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage. This journey covered thousands of miles and lasted many months. Mansa Musa traveled with a large group of people that included family members, soldiers, workers, servants, and merchants. Hundreds of camels carried supplies for the long trip across deserts and through cities. The journey required careful planning because everyone needed enough food and water to safely reach each stop.
- [9] During his pilgrimage, Mansa Musa gave away large amounts of gold to people in need. He wanted to help others and share the wealth of his kingdom. His generosity became famous wherever he traveled. Many people had never seen so much gold before. Stories about the wealthy king spread quickly from city to city as travelers shared what they had witnessed.
- [10] After hearing these stories, people became curious about Mali. Merchants wanted to trade with the kingdom, while travelers hoped to visit its famous cities. Mapmakers even began including Mali on their maps

because so many people had heard about its wealth. Although stories sometimes became exaggerated as they were passed along, they helped make Mali one of the best-known kingdoms of its time.

[11] Mansa Musa believed that wealth should also be used to improve his kingdom. He supported the building of mosques, schools, and other important buildings. Skilled workers and builders helped create places where people could gather, worship, and learn. These improvements made cities more beautiful and gave people more opportunities to study and work together.

[12] The kingdom continued to grow because many people worked together. Farmers raised crops that fed families and travelers. Craftspeople made tools, clothing, pottery, and jewelry. Merchants carried goods across trade routes, while teachers helped students gain new knowledge. Soldiers protected the kingdom, allowing trade and learning to continue. Every group played an important role in Mali's success.

[13] Life in Mali was busy because people depended on one another. Farmers relied on merchants to sell extra crops. Merchants depended on safe roads. Students depended on teachers, and families depended on workers who built homes, schools, and marketplaces. Each person's job helped the kingdom become stronger.

[14] Even after Mansa Musa's pilgrimage ended, people continued talking about him. His journey showed the world that Mali was rich, organized, and powerful. Travelers wrote about the kingdom, and these stories spread across Africa, Europe, and the Middle East. Although many years have passed, historians still study Mansa Musa because of the important role he played in African history.

[15] Today, people remember Mansa Musa not only because of his great wealth but also because of his leadership. He understood that protecting trade, encouraging education, and helping others could strengthen an entire kingdom. His choices allowed cities like Timbuktu to grow into places known for both business and learning. His story reminds us that wise leaders think about the future and make decisions that help many people.

[16] Because of the choices he made, Mali became known as a powerful and important kingdom. People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow. His life shows that wealth can be used to improve communities, support learning, and create opportunities for future generations. His lasting impact continues to teach students around the world about the importance of leadership, trade, and education.

Passage 2: "Four Regions, One Big Adventure" (Stamina: High)

[1] "Road trip!" Xavier shouted as his family packed the car. They were driving across Texas to learn about its different regions. Instead of only reading about them in books, Xavier would get to see each region with his own eyes. He packed a notebook so he could write down interesting facts and compare what made each place special. His parents told him that every region had its own landforms, climate, plants, and jobs.

[2] Before they left, Xavier looked at a map of Texas. He noticed that the state was much larger than he had remembered. "Are we really going to see all four regions?" he asked.

[3] "We are," his dad replied. "It will take some time, but by the end of the trip you'll understand why each region is unique."

[4] Xavier smiled as they loaded the last bags into the car. He wondered which region would become his favorite.

[5] Their first stop was the Mountains and Basins in far West Texas. Xavier noticed tall, rocky mountains and dry land. "It's really hot here," he said. There were only a few plants, like cacti. His mom explained that people in this region often work in mining and oil because of the natural resources found underground.

[6] As they drove through the area, Xavier saw steep cliffs, rocky hills, and wide stretches of open land. The sky seemed larger than anywhere he had ever been. Every now and then, he spotted a cactus growing beside the road.

[7] "There aren't many trees," Xavier noticed.

[8] "That's because this region is very dry," his mom explained. "Plants must be able to survive with very little rainfall."

[9] The family stopped at a lookout where they could see miles across the desert landscape. The mountains rose high above the valleys below. Xavier thought the scenery looked different from anywhere else in Texas.

[10] “It almost feels like another state,” he said.

[11] His dad smiled. “That’s one reason learning about regions is important. Even though this is all Texas, the land can look very different.”

[12] As they continued driving, they passed signs for oil wells and mining areas. Xavier remembered what his mom had said about natural resources. He wrote in his notebook that the Mountains and Basins region is known for its mountains, desert climate, cacti, mining, and oil production.

[13] The next day, the family traveled into the Great Plains. The land looked wide and flat with rolling hills. The weather was still dry, but not as hot. Xavier saw ranches and fields.

[14] “This must be where people raise cattle,” he said.

[15] His dad nodded and added that farming is also common here.

[16] Soon they passed large groups of cattle grazing across grassy fields. Long fences stretched across the land, and barns stood near the ranch houses.

[17] “I’ve never seen so many cows,” Xavier laughed.

[18] His sister pointed toward a field filled with crops. “Look! Farmers grow food here too.”

[19] Their parents explained that the open grasslands make the region a good place for ranching. Farmers also grow crops because much of the land is useful for agriculture.

[20] The family stopped at a small roadside picnic area for lunch. As they ate, Xavier noticed the steady wind moving across the tall grass.

[21] “The land goes on forever,” he said.

[22] “It does seem that way,” his dad answered. “Wide-open spaces are one of the things people remember most about the Great Plains.”

[23] Before leaving, Xavier added more notes to his notebook. He wrote that the Great Plains have rolling hills, wide grasslands, ranches, farms, cattle, and a dry climate.

[24] Later, they reached the North Central Plains.

[25] “Everything looks greener and more colorful!” Xavier said.

[26] There were more trees and grass, and the land had gentle hills. The climate was milder, and people raised livestock and grew crops.

[27] The family stopped at a small park to stretch their legs. Birds chirped from nearby trees while a cool breeze moved through the grass. Wildflowers grew along the walking trail, and butterflies floated from flower to flower.

[28] “This feels different already,” Xavier said.

[29] His mom agreed. “This region usually receives more rainfall than the ones we’ve already visited.”

[30] As they walked through the park, Xavier noticed ponds, trees, and green fields. He realized why so many farms were located nearby.

[31] “We’ve seen cattle in more than one region,” he said.

[32] “That’s true,” his dad replied. “Some jobs can be found in more than one region, but the land and climate are still different.”

[33] They visited a small farm where workers cared for animals and planted crops. Xavier enjoyed asking questions about what farmers grew each year. He learned that different crops grow well because of the region’s soil and climate.

[34] Before getting back into the car, Xavier wrote that the North Central Plains have gentle hills, trees, grasslands, livestock, crops, and a milder climate.

[35] Finally, they arrived at the Coastal Plains near the Gulf of Mexico. It was humid, and Xavier could feel the warm, moist air. There were rivers, forests, and even beaches.

[36] “This region has a lot of different jobs,” his mom said, “like farming, fishing, and working in big cities.”

[37] As they explored, they saw fishing boats tied along the shore. People worked at marinas, while others loaded seafood onto trucks. They also drove through large cities filled with busy streets, tall buildings, stores,

and neighborhoods.

[38] “This place has a little bit of everything,” Xavier said.

[39] His dad nodded. “Many people live in the Coastal Plains because there are so many different opportunities to work.”

[40] The family spent time walking along the beach. Xavier watched waves roll onto the shore while seabirds flew overhead. He noticed that the air felt much wetter than it had in the other regions.

[41] “The humidity makes it feel warmer,” his mom explained.

[42] Nearby, they crossed a bridge over a river flowing toward the Gulf. Thick forests surrounded parts of the highway, giving the region a very different look from the rocky mountains and open grasslands they had already visited.

[43] Xavier carefully added one more page to his notebook. He wrote that the Coastal Plains have rivers, forests, beaches, humid weather, farming, fishing, large cities, and many kinds of jobs.

[44] On the drive home, Xavier read through all of his notes. He compared the four regions one last time. The Mountains and Basins had tall mountains, deserts, and valuable natural resources. The Great Plains had wide grasslands, ranches, farms, and rolling hills. The North Central Plains had greener land, gentle hills, livestock, and crops. The Coastal Plains had forests, rivers, beaches, humid weather, and many different industries.

[45] His notebook was filled with facts, but the trip had taught him even more than he had written down. Seeing each region helped him understand why Texans live and work differently across the state. The climate, landforms, and natural resources all help shape the way people use the land.

[46] As they crossed back into their hometown, Xavier smiled.

[47] “I thought every part of Texas would look about the same,” he admitted.

[48] His dad laughed. “Now you know better.”

[49] “I do,” Xavier replied. “Each region has its own story.”

[50] As they headed home, Xavier rethought about what he had seen. Each region looked different, but all were important parts of Texas.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.7(E)**

The Wealth of Mansa Musa

TRACKS	Evidence
T Time	in the early 1300s
R Reactions	Mali's wealth continued to grow
A Actions	made smart choices that helped merchants feel safe while traveling
C Character/ Concept/Creature	Mansa Musa
K Key Knowledge	protecting trade, encouraging education, and helping others
S Scenery/Setting	across the Sahara Desert

Four Regions, One Big Adventure

TRACKS	Evidence
T Time	The next day
R Reactions	Each region has its own story.
A Actions	driving across Texas to learn about its different regions
C Character/ Concept/Creature	Zavier
K Key Knowledge	climate, landforms, and natural resources
S Scenery/Setting	near the Gulf of Mexico

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; DOT helps students Discover, Organize, and Think. **4.7(E)**

Use the same six categories, the same wording, and the same TRACKS marking in both passages.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

Collect evidence that supports more than one reasonable position. Before rebutting a viewpoint, return to the passage and check that the U sentence represents its evidence accurately.

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER + REVEAL | 15 MINUTES

Day Purpose: hear another viewpoint fairly, reveal the U and R moves, and model a respectful evidence-based response.

Standard	Focus
TEKS	4.12(C)(i) compose argumentative texts using genre characteristics; 4.12(C)(ii) compose argumentative texts using craft
ELPS	4(F)(i)-(viii) respond with supporting details for a purpose and audience; 4(F)(ix)-(xvi) respond with supporting evidence

GATHER ■ TEACH

CLASS SLIDE

Slide M3-04, Two Voices, One Evidence Check. Listen for a fair representation and a response that uses reasoning or evidence.

TEACHER SCRIPT

"Argumentative writing is not about making the other side sound foolish. Today you are practicing a mature habit: understand the other view accurately, then answer it with evidence."

Read the two passages briefly for their central evidence. Students use DOT to mark impact, importance, work, and opportunity. Name the possible positions: supporting learning or protecting trade in Mali; climate, natural resources, or location as influences on work in Texas. **4.7(E)**

REVEAL ■ TEACH

CLASS SLIDE

Slide M3-05, Fair U + Strong R.

TEACHER SCRIPT

"Some readers may argue that supporting learning had the greater impact because Timbuktu became a respected center of study. That point is reasonable; however, protected trade affected the whole kingdom by bringing more merchants, goods, and wealth into Mali."

Teacher Model, Mansa Musa: C, Claim: Protecting trade had the greater impact on Mali. U, Understanding Others: Some readers may argue that supporting learning mattered more because Timbuktu became known as an important center of study and knowledge. R, Rebuttal: That point is strong, but protected trade had a broader immediate effect because safe routes brought more merchants and goods into Mali and supported the kingdom's overall growth. T, Thinking: The response acknowledges the value of learning while explaining why the evidence for protected trade better matches the claim about overall impact.

Teacher Model, Texas Regions: C, Claim: Natural resources have a greater impact than climate on work opportunities across Texas. U, Understanding Others: Another reasonable view is that climate matters most because temperature and rainfall affect vegetation and farming. R, Rebuttal: Climate clearly matters; however, the passage repeatedly connects specific resources to specific work, including

mining, oil, fishing, farming, and city-based jobs. T, Thinking: The rebuttal accepts the climate connection but uses a wider range of job evidence to defend the original claim.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Students identify the fair U frame, point to the evidence in the passage, and explain how the R sentence answers the actual point.

Misconception / teacher move: if a student says rebuttal means proving a person wrong, return to the model. The response respects the idea and answers it.

Access without lowering rigor: read the source sentence aloud and display the frames; students still choose the viewpoint reason and the evidence that answers it. **Student product:** one marked U/R model and one written explanation of why it is fair.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: practice choosing a fair viewpoint and building a rebuttal with one piece of text evidence.

Standard	Focus
TEKS	4.12(C)(i) argumentative genre characteristics; 4.12(C)(ii) argumentative craft
ELPS	4(D)(i)-(iii) sentence lengths, sentence types, and transitions; 4(F)(ix)-(xvi) supporting evidence

ATTEMPT ○ **LEARN**

CLASS SLIDE

Slide M3-06, Perspective Switchboard. Draw two possible U viewpoint cards, choose the fairest, build an R with evidence, and ask whether the other side would agree.

Students work in pairs. One student is the Viewpoint Voice and one is the Rebuttal Builder. After each round, students switch roles so both practice accurate listening and evidence-based response.

GAME MATERIALS

Prepare viewpoint cards, FAIR / UNFAIR cards, rebuttal stems, and a recording sheet. Students return to exact passage language before selecting an evidence detail.

Perspective Switchboard Routine and Answer Key

Step	Action	Check
1	Draw two possible U viewpoint cards.	Both viewpoints are reasonable.
2	Choose the fairest and most accurate viewpoint.	The other side would agree.
3	State the viewpoint with a fair frame.	Use "Some readers may argue..." or another frame.
4	Underline the exact point that the R must answer.	The R stays on that point.
5	Build a rebuttal with one piece of passage evidence.	Reasoning or evidence is visible.
6	Ask the partner, "Would the other side agree this represents the view fairly?"	Revise any unfair wording.
7	Check the R for respectful language.	Respect the idea, not attack the person.
8	Return the R to the original claim.	Defend or refine the claim.

9	Switch roles and play another turn.	Both partners practice U and R.
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Answer-Key Principle: Multiple U/R pairs can be valid. A correct response must represent the alternate viewpoint accurately, use respectful language, respond to the actual point raised, and support the rebuttal with reasoning and evidence. Reject rebuttals that change the subject or simply repeat the claim.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before accepting a pair, listen for the four principles and ask the partner to point to the passage evidence.

Misconception / teacher move: if a student chooses the easiest viewpoint instead of the fairest one, ask what the other side would say about the sentence.

Access without lowering rigor: display the frames and allow oral rehearsal; each student still chooses the viewpoint reason and evidence. **Student product:** two recorded U/R pairs with a partner fairness check.

DAY 3 | DISCUSS + USE | 15 MINUTES

Day Purpose: explain why fair understanding strengthens an argument, then independently write a claim, U viewpoint, and evidence-based R rebuttal.

Standard	Focus
TEKS	4.11(B)(ii) organize a focused, structured, coherent piece; 4.12(C)(i) argumentative genre characteristics
ELPS	4(C)(i) content-area vocabulary; 4(D)(i)-(iii) sentence lengths, sentence types, transitions; 4(F)(ix)-(xvi) supporting evidence

DISCUSS ○ LEARN

CLASS SLIDE

Slide M3-07, What makes a viewpoint representation fair?

TEACHER SCRIPT

"A confident writer does not have to hide from another viewpoint. You can listen carefully, represent it fairly, and then explain what the evidence supports."

Discuss: Why can acknowledging a good point make your own argument stronger? What is the difference between rebutting an idea and attacking a person? When might considering another view cause a writer to refine the claim?

Expected responses: It is fair when the other side would agree that the idea was said correctly. A good point can make the writer explain the evidence better. Sometimes the writer changes the claim a little, which is refinement, not weakness.

4.7(A) **4.7(G)**

Compare the two passages. In Mali, support for learning and protected trade are both reasonable positions. In Texas, climate and natural resources are both connected to work. A response must represent the chosen viewpoint specifically before answering it.

USE, Try It On Your Own! ✓ ASSESS

CLASS SLIDE

Slide M3-08, Argue whether protecting trade or supporting learning had the greater long-term impact on Mali.

Step 1: Write a clear claim.

Step 2: Build one strong reason, evidence, and thinking chain. **[4.7(C)]**

Step 3: Write one accurate "Some readers may argue..." sentence.

Step 4: Respond with "However..." or another respectful rebuttal frame.

Step 5: Use evidence or specific reasoning in the rebuttal and read the U sentence as if you held that viewpoint.

CLASS SLIDE

Read U and R together. Rearrange them if the order interrupts the argument.

Independent U/R Check

Teacher Exemplar: Claim: Supporting learning had the greater long-term impact on Mali because knowledge could continue strengthening the kingdom for generations. Reason, Evidence, Thinking: Timbuktu became known for study in subjects such as math, science, and religion. This supports the claim because knowledge can be shared and passed on, extending its influence beyond one moment. U: Some readers may argue that protected trade mattered more because safe routes immediately increased merchants, goods, and wealth. R: That economic impact was important; however, support for learning gave Mali a lasting intellectual reputation and created knowledge that could continue benefiting people after individual trade journeys ended.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the response. Check for a clear claim, a reason/evidence/thinking chain, a fair viewpoint, and a direct rebuttal. **[4.11(B)(iii)]**

Misconception / teacher move: if the R says "They are wrong," underline the actual U point and ask for reasoning or evidence.

Access without lowering rigor: provide the frames and allow oral rehearsal; each student still chooses the viewpoint reason, evidence, and claim connection. **Student product:** independent C/R/E/T/U/R response.

DAY 4 | AWARD + TARGET | 15 MINUTES

Day Purpose: recognize accurate representation and respectful response, then revise vague U/R language and choose a next step.

Standard	Focus
TEKS	[4.11(C)(vi)] revise drafts by rearranging ideas for coherence; [4.11(D)(xvii)] edit reflexive pronouns and capitalization categories
ELPS	4(E)(i)-(ii) conventions and grammatical structures; 4(F)(i)-(xvi) respond with appropriate content and evidence

AWARD ✓ ASSESS

CLASS SLIDE

Slide M3-10, Put a star beside the sentence that represents another view most accurately.

TEACHER SCRIPT

"Today you practiced an advanced habit in an age-appropriate way: listening carefully before responding. That makes your writing more credible and your thinking more mature."

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward. Complete: "My rebuttal became stronger when I _____."

TARGET ✓ ASSESS

CLASS SLIDE

Slide M3-11, Choose one target: more accurate viewpoint, more respectful wording, stronger rebuttal evidence, clearer response to the actual point, or willingness to refine the claim.

Students revise one vague phrase. Weak U: "Some people think learning was better." Revised U: "Some readers may argue that supporting learning had the greater long-term impact because Timbuktu became a respected center of study." Weak R: "They are wrong." Revised R: "That point is reasonable; however, protected trade affected the kingdom more broadly by bringing more merchants, goods, and wealth into Mali." **4.11(C)(vi)**

EMBEDDED CHECK

Students underline the specific reason in U and the evidence-based answer in R. They edit reflexive pronouns and the assigned capitalization categories from the scope and sequence.

Access without lowering rigor: offer the frames and rehearse the point aloud; each student writes the revised U/R pair. **Student product:** an Award reflection, a specific Target, and a revised U/R pair.

DAY 5 | EXPLAIN + EDUCATE | 15 MINUTES

Day Purpose: teach a partner why Understanding Others comes before Rebuttal, then transfer the practice to a fresh U/R response.

Standard	Focus
TEKS	4.12(C)(i) argumentative genre characteristics; 4.12(C)(ii) argumentative craft; 4.11(B)(iii) coherent organization
ELPS	4(D)(i)-(iii) varied sentence lengths, sentence types, and transitions; 4(F)(ix)-(xvi) supporting evidence for purpose and audience

EXPLAIN ✓ ASSESS

CLASS SLIDE

Slide M3-12, Teach a partner why Understanding Others comes before Rebuttal.

EDUCATE

TEACHER SCRIPT

"Teach your partner the difference between hearing another idea and surrendering your own claim. Strong writers can do both: listen accurately and still defend a position."

CLASS SLIDE

Give one fair viewpoint sentence and one respectful evidence-based rebuttal. Explain why a rebuttal is not an insult or a repeated claim.

Partners teach U and R, then check for accuracy, respectful wording, a direct response, and evidence.

4.7(G)

Transfer, Fresh Passage Response

CLASS SLIDE

Slide M3-15, Write a fair U and a strong R about work opportunities across Texas.

Prompt: Argue whether natural resources or climate have the greater impact on work opportunities across Texas. Write one fair U sentence for the climate viewpoint and one evidence-based R rebuttal.

Possible response: Another reasonable view is that climate has the greater influence because rainfall and temperature affect vegetation, farming, and daily conditions. That point matters, but the passage more strongly supports natural resources because it connects mining and oil in the Mountains and Basins with specific work and also describes fishing, farming, and city-based jobs in the Coastal Plains.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the Exit Ticket. A complete answer names the fair viewpoint, answers the actual point, uses evidence about mining, oil, fishing, farming, or city-based jobs, and keeps the claim clear or makes it more precise. **4.7(C)**

Access without lowering rigor: reread the viewpoint and allow oral rehearsal; the student chooses the evidence and writes the rebuttal independently.

Return to the Citizenship Connection

Ask one reconnecting question: "How can listening to another reasonable view help a community make stronger decisions?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use the U/R exemplars and the Exit Ticket to identify a response that answers the actual point. **Student product:** partner teaching explanation, fresh-passage U/R response, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can listen accurately, respond with evidence, and keep or refine a claim thoughtfully.

Student Exemplars

Use this prompt: Argue whether protecting trade or supporting learning had the greater long-term impact on Mali.

51. Low / Developing Exemplar

Field	Detail
Student response	Some people think learning is dumb.
What the student did successfully	The sentence signals that another view exists.
What is missing	It misrepresents the viewpoint, uses dismissive wording, and gives no real reason that could support learning.
Why it falls at this level	The U move is not fair or specific, and there is no respectful R with reasoning or evidence.
Exact next instructional step	Replace the dismissal with the actual viewpoint: learning mattered because Timbuktu became a respected center of study.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Some people think learning was better. They are wrong.
What the student did successfully	The response names learning as another position.
What is missing	The viewpoint is vague, and the rebuttal neither answers the point respectfully nor uses reasoning or evidence.
Why it falls at this level	The U is only a general label and the R is dismissive instead of connected to the passage.
Exact next instructional step	Name the real reason for learning, acknowledge it, and answer it with evidence about protected trade.

53. High / Secure Exemplar

Part	Example
Claim	Supporting learning had the greater long-term impact on Mali because knowledge could continue strengthening the kingdom for generations.
Reason, Evidence, Thinking	Timbuktu became known for study in subjects such as math, science, and religion. This supports the claim because knowledge can be shared and passed on, extending its influence beyond one moment.
Understanding Others	Some readers may argue that protected trade mattered more because safe routes immediately increased merchants, goods, and wealth.
Rebuttal	That economic impact was important; however, support for learning gave Mali a lasting intellectual reputation and created knowledge that could continue benefiting people after individual trade journeys ended.
Why it works	The viewpoint is accurate and specific, the response is respectful, and the rebuttal answers the actual point with reasoning and passage evidence while keeping the original claim clear.

Additional Secure Exemplars

Type	Move	Strong thesis (central idea) or U/R response	Why It Works
Mansa Musa alternate U/R	U/R	Some readers may argue that protecting trade had the greater long-term impact because every new trade journey brought more people, products, and opportunities for the kingdom to grow stronger. That point matters; however, supporting learning created a lasting center of study whose knowledge could continue helping future generations.	Fairly represents the point and answers it with passage reasoning.
Texas Regions transfer	U/R	Another reasonable view is that climate matters most because temperature and rainfall affect vegetation and farming. Climate clearly matters; however, the passage connects specific natural resources to mining, oil, fishing, farming, and city-based work.	Uses evidence from more than one region and returns to the claim.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	Timbuktu became one of the greatest centers of learning during its time, and students traveled long distances to study with respected teachers.	Gives passage proof for the learning viewpoint.
Explanation	This shows why learning could have a long-term impact, but protected trade affected the whole kingdom immediately by bringing more merchants, goods, and wealth into Mali.	Connects the U/R response to the claim and answers the actual point.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) represent another viewpoint accurately, respectfully, and specifically, (2) identify the actual point that needs an answer, (3) write a rebuttal with reasoning or evidence, and (4) explain whether the original claim remains clear or should be refined. Accept varied wording when the U/R pair meets the four answer-key principles.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Two Voices, One Evidence Check establishes fair representation and evidence-based response.
T2	Day 1 Reveal	■ TEACH	Mansa Musa and Texas Regions U/R models show how the response returns to the claim.
L3	Day 2 Attempt	○ LEARN	Perspective Switchboard pairs are checked against the four answer-key principles.
L4	Day 3 Discuss	○ LEARN	Students explain why acknowledging a reasonable point strengthens credibility.
A5	Day 3 Use	✓ ASSESS	Independent claim, reason/evidence/thinking chain, fair U, and direct R.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength in accuracy or respect.
A7	Day 4 Target	✓ ASSESS	Student revises vague U/R language and selects a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the difference between hearing another idea and surrendering a claim.
A9	Day 5 Transfer	✓ ASSESS	Fresh Texas Regions U/R response uses evidence about work opportunities.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can represent another viewpoint fairly and write a rebuttal that answers the actual point.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Viewpoint cards, FAIR / UNFAIR cards, rebuttal stems, recording sheets, and both provided passages.
Related TEKS Breakout	4.11(B)(ii) coherent organization; 4.12(C)(i) genre characteristics; 4.12(C)(ii) craft; 4.11(C)(vi) revision.
Task	Students write a claim, one reason/evidence/thinking chain, one fair U viewpoint, and one evidence-based R rebuttal. They revise if the other side would not agree.

Expected Response	The U accurately states a reasonable position, the R answers that exact point with reasoning or evidence, and the original claim remains clear or is refined.
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Informal Assessment. During Days 1-2, listen for fair representation during Two Voices, One Evidence Check and check each Perspective Switchboard pair against the four answer-key principles.

Formative Assessment. The Day 3 independent U + R response is the formative check. Students write a clear claim, a reason/evidence/thinking chain, one fair viewpoint, and one direct rebuttal.

Exit Ticket Assessment. The Day 5 Exit Ticket asks students to write a fair viewpoint sentence and a respectful evidence-based rebuttal about Texas work opportunities. Review whether the response answers the actual point and uses passage evidence.

Assessment Prompt Bank (Teacher Reference)

Prompt	Reasonable Viewpoint	Expected U/R Response
Argue whether protecting trade or supporting learning had the greater long-term impact on Mali.	Supporting learning had the greater long-term impact because Timbuktu became a respected center of study.	That point is reasonable; however, protected trade affected the kingdom more broadly by bringing more merchants, goods, and wealth into Mali.
Argue whether natural resources or climate have the greater impact on work opportunities across Texas.	Climate matters most because temperature and rainfall affect vegetation and farming.	That point matters, but the passage more strongly supports natural resources because it connects mining, oil, fishing, farming, and city-based work to specific places.
Argue whether Mansa Musa's pilgrimage or protected trade had the greater impact on Mali's reputation.	Mansa Musa's pilgrimage mattered most because stories about his generosity spread from city to city.	That point is reasonable; however, protected trade made Mali a place where merchants, products, and opportunities continued to grow.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.12(C)(i), 4.12(C)(ii), and 4.11(B)(ii) | **Student-Friendly Target:** I can represent another viewpoint fairly and write a rebuttal that answers it with evidence.

Directions: Read the two passages. Choose a claim, write one fair U viewpoint, and write one R rebuttal that answers the actual point. Use a respectful frame and evidence from the passages.

Prompt: Argue whether protecting trade or supporting learning had the greater long-term impact on Mali.

1. Selected response. Which sentence is fair? [] "Some people think learning is dumb." [] "Some readers may argue that supporting learning had the greater long-term impact because Timbuktu became a respected center of study." (2 points)

2. Constructed response. Write one fair viewpoint sentence and one respectful rebuttal: (4 points)

3. Underline the words that show respect for the other viewpoint. (2 points)

4. Transfer / application. Explain how your rebuttal returns to the claim: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	The second sentence is fair because it states a real reason that supporting learning could have a greater long-term impact.	Recognizes accurate representation.	2	<u>4.12(C)(i)</u>
2	Secure example: Some readers may argue that supporting learning had the greater long-term impact because Timbuktu became a respected center of study. That point is reasonable; however, protected trade affected the kingdom more broadly by bringing more merchants, goods, and wealth into Mali. Award 4 for accurate U, respectful direct R, and reasoning or evidence; 3 for a fair U and general R; 2 for a fair U with limited response; 1 for vague or dismissive language; 0 for missing or off-topic work.	Answers the actual point and keeps the claim clear.	4	<u>4.11(B)(ii)</u> , <u>4.12(C)(i)</u>
3			2	<u>4.12(C)(ii)</u>

	Underline words such as "Some readers may argue," "That point is reasonable," and "however." Award 2 for respectful wording; 1 for partial wording; 0 if absent.	Recognizes craft that builds credibility.		
4	Accept an explanation that protected trade brought more merchants, goods, and wealth into Mali and therefore supports the claim about broader impact.	Connects the rebuttal to the central claim.	2	4.7(C)

59. Scoring Principle

Score the primary TEKS, the accuracy of the U sentence, the directness of the R, the evidence, and the coherence of the argument. Minor handwriting or convention errors should not remove U/R points if they do not change the meaning. A student who acknowledges a reasonable point and answers it with reasoning or evidence demonstrates the target even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to claim refinement enrichment across both passages.
7-8	70-89%	Developing	Reteach the exact-point check or add evidence to the rebuttal.
5-6	50-69%	Emerging	Use FAIR / UNFAIR intervention and rehearse one U/R pair.
0-4	Below 50%	Beginning	Model one fair viewpoint, one direct rebuttal, and one evidence connection.

61. Recommended Gradebook Label

Gradebook label: "G4 C4 M3 Understanding Others and Rebuttal (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11(B)(ii) ; 4.12(C)(i) ; 4.12(C)(ii)
Spiral TEKS	4.11(C)(vi) ; 4.11(D)(xvii) ; 4.7(C) ; 4.7(F) ; 4.7(G)
Purpose	Students write an opinion/argumentative ECR using CREATURES, including a fair U viewpoint and an evidence-based R rebuttal.
Exact Student Prompt	Argue whether protecting trade or supporting learning had the greater long-term impact on Mali.
Exact Student Directions	Use DOT to collect evidence. Write a claim, reasons, evidence, argument path, and thinking. Add one fair U sentence and one direct R sentence. Use respectful wording, answer the actual point, and return to the claim. Close with an ending and significance when drafting the full response.
Non-Negotiable Expectations	An accurate and specific U viewpoint; a respectful rebuttal that uses reasoning or evidence; a claim that remains clear or is thoughtfully refined; and a coherent CREATURES argument.

WRITING REQUIREMENT **4.7(F)**

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

63. Student Planning Frame

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

1. Use DOT to collect evidence connected to impact, importance, work, or opportunity.
2. Write a claim that takes a defensible side.
3. Plan reasons and a reason/evidence/thinking chain. **4.7(C)**
4. Write a fair U sentence that names the other viewpoint's specific reason.
5. Underline the actual point the R must answer.
6. Write a respectful R sentence with reasoning or evidence that returns to the claim.
7. Decide whether another viewpoint helps you refine the claim.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The U and R rows carry the target of this module.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Claim and reasons	Claim is clear, defensible, and developed with reasons.	Claim is clear; reasons are general.	Position is present but thin.	No clear position.
Evidence and thinking 4.7(C)	Specific passage evidence is accurately connected to the claim and reason.	Relevant evidence is present with limited thinking.	Evidence is weakly related or not explained.	No passage evidence.
Understanding Others	U represents the other viewpoint accurately, respectfully, and specifically.	U is fair but general.	U is vague or partly distorted.	U is missing or dismissive.
Rebuttal	R directly answers the actual point with reasoning or evidence and defends or refines the claim.	R is respectful but general or lightly supported.	R repeats the claim or changes the subject.	R attacks the person or is missing.
Organization, craft, and conventions	CREATURES moves connect coherently with transitions and Grade 4 conventions.	Organization is mostly clear with minor convention errors.	Some moves are disconnected or conventions interfere.	Response is difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: refine a claim after considering a second reasonable view.
14-17	70-89%	Developing	Confer on the weakest U or R criterion and redraft one pair.
10-13	50-69%	Emerging	Intervention on fair representation and exact-point response.
Below 10	Below 50%	Beginning	Model one viewpoint, one rebuttal, and one evidence connection.

66. Teacher Feedback Shortcuts

- Strength: "You represented the other viewpoint accurately when you wrote _____."
- Strength: "You used respectful language and answered the actual point when you wrote _____."
- Target: "Reread the U sentence. Would the other side agree that it is fair?"
- Target: "Underline the actual point, then choose evidence that answers it."
- Evidence: "You chose relevant evidence. Now explain how it supports your rebuttal and claim."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help representing another viewpoint fairly or responding to the actual point with evidence.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Viewpoint cards, FAIR / UNFAIR cards, rebuttal stems, recording sheets, and both provided passages
Relevant TEKS Breakout	4.12(C)(i) argumentative genre; 4.12(C)(ii) craft; 4.11(C)(vi) revision
Relevant ELPS	4(D)(i)-(iii) language structures; 4(F)(ix)-(xvi) supporting evidence

Step 1: Name the Viewpoint. Students sort two viewpoint cards as FAIR or UNFAIR and name the specific reason behind the fair card.

CLASS SLIDE

Would the other side agree this represents the view fairly?

TEACHER SCRIPT

"Read the viewpoint as if you held it. Does the sentence sound like what you would actually mean? If not, make it more accurate and specific."

Use a Mansa Musa pair: learning mattered because Timbuktu became a respected center of study. Use a Texas Regions pair: climate matters because temperature and rainfall affect vegetation and farming.

Step 2: Answer the Point.

CLASS SLIDE

Underline the actual point your rebuttal must answer.

Use "That point is reasonable; however..." and add one passage detail. Ask whether the response defends or refines the claim.

Step 3: Fix It. Give students "Some people think learning was better. They are wrong." Ask them to state the real reason and answer it respectfully. Revise to "Some readers may argue that supporting learning had the greater long-term impact because Timbuktu became a respected center of study. That point is reasonable; however, protected trade affected the kingdom more broadly by bringing more merchants, goods, and wealth into Mali."

Step 4: Say It. Students rehearse the fair frame, the rebuttal frame, and the evidence connection with a partner, then each student writes the pair.

Small Group Teacher Table: Ask "What is the other viewpoint?" "What exact point must you answer?" "Which passage evidence responds to it?" and "Does your rebuttal defend or refine the claim?" Keep the reasoning decision and writing with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to state another viewpoint.	Students use a fair frame and name the specific reason.	Students write a vague or dismissive sentence.	Ask whether the other side would agree and require a reason from the passage.
Ask students to underline the point to answer.	Students identify the exact idea in the U sentence.	Students answer a different point.	Reread the U sentence and circle the words the R must address.
Ask students to write a rebuttal.	Students use respectful language and reasoning or evidence.	Students write "They are wrong" or repeat the claim.	Use "That point matters, but..." and add a specific passage detail.
Ask whether the claim stays clear.	Students defend or refine the claim.	Students change positions without explaining why.	Ask which evidence caused the refinement or why the original claim remains stronger.

69. Student Support Quick Reference

If a student...	Support to Provide
Writes a vague U sentence	Use a fair frame and require the specific reason behind the viewpoint.
Attacks the person	Replace the attack with "That point is reasonable; however..." and answer the idea.
Repeats the claim in the R	Underline the actual point, then add reasoning or evidence that answers it.
Masters quickly	Route to claim refinement enrichment across both passages.

Supporting Materials in This Book: the CREATURES roadmap, DOT and TRACKS charts, viewpoint cards, rebuttal frames, U/R exemplars, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students to write a fair U and a strong R, then decide whether another viewpoint reveals a weakness in the original claim.
Group Size	Pairs or small groups
Materials	Both passages, notebooks, CREATURES reference cards, viewpoint cards, and rebuttal stems
Relevant TEKS Breakout	4.12(C)(i) genre characteristics; 4.12(C)(ii) craft; 4.11(C)(vi) revising; 4.7(B) compare across sources
Relevant ELPS	4(D)(i)-(iii) varied sentences and transitions; 4(F)(ix)-(xvi) supporting evidence

Part 1: Compare Reasonable Positions. Briefly compare the positions in both passages. In Mali, protected trade, supporting learning, and the pilgrimage can each be discussed. In Texas, climate, natural resources, and location can each be discussed. [4.7\(B\)](#)

CLASS SLIDE

Write a fair U and a strong R.

Ask students to state the other view with a specific reason, then return to the exact language in the passage before answering.

Part 2: Refine the Claim. A sophisticated writer may keep the same position but narrow it, changing "trade mattered most" to "protected trade had the greatest immediate economic impact." Partners explain why the refinement makes the argument stronger.

Part 3: Develop and Transfer. Use CREATURES to plan the claim, reasons, evidence, argument path, thinking, U, R, ending, and significance. Transfer the same U/R work to the Texas Regions claim about natural resources and climate.

Expert Reflection: have students explain whether the other viewpoint revealed a weakness in the original claim and what evidence caused the decision.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Argue whether protecting trade or supporting learning had the greater long-term impact on Mali.

Connection to This Module: this week you learned to use DOT to gather evidence for more than one position and to use CREATURES to organize an opinion/argumentative response. Include a fair U and a direct R.

Planning Support

1. Use DOT to collect evidence connected to impact, importance, work, or opportunity.
2. Write a claim that takes a defensible side.
3. Plan reasons and a reason/evidence/thinking chain. **4.7(C)**
4. Write a fair U sentence that names the other viewpoint's specific reason.
5. Underline the actual point the R must answer.
6. Write a respectful R sentence with reasoning or evidence that returns to the claim.
7. Decide whether another viewpoint helps you refine the claim.

WRITING REQUIREMENT **4.7(F)**

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

Drafting Space: write your Extended Constructed Response. Start with your claim, then add reasons, evidence, thinking, U, R, ending, and significance.

Success Criteria

- My claim is clear and defensible.
- My reasons, evidence, argument path, and thinking connect.
- My U viewpoint is accurate, respectful, and specific.
- My R answers the actual point with reasoning or evidence.
- I explain whether another viewpoint helps me defend or refine the claim.

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

Revise. Read your response aloud. Rearrange one idea if needed so the U sentence comes before the R and the argument remains coherent. **4.11(C)(vi)**

Edit. Check reflexive pronouns and capitalization of historical periods, historical events, historical documents, titles of books, stories, and essays, languages, races, and nationalities. Check complete sentences, punctuation, and transitions.

Share. Read your response to a partner. Your partner identifies the claim, reasons, evidence, thinking, U, R, ending, and significance.

Evidence: preserve the original U/R pair and the revised pair so the change in accuracy, respect, and direct response is visible.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around fair representation, exact-point response, and evidence-based rebuttal.

- Read one viewpoint aloud. Students say whether it is fair and name the specific reason.
- Partners use "Would the other side agree?" before writing an R.
- Read a rebuttal aloud; students listen for the exact point and the evidence that answers it.
- A student reads a claim, U, and R aloud; the class listens for whether the response defends or refines the claim.

74. Pause Points

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

PAUSE POINT: BEFORE WRITING

Would the other side agree that my U sentence represents the viewpoint accurately?

PAUSE POINT: MIDWAY

Did I underline the exact point my R must answer? Does my response use reasoning or evidence rather than an insult?

PAUSE POINT: BEFORE YOU FINISH

Does my R return to the claim? Should I keep the claim or make it more precise?

75. At-Home Connection

These at-home tasks invite a student to listen accurately, state a fair viewpoint, and answer it with reasoning or evidence. They need little or no materials and each ends in a short conversation, not a worksheet.

TEACHER INFORMATION: TASK CARD 1

Ask a family member to choose the viewpoint in this sentence: "Some readers may argue that supporting learning had the greater long-term impact because Timbuktu became a respected center of study."

Task Card 1: Hear the Viewpoint. Say the sentence fairly and explain the specific reason. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use the rebuttal frame "That point is reasonable; however..." and return to protected trade evidence.

Task Card 2: Answer the Point. Complete a respectful rebuttal using merchants, goods, and wealth. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Use the Texas Regions passage to practice refining a claim.

Task Card 3: Defend or Refine. State whether climate or natural resources has the greater impact on work opportunities, write one U/R pair, and explain whether the claim stays clear or becomes more precise. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker to record what you can do independently and what you still need to practice."

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

I Can...	Not Yet	Getting It	I've Got It!
Explain U, Understanding Others, and R, Rebuttal, in CREATURES.			
Represent another viewpoint accurately, respectfully, and specifically.			
Answer the actual point with reasoning or evidence.			
Keep my central claim clear while writing a rebuttal.			
Refine my claim when another viewpoint reveals a weakness.			

77. Student Award

What can I already do? One U/R pair I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for accurate U, respectful R, direct evidence, or claim refinement:

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Writers, today you learned that listening and arguing are not opposites. Accurate understanding can make your rebuttal stronger because you are answering a real idea with real evidence. That is the U and second R of CREATURES."

80. Essential / Overarching Question, Answered

How can accurately understanding another viewpoint help us write a stronger and more respectful rebuttal?

Understanding Others requires the writer to represent another viewpoint accurately before responding. When the writer acknowledges a reasonable point and then answers that exact point with reasoning and evidence, the rebuttal becomes more credible, respectful, and persuasive. Considering another view can also help the writer refine the original claim.

81. Teacher Reflection

- Which students can represent another viewpoint so the other side would agree it is accurate?
- Which students answer the actual point with reasoning or evidence?
- Which students still repeat the claim or use dismissive wording?
- Who is ready to refine a claim after considering another reasonable view?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Day 1 fair U/R model and passage evidence check
- Day 2 Perspective Switchboard recording sheets
- Day 3 independent C/R/E/T/U/R response
- Day 4 revised U/R pair and selected target
- The Grade 4 Cluster 4 Module 3 My Progress Tracker
- Exit tickets at each level, developing, approaching, and secure, so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Understanding Others and Rebuttal	Module 3; Grade 4 Cluster 4; Week 3; High Stamina; ECR Opinion/Argumentative	Cover
2	Meet Our Week!	U and R learning destination and success criteria	Learning Destination; Day 1
3	Hear the Other Side	Two passages; evidence that could support more than one reasonable position	Day 1 Gather
4	Fair U + Strong R	Fair viewpoint frames, rebuttal frames, and the rule to answer the actual point	Day 1 Reveal
5	Mansa Musa Model	Protecting trade claim, learning U, evidence-based trade R, and T Thinking	Day 1 Reveal
6	Texas Regions Model	Climate U, natural resources R, and work opportunity evidence	Day 1 Reveal
7	Perspective Switchboard	Draw, choose, state, answer, evidence-check, and switch roles	Day 2 Attempt
8	Discuss Fairness	Why acknowledging a good point can strengthen an argument	Day 3 Discuss
9	Independent U + R	Claim, reason/evidence/thinking chain, fair U, and direct R	Day 3 Use
10	Award Your Fairness	Star the sentence that represents another view most accurately	Day 4 Award
11	Target U + R	Revise vague U or dismissive R and choose a next step	Day 4 Target
12	Teach U + R	Teach a partner why Understanding Others comes before Rebuttal	Day 5 Explain
13	Exit Ticket	Fair climate viewpoint and evidence-based natural resources rebuttal	Day 5 Transfer
14	Fair or Unfair?	Rewrite one unfair viewpoint and choose the stronger rebuttal	Intervention
15	Refine the Claim	Write a fair U and strong R, then defend or refine the claim	Enrichment

Source comparison carries the retell, paraphrase, or summarize work (**(4.7(D))**). **Viewpoint cards** support Perspective Switchboard; slide 7 supplies the directions and answer-key check.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Share one student's U/R pair for live whole-class feedback on accuracy, respect, direct response, and evidence.
Annotation	Students mark DOT and TRACKS evidence on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms with Viewpoint Voice and Rebuttal Builder roles, then switch roles and share back.
Oral response	Students say the fair viewpoint frame aloud on camera before typing the rebuttal.
Asynchronous option	Students submit one U/R pair and an audio explanation of how the R answers the actual point.
LMS submission	Collect the claim, U sentence, and R sentence through a form or shared document.
Digital tracking	Keep the Pause Points; students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Write right on the page.

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

Open notes	
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Teacher Lesson Plan Guide

Ending, Significance, and the Full CREATURES ECR

Grade 4 | Cluster 4 | Module 4

Grade: 4

Cluster: 4, Opinion and Argumentative Extended Constructed Response with CREATURES

Module: 4 of the cluster

Primary Instructional Category: Opinion and Argumentative Writing / Extended Constructed Response

Module Title: Ending, Significance, and the Full CREATURES ECR

Content Connection / Passage Titles: The Wealth of Mansa Musa and Four Regions, One Big Adventure

Primary TEKS: [4.11\(B\)\(iii\)](#), [4.12\(C\)\(i\)](#), and [4.12\(C\)\(ii\)](#)

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

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

Strand 7 is the Response strand. These Grade 4 response standards are woven through the reading, discussion, annotation, and writing in this module. The verbatim TEKS wording is used.

- **4.7(A)** describe personal connections to a variety of sources, including self-selected texts.
- **4.7(B)** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7(C)** use text evidence to support an appropriate response.
- **4.7(D)** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7(E)** interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.
- **4.7(F)** respond using newly acquired vocabulary as appropriate.
- **4.7(G)** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module completes the argumentative roadmap. A conclusion does not merely stop writing. It brings the reasoning together and shows why the position matters beyond the page.

TEACHER SCRIPT

"The strongest conclusion does more than stop the paper, it brings the reasoning together and shows why the argument matters beyond the page."

Connection to this week's thinking: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance work as one system.

2. Why This Module Matters

Students complete CREATURES by learning E, Ending, and S, Significance. The Ending reinforces the claim and synthesizes the strongest reasoning. Significance is the Bluebird Moment, the final big-picture idea that explains why the opinion matters beyond the paper. Students then assemble a complete argumentative ECR from the two Very High Stamina informational passages.

Students read about Mali, Mansa Musa, trade, learning, leadership, and lasting legacy. They also read about Texas regions, landforms, climate, resources, jobs, and opportunity. These passages give students evidence to make a defensible claim, acknowledge another viewpoint, write a rebuttal, and create a source-rooted ending and significance statement.

3. Module Essential / Overarching Question

How do Ending and Significance complete a CREATURES argument and leave the reader with a meaningful Bluebird Moment?

Students return to this question after the full ECR and before the final reflection page.

Family Communication

4. Parent Communication Purpose

Families receive a clear description of this week's writing work: students complete CREATURES by writing a purposeful Ending and a source-rooted Significance statement, then assemble the full argumentative ECR. The family pages invite open conversation about leadership, opportunity, evidence, and the difference between closing a case and lifting its meaning.

5. Family Letter (English)

Dear Families,

This week your student completes the CREATURES roadmap for opinion and argumentative writing. Students learn E, Ending, a conclusion that reinforces the claim and synthesizes the strongest reasoning. They also learn S, Significance, the Bluebird Moment that explains why the opinion matters beyond the paper. Then students use the full roadmap: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

We will practice with "The Wealth of Mansa Musa" and "Four Regions, One Big Adventure." Ask your student to explain why a strong Ending does more than repeat the claim and why a Bluebird Moment must grow from evidence and reasoning. Invite your student to teach the nine CREATURES moves in order and explain which move is the next target for growth.

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

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

Estimadas familias:

Esta semana su estudiante completará la guía CREATURES para la escritura de opinión y argumentación. Aprenderá E, Ending, una conclusión intencional que refuerza la afirmación y sintetiza el razonamiento más sólido. También aprenderá S, Significance, el Momento del Pájaro Azul que explica por qué la opinión importa más allá del escrito. Después usará la guía completa: afirmación, razones, evidencia, argumento, pensamiento, comprensión de otros, refutación, conclusión e importancia.

Practicaremos con "The Wealth of Mansa Musa" y "Four Regions, One Big Adventure." Pida a su estudiante que explique por qué una conclusión sólida hace más que repetir la afirmación y por qué el Momento del Pájaro Azul debe surgir de la evidencia y del razonamiento. Invite a su estudiante a enseñar los nueve movimientos de CREATURES en orden y a explicar cuál movimiento necesita practicar.

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

7. Family Conversation Starters

- What does an Ending do for the reader after the reasons and evidence are developed?
- Why is Significance called the Bluebird Moment?
- How can a writer reinforce a claim without copying it word for word?

- Why must a Bluebird Moment grow from evidence and reasoning?
- Which CREATURES move helps a writer represent another viewpoint fairly, and how does the rebuttal answer it?

8. Simple Family Activities

Family Activity: Close or Lift?

Read these sentences aloud. Ask your student to explain which closes the case and which lifts the idea into the world beyond the paper.

TEACHER SCRIPT

"In the end, protected trade had the greater impact because it increased commerce and supported Mali's growth."

TEACHER SCRIPT

"Leaders today can learn from this example that protecting systems people depend on can create opportunities far beyond one decision."

Family Activity: Teach the Whole Creature

Ask your student to name each CREATURES move and explain its job. Then ask for one lasting lesson about leadership, opportunity, geography, or responsible choices.

Teacher Road Map

9. Teacher Navigation Key

- **TEACH:** teacher explicitly teaches or models
 - **LEARN:** student practices or develops
 - ✓ **ASSESS:** student independently demonstrates or transfers
- Teacher Script:** exact teacher language
- Class Slide:** board or deck cue

10. GRADUATE Evidence Alignment

Each GRADUATE stage produces evidence specific to Ending, Significance, and the full CREATURES ECR.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students distinguish an Ending from a Significance statement.
Reveal	■ TEACH	Teacher models E and S from the two passages.
Attempt	○ LEARN	Teams build every CREATURES move.
Discuss	○ LEARN	Students diagnose U/R and E/S.
Use	✓ ASSESS	Students draft a Texas regions ECR.
Award	✓ ASSESS	Students name an independent strength.
Target	✓ ASSESS	Students select a next-letter target.
Explain / Educate	✓ ASSESS	Students teach and transfer the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 4, Module 4
Category	Opinion and Argumentative Extended Constructed Response, Very High Stamina
Primary TEKS	4.11(B)(iii) , 4.12(C)(i) , 4.12(C)(ii)
Passages	The Wealth of Mansa Musa; Four Regions, One Big Adventure
Daily Lesson	15 minutes per day, five days
Weekly Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain + Educate
Student Product	Full CREATURES map, complete ECR, revision check, exit ticket, and next-letter target
Gradebook Label	G4 C4 M4

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will write a purposeful Ending, create a meaningful Bluebird Moment, and assemble a coherent full CREATURES opinion and argumentative ECR from the two passages.

I Will Statements

- I will reinforce my claim and synthesize my strongest reasoning in E.
- I will connect S to my evidence and reasoning before lifting the idea beyond the paper.
- I will represent another viewpoint fairly and answer it with a reasoned rebuttal.
- I will revise and edit a full CREATURES response.

I Can Statements

- I can explain the job of all nine CREATURES moves.
- I can write an Ending that reinforces without merely repeating.
- I can write Significance as a source-rooted Bluebird Moment.
- I can produce a complete evidence-based argumentative ECR.

13. Success Criteria

- My Ending reinforces the claim and synthesizes the strongest reasoning.
- My Significance sentence is a meaningful Bluebird Moment rooted in the argument.
- My planning shows C, R, E, A, T, U, R, E, and S, with T always meaning Thinking.
- My U represents another viewpoint accurately, and my rebuttal answers it.
- My complete response is coherent, evidence-based, purposeful, and edited.

14. Evidence That Will Demonstrate Mastery

- Day 1 listening labels with a clue for E or S.
- Day 2 team CREATURES map and oral argument.
- Day 3 independent full CREATURES plan and Texas regions ECR.
- Day 4 standards application check, revised conclusion, and next-letter target.
- Day 5 partner explanation, exit ticket, and final response.

15. TEKS Correlations

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
4.11(B)(ii)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.	Day 3	Days 3 to 5	Full ECR
4.11(B)(iii)	Writing Process	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.	Days 1 and 4	Days 3 to 5	Ending and ECR
4.12(C)(i)			Day 2	Days 2 to 5	Full ECR

	Writing Genre	Compose argumentative texts, including opinion essays, using genre characteristics.			
4.12(C)(ii)	Writing Genre	Compose argumentative texts, including opinion essays, using craft.	Day 1	Days 3 to 5	Bluebird Moment and ECR
4.11(C)(i-v)	Revising	Revise drafts to improve sentence structure, word choice, and coherence by adding, deleting, and combining ideas.	Day 4	Day 4	Standards check
4.11(D)(i),(vi)-(xvi),(xxxiii)-(xxxv)	Editing	Edit drafts using standard English conventions, including sentence and subject-verb agreement, irregular verbs, nouns, adjectives, adverbs, prepositions and prepositional phrases, and grade-appropriate spelling.	Day 4	Days 4 and 5	Final ECR

16. Standards Coverage Matrix

Classification	TEKS	Application	Evidence
PRIMARY	4.11(B)(iii)	Organize the response with a purposeful conclusion.	Ending reinforces and synthesizes.
PRIMARY	4.12(C)(i)	Compose an opinion and argumentative ECR.	Claim, reasons, evidence, U/R, and rebuttal.
PRIMARY	4.12(C)(ii)	Use craft to make the line of argument coherent.	Purposeful Ending and Bluebird Moment.
RECURSIVE	4.11(B)(ii) , 4.11(C)(vi)	Use transitions and rearrange for coherence.	Revision check.
RECURSIVE	4.11(D)(xvii) , 4.11(D)(xxi)-(xxix)	Edit pronouns and capitalization of historical periods, events, documents, and titles.	Editing pass.

17. ELPS Correlations

ELPS	Domain	Application	Day
1(E)(i)	Listening	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	Days 1, 3, and 5
2(E)(i)	Speaking	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse	Days 1, 3, and 5
3(G)(ii)	Reading	paraphrase content-area text	Days 1 and 2
4(C)(i)	Writing	Use content vocabulary such as legacy, impact, evidence, rebuttal, and significance.	Days 2 to 5
4(D)(i)-(iii)	Writing	Use varied sentence lengths, sentence types, and transitions.	Days 3 to 5
4(E)(i)-(ii)	Writing	Write content-area text using conventions and grammatical structures.	Day 4
4(F)(i)-(xvi)	Writing	Explain, respond, and justify with supporting details and evidence.	Days 2 to 5

ELPS Woven Into Intervention

ELPS	Domain	Support	Day
4(C)(i)	Writing	Use a word bank and oral rehearsal, then remove support.	Day 3 or 4
4(F)(i)-(ii)	Writing	Rehearse one complete R/E/T chain before drafting.	Intervention

ELPS Woven Into Enrichment

ELPS	Domain	Challenge	Day
4(D)(i)-(iii)	Writing	Build opposite positions and compare transitions.	Enrichment
4(F)(ix)-(xvi)	Writing	Justify which complete case is more persuasive.	Enrichment

18. ELPS Linguistic Accommodations

Access Level	Language Support That Preserves Rigor
Beginning	Use a labeled CREATURES organizer and orally rehearse: "My claim is _____. One reason is _____. The passage shows _____. This matters because _____."
Intermediate	Offer frames for Understanding Others, Rebuttal, Ending, and Significance. The student chooses the viewpoint, evidence, and meaning.
High Intermediate	Explain how the Ending synthesizes and how Significance grows beyond the paper.
Advanced	Build two defensible cases and justify which has the stronger line of argument.

Language Supports

- Keep CREATURES visible with the exact job of every letter.
- Allow oral rehearsal, partner reading, and a content vocabulary bank.
- Mark evidence with words or symbols so meaning does not depend on color.
- Require every scaffolded response to retain a claim, evidence, reasoning, U/R, Ending, and Significance.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for whether a sentence closes the case or lifts its meaning.
Speaking	Students discuss every CREATURES move and teach the roadmap.
Reading	Students identify evidence for final judgments and larger lessons in both passages.
Writing	Students plan, draft, revise, and edit a complete argumentative ECR.

20. Rigor Safeguard

Teachers May Provide	Students Must Still Do
A labeled organizer, oral rehearsal, sentence stems, and one-section-at-a-time support.	Choose a defensible claim, use evidence, explain reasoning, represent another viewpoint fairly, rebut, conclude, and connect Significance to the argument.

21. Rigor & Cognitive Demand

Level	Student Thinking	Evidence
Literal	Identify E and S and name every CREATURES move.	Accurate labels and sequence.
Inferential	Explain how E synthesizes and how S grows from evidence.	Connected E and S pair.
Evaluative	Diagnose and revise a complete argument.	Full ECR and justified revision.
Synthetic	Build and compare two Texas regions positions.	Defensible cases with all nine moves.

22. The Five Thinking Levels

Level	Color	Ending, Significance, and Full CREATURES Work
Level 1, Foundational	Red	Names E and S but repeats the claim or adds an unrelated idea.
Level 2, Emergent	Orange	Closes the response and offers a general statement of importance.
Level 3, Visible	Yellow	Reinforces and synthesizes, then connects S to the developed argument.
Level 4, Independent	Green	Builds a coherent full CREATURES response with a meaningful Bluebird Moment.
Level 5, Reflective	Blue	Compares opposite cases and evaluates evidence, reasoning, rebuttal, and significance.

The Progression of Thinking

Level	Question	Student Thinking	Focus
Foundational	What does E do?	I can close the case.	Ending
Emergent	What does S do?	I can say why the idea matters.	Significance
Visible	How does evidence support the claim?	I can explain the line of argument.	Thinking
Independent	How do all the moves work together?	I can build a full ECR.	Coherence
Reflective	Which case is more persuasive?	I can defend an evaluation.	Argument quality

23. Possible Teacher Misconceptions

Misconception	What It Looks Like	Self-Correction
Ending and Significance are the same.	One general closing sentence is accepted for both.	Model E as case closure and S as meaning beyond the paper.
Significance can be any inspirational idea.	The statement is not connected to the passage.	Return to the evidence nest and ask what lesson grows from the case.
CREATURES requires nine sentences.	One sentence is required for every letter.	Explain that R, E, and T may repeat and A is whole-case coherence.

24. Possible Student Misconceptions

Misunderstanding	What the Teacher May Notice	Correction
Ending means copying the claim.	The final sentence repeats the opening.	Name the strongest reasons and synthesize them.
Significance means a new reason.	The final sentence adds an undeveloped idea.	Ask who else should care and connect the answer to evidence.
Understanding Others means agreeing.	The alternate viewpoint is weak or distorted.	Restate the viewpoint accurately, then write a rebuttal.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact Grade 4 targets: **[4.11(B)(iii)]** organize a focused, structured, and coherent piece of writing with a conclusion; **[4.12(C)(i)]** compose an argumentative text using genre characteristics; and **[4.12(C)(ii)]** compose an argumentative text using craft. Supporting targets include **[4.11(B)(ii)]**, **[4.11(C)(i-v)]**, and the listed editing standards.

26. How I Say the Standard!

TEKS says	How I say it
[4.11(B)] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details.	I can organize my argument so it makes sense, then end by bringing my claim and strongest reasons together.
[4.11(C)] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	I can revise by adding, deleting, combining, or rearranging ideas so my writing is clear and coherent.
[4.11(D)] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	I can edit my draft for complete sentences, grammar, capitalization, punctuation, and spelling.
[4.12(C)] compose argumentative texts, including opinion essays, using genre characteristics and craft.	I can take a position, support it with evidence, listen fairly to another viewpoint, answer it, and write an opinion response.

27. This Week I Can...

I can write E, Ending, to reinforce and synthesize my case, write S, Significance, as a source-rooted Bluebird Moment, and use all nine CREATURES moves in a complete argumentative ECR.

28. Before I Can... Prerequisites

- Identify a claim and at least two reasons.
- Use evidence from both passages accurately.
- Explain how evidence supports a reason.
- Represent a reasonable alternate viewpoint without changing its meaning.
- Use transitions and read a draft aloud for coherence.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Say the nine CREATURES moves in order. Then tell your partner the difference between an Ending that closes the case and a Significance sentence that lifts the meaning."

Expected retrieval: Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance. Ending reinforces and synthesizes. Significance explains why the idea matters beyond the paper.

30. Vocabulary Infusion

Word	Meaning	Use It Today
ending	purposeful conclusion that reinforces the claim	My Ending synthesizes the case.
significance	larger importance of an issue or position	My Significance shows why it matters.
rebuttal	reasoned response to another viewpoint	My rebuttal answers the alternate viewpoint.
legacy	lasting effect left by a person or choice	Mansa Musa left a legacy of trade and learning.
impact	strong effect or influence	I can judge the impact of a choice.

31. Conventions Connection

Students check sentence structure, subject-verb agreement, irregular verbs, pronouns, prepositions and prepositional phrases, spelling, and capitalization of historical periods, historical events, historical documents, and titles of books, stories, essays, languages, races, and nationalities.

32. Writing Connection

CREATURES gives the response a purposeful architecture. A claim begins the case, reasons and evidence develop it, Argument and Thinking make the logic visible, U and Rebuttal show fairness, Ending closes the case, and Significance gives the reader a lasting idea.

33. Watch Out!

Watch for a conclusion that repeats the claim, introduces an undeveloped reason, or changes into a personal slogan. Reconnect the sentence to the strongest R/E/T chain and ask whether it closes or lifts.

34. Ready Check

Read the Mansa Musa E and S models aloud. Students label each and name the clue. Then ask students to identify the claim, strongest evidence, and larger lesson in one passage.

35. Teacher Look-Fors

- Students name all nine CREATURES moves accurately.
- The Ending reinforces and synthesizes without copying.

- The Significance grows from evidence and reasoning.
- The response has a coherent argument, fair viewpoint, and rebuttal.
- The student uses module vocabulary and edits the final draft.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you will use to close your argument and explain why your idea matters."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
end	END	the final part	At the end, I ____.
matter	MAT-er	to be important	This matters because ____.
close	KLOHZ	to bring something to an end	I close the case by ____.
choice	CHOYS	an act of deciding	This choice affects ____.
lesson	LES-uhn	an idea learned from experience	The larger lesson is ____.
world	WURLD	people and places beyond one paper	This idea reaches the world by ____.
strong	STRONG	effective or well supported	My strongest reasoning is ____.
fair	FAIR	accurate and respectful	The other viewpoint is fair because ____.
whole	HOHL	all parts considered together	The whole argument shows ____.
grow	GROH	to develop or become greater	My Bluebird Moment grows from ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words help you explain the work each part of an argument does for the reader."

Word	Student-Friendly Definition	Oral Rehearsal Frame
ending	purposeful conclusion that reinforces the claim	My Ending reinforces ____.
synthesize	combine the most important ideas into a new understanding	I synthesize by ____.
significance	larger importance of an issue or position	The Significance is ____.
Bluebird Moment	final big-picture idea that explains why the argument matters beyond the paper	My Bluebird Moment tells readers ____.
reinforce	strengthen an idea with added understanding	I reinforce my claim by ____.
conclusion	final section that closes the response	My conclusion closes the case by ____.
legacy	lasting effect left by a person, choice, or community	The legacy is ____.
impact	strong effect or influence	The greatest impact was ____.
community	group connected by place, interest, or shared life	The community benefits when ____.
responsibility	duty to make thoughtful choices and consider consequences	A responsibility is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These domain words belong to opinion and argumentative writing. Use them to name the exact move your argument needs."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
CREATURES	KREE-churz	nine-move roadmap for a complete argumentative response	CREATURES helps me ____.
central claim	SEN-truhl KLAYM	defensible position at the center of an argument	My central claim is ____.
line of argument	LINE uhv AR-gyuh-muhnt	connected reasoning that makes the whole case coherent	The line moves from ____ to ____.
evidence-based	EV-uh-duhns BAYST	supported with proof from the text	My response is evidence-based because ____.
alternate viewpoint	AWL-ter-nit VYOO-point	another reasonable way to see the issue	The alternate viewpoint is ____.
rebuttal	ree-BUT-uhl	reasoned response to another viewpoint	My rebuttal answers ____.
purposeful ending	PUR-puhs-fuhl EN-ding	conclusion that reinforces and synthesizes	My purposeful Ending ____.
significance statement	sig-NIF-uh-kuhns STAYT-muhnt	sentence explaining why the issue matters beyond the paper	My Significance statement shows ____.
full ECR	FULL ee-see-AR	complete extended constructed response	My full ECR includes ____.

Teacher Resource: For more practice with academic words, see the Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Teacher preparation: Module 4 completes CREATURES with E, Ending, and S, Significance, then gathers the strongest prior work into a full opinion and argumentative ECR. The passages provide evidence for judgments about the impact of Mansa Musa's choices and the influence of geography and resources on Texas opportunity.

The Ending reinforces the claim and synthesizes the most important reasoning without copying the introduction. Significance is the Bluebird Moment. It explains why the issue, choice, or position matters beyond the immediate paper and connects the argument to communities, leadership, decisions, and real life.

The ECR Habit

Students use DOT to discover evidence, organize evidence into R/E/T chains, and think about the larger lesson. CREATURES remains the architecture. R, E, and T may repeat. A describes the coherence of the entire case. U and the second R are respectful viewpoint practice. E and S close the response.

Reading and reasoning sequence

Begin with the final judgment the writer will need to make. In *The Wealth of Mansa Musa*, students can gather details about protected trade, education, and the way each choice affected Mali. A student who argues for protected trade may follow the chain from soldiers guarding routes, to safer travel, to more merchants and products, to a stronger kingdom. A student who argues for learning may follow the chain from teachers and students, to books and libraries, to knowledge shared across generations, to a lasting reputation beyond wealth. Either position is defensible when the response uses the passage accurately.

In *Four Regions, One Big Adventure*, students can gather details about climate, land, natural resources, plants, and jobs. The Mountains and Basins connect dry land and underground resources to mining and oil. The Great Plains connect open grasslands to ranching and farming. The North Central Plains connect rainfall and soil to crops and livestock. The Coastal Plains connect humidity, rivers, forests, beaches, farms, fishing, and large cities to many industries. Students should compare more than one characteristic because regions can share a feature and still differ in meaningful ways.

Preparing the evidence nest

Before students write Significance, require a visible evidence nest. The nest contains the claim, the strongest R/E/T chains, the alternate viewpoint, and the rebuttal. Ask students to circle the reasoning they will synthesize in E. Then ask who else should care, what larger lesson applies, and why the choice matters in communities, leadership, decision-making, or real life. The answer to those questions becomes S only when it grows from the nest.

Protect the distinction between a broad lesson and a new reason. A statement such as communities can learn from Mali that investing in knowledge creates opportunities beyond one period of wealth grows from the learning case. A statement about an unrelated issue that the response never developed does not. In the Texas response, a statement about making wise choices about jobs, growth, and care of the land grows from the discussion of resources and opportunity. The teacher should ask the student to point to the evidence that launches the Bluebird Moment.

Teacher language for a Very High Stamina week

- Ask students to name the exact source detail before accepting a general explanation.
- Ask students to distinguish what the passage states from what the writer infers about impact or legacy.
- Invite opposite positions when the passage supports more than one defensible judgment.

- Require the alternate viewpoint to be reasonable, not a weak statement selected only to make the rebuttal easy.
- Keep the time limit visible while protecting the full reasoning demand. Students may plan in brief notes, but the final response must show the complete case.

The Very High Stamina level raises evidence density and conceptual demand. It does not change the architecture. The teacher may select a smaller set of exact details for a supported writer, but the student still explains the relationship among those details and creates both a purposeful Ending and a meaningful Significance statement.

40. Materials Needed

Category	Items
Texts	Copies of The Wealth of Mansa Musa and Four Regions, One Big Adventure
Planning	Full CREATURES organizer, recording sheets, sentence strips, pencils
Annotation	Highlighters or black-and-white marking tools, TRACKS guide, notebooks
Instruction	Chart paper, CREATURES reference cards, Ending and Significance sentence cards
Assessment	Final CREATURES rubric, exit ticket, writing assignment, progress tracker

41. Preparation Before Day 1

- ☐ Copy both Very High Stamina passages and the student annotation guide.
- ☐ Prepare the CREATURES reference chart with the exact job of every letter.
- ☐ Prepare Ending and Significance cards using the Mansa Musa and Texas regions models.
- ☐ Prepare the team prompt about whether protected trade or support for learning created the more important legacy for Mali.
- ☐ Prepare the independent prompt about whether climate or natural resources have the greater influence on how people live and work across Texas.
- ☐ Prepare the Final CREATURES rubric and the Grade 4 standards application check.
- ☐ Mark the two source passages for exact evidence and remove unrelated examples.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Focus	What Happens
Day 1	15	Gather + Reveal	Distinguish E and S, review the full CREATURES path, and model both with passage evidence.
Day 2	15	Attempt	Teams build a complete CREATURES response map about Mali's legacy.
Day 3	15	Discuss + Use	Students diagnose the full creature, then plan and draft a Texas regions ECR.
Day 4	15	Award + Target	Students revise, edit, award a strength, and select a next-letter target.
Day 5	15	Explain + Educate	Students teach the roadmap, explain the Bluebird Moment, and complete the final transfer.

43. Tiny Times Transition

Use a brief transition when students need to re-enter the argument. Say the nine moves aloud, have students point to the matching card, and ask them to name one connection: claim to reason, evidence to thinking, viewpoint to rebuttal, or Ending to Significance.

Citizenship & Content Connection

44. The Citizenship Connection

The passages connect argumentative writing to leadership, cooperation, education, geography, resources, and responsible decisions.

Element	This Module
Content fit	Mali shows how trade, education, generosity, and leadership shaped a kingdom. Texas regions show how land, climate, plants, and resources shape work and opportunity.
Perspective	Students judge impact without reducing a complex passage to one detail.
Literacy connection	Students use evidence and reasoning to make a defensible opinion, acknowledge another viewpoint, and explain why the issue matters.
Citizenship question	How can leaders and communities use resources, knowledge, and cooperation to create lasting opportunity?
Teacher Script	<i>"When you build an argument, you are practicing how to make a thoughtful decision, listen fairly, and explain why your decision matters to other people."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Full CREATURES Roadmap

Letter	Move	Student Memory Cue
C	Claim	Take a defensible position.
R	Reasons	Organize logical support.
E	Evidence	Prove the reasons.
A	Argument	Make the whole case coherent.
T	Thinking	Explain how and why the evidence works.
U	Understanding Others	Represent another viewpoint accurately.
R	Rebuttal	Respond with reasoning and evidence.
E	Ending	Reinforce and synthesize.
S	Significance	Create the Bluebird Moment and explain why it matters beyond the paper.

Ending or Bluebird?

Sentence	Label	Clue
In the end, protected trade had the greater impact because safer routes increased commerce and helped Mali grow stronger.	E: Ending	It reinforces the claim and synthesizes the case.
Mansa Musa's example shows that leaders can create lasting opportunity when they protect systems people rely on.	S: Significance	It lifts the lesson beyond the paper.

Full ECR Thinking Chart

Stage	Question	Evidence of Completion
R/E/T	What support and proof develop the claim?	Two connected evidence chains with explanations.
U/R	What other viewpoint deserves fair representation?	Accurate viewpoint and evidence-based rebuttal.
E	How do I close the case?	Reinforced claim and synthesized reasoning.
S	Why does the case matter beyond the paper?	Meaningful, source-rooted Bluebird Moment.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Your argument is a system. Claim, reasons, evidence, thinking, another viewpoint, rebuttal, Ending, and Significance each have a job. If one part is weak, you can name the next step and strengthen that part."

The central teaching move is to distinguish closure from lift. The Ending closes the case by reinforcing the claim and synthesizing the strongest reasoning. The Significance sentence lifts that developed meaning beyond the paper. The lift must still leave from the evidence nest.

Teacher modeling sequence

Model the difference with a deliberate think-aloud. First name the position. Then point to the two details that carry the most weight. Explain how the details work together rather than listing them. Next, state the alternate viewpoint fairly and answer it. Only after that, compose E and S. This order helps students hear that the conclusion is the result of reasoning, not a sentence attached at the last moment.

For the Mansa Musa case, model how a final judgment can weigh protected trade against support for learning. Protected routes brought more merchants, products, and opportunities, while schools, libraries, teachers, and scholars helped knowledge continue. The team answer may favor learning because knowledge could strengthen the kingdom across generations. A different team may favor protected trade because safe commerce created the wealth and stability that supported other opportunities. The teacher assesses the quality of the case, not a predetermined choice.

For the Texas regions case, model how the writer can move from one region to a wider pattern. A first chain may show that underground resources support mining and oil in the Mountains and Basins. A second chain may show that rivers, forests, beaches, farms, fishing, and cities support many industries in the Coastal Plains. The Argument is the relationship between those chains. It explains why the evidence supports the position that resources have a greater influence on work opportunities. A climate position can also be developed from rainfall, temperature, vegetation, and farming when the student makes the line coherent and uses exact details.

Questions that keep the Bluebird Moment grounded

- Which exact evidence does your Significance grow from?
- What larger lesson does the evidence support?
- Who besides the writer might need this idea?
- How does this lesson connect to leadership, opportunity, geography, community, or responsible choices?
- Would the sentence still make sense if the source details were removed? If so, return to the evidence nest and make the source connection visible.

Student-facing success language

TEACHER SCRIPT

"Your Ending should sound familiar because it returns to your claim, but it should sound stronger because your body has supplied reasoning. Your Significance should reach beyond the paper, but it must take off from evidence you already developed. The Bluebird Moment flies farther because the evidence gives it a place to begin."

Use this language when a student has a strong body but an unfinished conclusion. Point to the exact R/E/T chain, ask the student to say the case in one mature sentence, and then ask what a community or leader could learn from it. That sequence preserves student ownership while making the transition from E to S visible.

Revision decisions that matter

Students should revise the argument as a reader would experience it. First, read the claim and the first reason together. Does the reason actually support the position, or does it merely repeat the topic? Next, read the evidence and Thinking together. Does the explanation tell how and why the detail works, or does it simply restate the passage? Then read U and Rebuttal together. Is the alternate viewpoint reasonable, and does the rebuttal respond to that viewpoint rather than to a different idea?

Read the Ending with the whole body in mind. It should sound familiar because it returns to the claim, but it should sound more precise because the body supplied reasoning. If it introduces a new reason, move that idea into the body or remove it. If it is too general, add the strongest developed reason. Read the Significance after the Ending. It should sound larger, not random. A useful Significance statement may name what communities, leaders, or decision-makers can learn from the case, but the learning must still be connected to the source.

Use the standards application check as a visible sequence. Students mark one place where an idea needs to be added, one distraction that can be deleted, one repeated idea that can be combined, and one place where ideas can be rearranged for stronger Argument. Students then revise word choice and sentence structure. The final editing pass checks sentence and subject-verb agreement, irregular verbs, pronouns, prepositions and prepositional phrases, spelling, and the Grade 4 capitalization targets named in the standards.

Success evidence for teacher review

- The student can explain why the chosen claim is defensible from the passage.
- The student can point to one exact detail for each major reason.
- The student can explain how evidence affects the final judgment.
- The student can state an alternate viewpoint without mocking or weakening it.
- The student can answer that viewpoint with a reasoned rebuttal.
- The student can identify the sentence that closes the case and the sentence that gives the Bluebird Moment.
- The student can explain which next-letter target will strengthen the next response.

The teacher records evidence from speaking, planning, drafting, revising, and sharing. A student may show understanding orally before the written draft is polished, but the final ECR must make the reasoning visible in writing. Keep the evidence trail attached to student actual choices from the two passages.

Close the modeling by asking students to say the difference in their own words. A strong response may say that E closes the case by bringing back the claim with stronger understanding, while S gives the reader a reason to care beyond the paper. Ask students to point to a passage detail for both sentences. This final check keeps the Bluebird Moment meaningful, evidence-based, and appropriate for a fourth-grade audience.

When students compare the two sources, listen for accurate content. Mansa Musa belongs to Mali and West Africa. Xavier travels across Texas. Trade routes, education, and leadership are not the same as landforms, climate, resources, and jobs, but both passages support discussion of choices, opportunity, and lasting impact. Students should name which passage supports each idea.

Keep the final student share short and exact. One student names the claim, one names a reason, and one names the broader meaning. The group then combines the ideas into one clear oral case. This routine gives every student a chance to hear the relationship between evidence, reasoning, Ending, and Significance before independent writing.

Teacher review should preserve the source boundary. If a student offers a larger lesson, ask which source detail supports it and which CREATURES move carries it. If the detail cannot be named, the student revises the sentence before submitting the response.

47. Student Source Passage(s)

Passage use: use the two source texts below at very high stamina. Keep the numbered paragraphs for discussion and evidence.

Passage 1: "The Wealth of Mansa Musa" (Stamina: Very High)

- [1] A long time ago in West Africa, there was a strong and successful kingdom called Mali. One of its most well-known rulers was Mansa Musa. He became king in the early 1300s and is often remembered as one of the richest people in history. Mali became wealthy because it controlled important trade routes. Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.
- [2] Trade was one of the most important parts of life in Mali. Long before airplanes, trains, or trucks, merchants traveled by camel across the Sahara Desert to exchange goods with people living far away. These trips could last for weeks or even months. The desert was hot during the day and cold at night, so the journey was not easy. Camels were helpful because they could carry heavy loads and travel long distances with very little water. Merchants packed supplies, food, and valuable goods before beginning their long trips.
- [3] Traveling across the Sahara required careful planning. Merchants often traveled together in groups called caravans. Traveling with others made the journey safer because people could help one another if problems happened along the way. Caravan leaders knew where to find water and places to rest. They also understood the safest paths through the desert. Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging.
- [4] Gold was one of Mali's greatest natural resources. People wanted gold because it could be made into coins, jewelry, and decorations. Salt was just as important because it helped preserve food and keep people healthy. Before refrigerators existed, salt helped keep food from spoiling during long trips. Some places had plenty of gold but very little salt, while other places had large salt mines but little gold. This made trading useful for everyone. Merchants also traded cloth, leather, pottery, spices, beads, tools, and other valuable goods. As trade increased, Mali became wealthier each year.
- [5] Many people earned their living through trade. Some mined gold, while others cut large blocks of salt from the ground. Craftspeople created beautiful items that merchants could sell in busy markets. Farmers raised crops that fed families, travelers, and workers throughout the kingdom. Every person's job helped Mali become stronger and more successful.
- [6] Mansa Musa understood how important trade was to his kingdom. He made smart choices that helped merchants feel safe while traveling. Soldiers guarded many of the trade routes, and laws helped protect people and their goods. Because traders knew they could travel safely, more merchants visited Mali. Every new trade journey brought more people, more products, and more opportunities for the kingdom to grow stronger.
- [7] The king also encouraged fairness in trade. Merchants wanted to visit places where they could buy and sell goods honestly. As more people trusted Mali's marketplaces, trade continued to increase. Visitors returned home with stories about the kingdom's wealth, safe roads, and busy cities. These stories encouraged even more travelers to visit Mali.
- [8] As trade increased, cities throughout Mali became larger and busier. One of the most famous cities was Timbuktu. Merchants filled the marketplaces with colorful goods from many different places. People could find gold, salt, cloth, books, pottery, leather goods, spices, and handmade jewelry. Travelers speaking different languages met to buy, sell, and share ideas. The city became an important meeting place for people from across Africa.
- [9] Marketplaces were exciting places filled with activity. Merchants displayed their goods while customers compared prices and looked for the best products. The sounds of conversations, animals, and trading filled the air throughout the day. Children often watched their families work while learning how business was done. These busy markets helped people meet others from different cultures and regions.
- [10] Timbuktu was known for much more than trade. It also became one of the greatest centers of learning

during its time. Students traveled long distances to study with respected teachers. They learned subjects such as math, science, geography, history, astronomy, and religion. Since printing presses had not yet been invented in the area, books were carefully copied by hand. These books were treated with great care because they contained valuable knowledge. Many families believed that education could help improve a person's future.

[11] Teachers encouraged students to ask thoughtful questions and search for evidence to support their ideas. Lessons often included reading, writing, problem-solving, and discussions. Students worked hard because education opened doors to new opportunities. Scholars spent years studying important books and sharing what they learned with others. Their work helped spread knowledge across many regions.

[12] Libraries in Timbuktu became famous because they stored thousands of handwritten books. Families often protected these books for generations because they believed knowledge was valuable. Visitors from distant places were amazed by the city's dedication to learning. The success of Timbuktu showed that education could become just as important as trade in building a strong society.

[13] One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage. This journey covered thousands of miles and lasted many months. Mansa Musa traveled with a large group that included family members, soldiers, workers, servants, merchants, and guides. Hundreds of camels carried supplies for the journey. Food, water, clothing, tents, and gold all had to be packed before leaving. Planning such a large trip required careful organization.

[14] As the group traveled from city to city, many people came to see the famous king. Some hoped to trade with his group, while others simply wanted to witness the enormous caravan passing through their town. The sight of so many travelers and camels impressed everyone who watched them. News about Mansa Musa spread quickly wherever he went.

[15] During his pilgrimage, Mansa Musa gave away large amounts of gold to people in need. He wanted to help others and share the wealth of his kingdom. His generosity became famous throughout the places he visited. Many people had never seen so much gold before. Some stories explained that he gave away so much gold that its value changed in certain cities for a period of time. Whether every story was completely accurate or not, people everywhere recognized his kindness and generosity.

[16] After hearing these stories, people became curious about Mali. Merchants wanted to trade with the kingdom, while travelers hoped to visit its famous cities. Writers recorded stories about Mansa Musa, and mapmakers began including Mali on their maps because so many people had heard about its wealth. These stories spread across Africa, Europe, and the Middle East, making Mali one of the most recognized kingdoms of its time.

[17] Mansa Musa believed that wealth should also be used to improve his kingdom. He supported the building of mosques, schools, libraries, and other important buildings. Skilled builders and workers created places where people could gather, worship, and learn. These improvements made cities more beautiful and gave people additional opportunities to study, teach, and work together.

[18] The kingdom continued to grow because many people worked together. Farmers raised crops that fed families and travelers. Craftspeople made tools, clothing, pottery, and jewelry. Merchants carried goods across trade routes, while teachers helped students gain new knowledge. Soldiers protected the kingdom, allowing trade and learning to continue without constant fear of attack. Every group played an important role in Mali's success.

[19] Life in Mali depended on teamwork. Farmers relied on merchants to sell extra crops. Merchants depended on safe roads and trustworthy trading partners. Students depended on teachers, and teachers depended on people who carefully copied books by hand. Builders created schools, homes, markets, and places of worship. Each person contributed something important to the kingdom, helping it remain successful for many years.

[20] Families also passed important skills from one generation to the next. Children learned how to farm, trade, build, or create useful goods by watching adults work. As they grew older, they practiced these skills themselves. This helped preserve knowledge and allowed the kingdom to continue growing.

[21] Even after Mansa Musa's pilgrimage ended, people continued talking about him. His journey showed the

world that Mali was rich, organized, and powerful. Travelers wrote about the kingdom's wealth, successful trade routes, and centers of learning. Although stories sometimes became larger than life as they spread, they helped introduce many people to the kingdom of Mali.

[22] Today, historians continue studying Mansa Musa because his leadership changed the history of West Africa. His success shows that trade, education, and good leadership can help a kingdom grow stronger. Students around the world learn about Mali because it became one of the greatest trading empires in African history. The story of Timbuktu also reminds people that learning and education have always been valuable.

[23] Because of the choices he made, Mali became known as a powerful and important kingdom. Mansa Musa understood that protecting trade, encouraging education, and helping others could strengthen an entire nation. His leadership allowed cities like Timbuktu to become famous for both business and learning. People still talk about Mansa Musa today when they study African history and discover how trade routes connected different cultures. His life reminds us that wise decisions, strong leadership, and a commitment to learning can leave a lasting impact for generations. Even hundreds of years later, his story continues to inspire people to understand the importance of education, cooperation, and using resources wisely to help others.

Passage 2: "Four Regions, One Big Adventure" (Stamina: Very High)

[1] "Road trip!" Xavier shouted as his family packed the car. They were driving across Texas to learn about its different regions. Instead of only reading about them in books, Xavier would get to see each region with his own eyes. He packed a notebook so he could write down interesting facts and compare what made each place special. His parents told him that every region had its own landforms, climate, plants, and jobs.

[2] Before they left, Xavier spread a large map of Texas across the kitchen table. The state looked enormous. He traced their route with his finger and smiled.

[3] "It's hard to believe one state can have so many different places," he said.

[4] His dad nodded. "Texas is one of the largest states in the country. That means the land, weather, and resources can change a lot from one place to another."

[5] "I wonder which region I'll like best," Xavier said.

[6] "You'll have to wait until the end of the trip to decide," his mom replied.

[7] As they drove west, Xavier watched the scenery outside the window slowly change. At first he saw neighborhoods, farms, and trees. After several hours, the trees became fewer, the ground looked drier, and rocky hills appeared in the distance.

[8] Their first stop was the Mountains and Basins in far West Texas. Xavier noticed tall, rocky mountains and dry land. "It's really hot here," he said. There were only a few plants, like cacti. His mom explained that people in this region often work in mining and oil because of the natural resources found underground.

[9] The family stopped at a scenic overlook where they could see for miles. High mountains rose above wide valleys, and the bright blue sky stretched across the horizon. The air felt dry, and the wind carried dust across the rocky ground.

[10] "I've never seen mountains this tall," Xavier said quietly.

[11] His dad smiled. "This is one of the only places in Texas where you'll find mountain ranges like these."

[12] As they continued exploring, Xavier noticed that most of the plants were small and spread far apart. There were cacti, shrubs, and patches of dry grass.

[13] "Why aren't there many trees?" he asked.

[14] "This region doesn't get much rain," his mom explained. "Only plants that can survive with very little water grow well here."

[15] They passed signs showing oil wells and mining sites in the distance. His dad explained that valuable natural resources beneath the ground have helped create jobs for many people over the years. Xavier thought it was interesting that even though the land looked empty, it still provided important resources.

[16] Before leaving, the family stopped to take pictures of the mountains. Xavier realized that this region looked nothing like the places he had visited near home. Even though it was dry and rocky, it had its own kind of

beauty.

[17] The next morning, the family headed toward the Great Plains. As the miles passed, the mountains slowly disappeared behind them. The land became flatter, and wide grasslands stretched toward the horizon.

[18] “The view changed again,” Xavier noticed.

[19] “It sure did,” his dad replied. “Every region has its own features.”

[20] The weather was still fairly dry, but it did not feel quite as hot. Soon they began passing large ranches surrounded by long fences.

[21] “This must be where people raise cattle,” Xavier said.

[22] His dad nodded and added that farming is also common here.

[23] They watched herds of cattle grazing across open fields while farmers drove tractors through nearby crops. The wide-open spaces seemed to go on forever.

[24] “I’ve never seen so much land,” Xavier said.

[25] “That space is one reason ranching works so well here,” his mom explained. “There is plenty of room for livestock to graze.”

[26] The family stopped for lunch at a small picnic area. As they ate, a steady breeze moved through the tall grass.

[27] “It feels windy,” Xavier said.

[28] “With fewer trees and lots of open land, the wind can travel easily across the plains,” his dad explained.

[29] After lunch they visited a ranch where a rancher answered questions about caring for cattle. Xavier learned that raising livestock requires hard work every day. The animals need food, water, and safe places to live.

[30] On the drive away from the ranch, Xavier looked out across the rolling hills and thought about how different this region was from the Mountains and Basins. There were still wide open spaces, but instead of rocky mountains, the land was covered with grass.

[31] Later that day, the family reached the North Central Plains.

[32] “Everything looks greener and more colorful!” Xavier said.

[33] There were more trees and grass, and the land had gentle hills. The climate was milder, and people raised livestock and grew crops.

[34] The family stopped at a community park filled with walking trails and tall shade trees. Birds sang from the branches while butterflies floated from flower to flower. A cool breeze made the afternoon feel comfortable.

[35] “This place feels different,” Xavier said.

[36] His mom smiled. “This region usually receives more rainfall than the ones we’ve already visited.”

[37] As they walked, Xavier noticed ponds, grassy fields, and trees growing in every direction. He realized why so many farms were nearby.

[38] They later visited a family farm where workers cared for animals and tended rows of growing crops. One farmer explained that the climate and soil help many plants grow well in this region.

[39] “So weather can change what people grow?” Xavier asked.

[40] “It certainly can,” the farmer replied. “People often choose crops that grow best in the local climate.”

[41] While driving through nearby towns, Xavier noticed fields stretching beside country roads. Some farms raised cattle while others grew crops. He remembered seeing cattle in the Great Plains too, but the scenery here looked much greener.

[42] His dad reminded him that regions can share some similarities while still being different.

[43] “That’s why we study more than one characteristic,” he explained. “We look at the land, the weather, the plants, and the kinds of work people do.”

[44] Xavier thought about everything he had learned so far. Every region had something that made it easy to recognize.

[45] The next morning, they continued their trip toward the Coastal Plains near the Gulf of Mexico.

[46] As soon as they stepped out of the car, Xavier noticed the warm, sticky air.

[47] “It feels different here,” he said.

[48] His mom smiled.

[49] “That’s humidity. The air contains more moisture near the Gulf.”

[50] It was humid, and Xavier could feel the warm, moist air. There were rivers, forests, and even beaches. “This region has a lot of different jobs,” his mom said, “like farming, fishing, and working in big cities.”

[51] The family first visited a busy fishing harbor where boats lined the docks. Fishermen unloaded their catches while seabirds circled overhead.

[52] “I’ve never seen so many boats,” Xavier said.

[53] His dad explained that the Gulf of Mexico supports fishing, which provides jobs for many people.

[54] Later they drove through thick forests where tall trees shaded the highway. Soon they entered one of Texas’s large cities. Cars filled the roads, and tall buildings reached high into the sky.

[55] “There are so many people here,” Xavier said.

[56] “Large cities create many different kinds of jobs,” his mom explained. “People may work in schools, hospitals, stores, offices, factories, or many other places.”

[57] As they continued driving, Xavier realized that this region looked very different from every other place they had visited. It had beaches, forests, rivers, farms, neighborhoods, and busy cities all within the same region.

[58] The family spent the afternoon walking along the beach. Waves rolled onto the shore while children played in the sand. Xavier watched pelicans glide over the water and listened to the sound of the surf.

[59] “I think this might be my favorite stop,” he said.

[60] His parents smiled.

[61] “Every region has something special,” his dad replied.

[62] On the drive home, Xavier looked through the pages of his notebook. He compared everything he had seen during the trip. The Mountains and Basins were dry with tall mountains and valuable natural resources. The Great Plains had wide grasslands, ranches, and farms. The North Central Plains were greener with gentle hills, crops, and livestock. The Coastal Plains had rivers, forests, beaches, humid weather, large cities, and many different industries.

[63] As the sun began to set, Xavier looked out the car window one last time.

[64] “I thought Texas would look the same everywhere,” he admitted.

[65] His dad smiled.

[66] “A lot of people think that until they travel across the state.”

[67] “I understand now,” Xavier replied. “The land changes from place to place, and that changes how people live and work.”

[68] His mom nodded proudly.

[69] “That’s exactly what makes each region important.”

[70] As they headed home, Xavier rethought about what he had seen. Each region looked different, but all were important parts of Texas.

48. Student Annotation Guide

Students use DOT to discover evidence, organize it, and think about a final judgment. The details below are from the two supplied passages.

The Wealth of Mansa Musa

TRACKS	Evidence
T: Time	He became king in the early 1300s.
R: Reactions	Every new trade journey brought more people, more products, and more opportunities for the kingdom to grow stronger.
A: Actions	He supported the building of mosques, schools, libraries, and other important buildings.
C: Character, Concept, Creature	Mansa Musa, Mali, Timbuktu
K: Key Knowledge	Protecting trade, encouraging education, and helping others could strengthen an entire nation.
S: Setting	Across the hot Sahara Desert.

Four Regions, One Big Adventure

TRACKS	Evidence
T: Time	The next morning.
R: Reactions	The land changes from place to place, and that changes how people live and work.
A: Actions	They were driving across Texas to learn about its different regions.
C: Character, Concept, Creature	Zavier, Texas regions
K: Key Knowledge	Landforms, climate, plants, and jobs.
S: Setting	Near the Gulf of Mexico.

49. TRACKS Evidence Highlighting

Use the exact categories and color labels below. Students mark the passages with words or symbols so the evidence remains accessible in black and white.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs or adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs or adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters, people, or animals, or major concepts as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information needed for the meaning of the passage that is not in another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

DAY 1 | Gather + Reveal | 15 MINUTES

Purpose: distinguish an Ending from Significance and reveal how the full CREATURES path completes a case.

Standard	Focus
TEKS	4.11(B)(iii) conclusion; 4.12(C)(i) argumentative genre; 4.12(C)(ii) craft
ELPS	4(D)(i)-(iii) sentence types and transitions; 4(F)(i)-(ii) explain and justify with details

GATHER ■ TEACH

Read the two model sentences aloud. Students listen for whether each sentence closes the paper or lifts the meaning.

TEACHER SCRIPT

"Listen for the difference between closing the paper and lifting the paper. The Ending closes our case. Significance lifts the idea into a larger world. That last lift is our Bluebird Moment."

REVEAL ■ TEACH

Review C, Claim; R, Reasons; E, Evidence; A, Argument; T, Thinking; U, Understanding Others; R, Rebuttal; E, Ending; and S, Significance.

Mansa Musa model: E, "In the end, protecting trade had the greater impact on Mali because safer routes increased commerce and helped the kingdom grow stronger." S, "Mansa Musa's example shows that leaders can create lasting opportunity when they protect the systems people rely on and make choices that help communities grow."

Texas regions model: E, "Overall, natural resources have a greater influence on work opportunities because they directly support mining, oil, fishing, farming, and other industries across Texas." S, "Understanding how resources shape opportunity can help communities make thoughtful decisions about jobs, growth, and how they care for the land they depend on."

Check	Expected Response
Which sentence is E?	The sentence that reinforces the claim and synthesizes the case.
Which sentence is S?	The sentence that explains why the idea matters beyond the paper.
What is T?	Thinking, the explanation of how and why evidence works.

DAY 2 | Attempt | 15 MINUTES

Purpose: build a complete CREATURES map with a team using the Mansa Musa passage.

Standard	Focus
TEKS	4.12(C)(i) argumentative characteristics; 4.12(C)(ii) craft
ELPS	4(C)(i) content vocabulary; 4(F)(v)-(vi) supporting evidence for audience and purpose

ATTEMPT ○ LEARN

Team prompt: Argue whether protecting trade or supporting learning created the more important legacy for Mali. Use evidence from the passage and acknowledge another reasonable viewpoint.

1. Choose a defensible C, Claim.
2. Build two R/E/T chains.
3. Arrange the chains so A, Argument, flows logically.
4. Write a fair U, Understanding Others, statement.
5. Write R, Rebuttal, using reasoning and evidence.
6. Write E, Ending, that reinforces and synthesizes.
7. Write S, Significance, that explains why the issue matters beyond the paper.
8. Read the full response aloud and listen for any missing job.

Move	Sample Team Answer Key
C	Supporting learning created the more important legacy for Mali because knowledge could continue strengthening the kingdom across generations.
R1, E1, T1	Timbuktu became a respected center of learning. Students and teachers studied math, science, geography, history, astronomy, and religion. This supports the claim because education creates knowledge that can be shared and passed on.
R2, E2, T2	Support for schools, books, and scholars strengthened Mali's reputation beyond wealth. Libraries, handwritten books, respected teachers, and visitors show that Mali became known for ideas and scholarship.
A	The two reasons move from the immediate learning community to the wider legacy of knowledge and reputation.
U and R	Some readers may argue protected trade created the stronger legacy because safe routes brought more merchants, goods, and wealth. That growth was essential; however, knowledge could continue influencing people after individual trade journeys ended.
E and S	Overall, support for learning created the more important legacy because it strengthened Timbuktu's reputation and helped knowledge continue across generations. Communities today can still learn from Mali that investing in knowledge creates opportunities that may continue after one leader or one period of wealth has passed.

DAY 3 | Discuss + Use | 15 MINUTES

Purpose: diagnose the full argument, then independently plan and draft a full ECR about Texas regions.

Standard	Focus
TEKS	4.11(B)(iii) transitions and coherence; 4.12(C)(i) argumentative text
ELPS	4(D)(i)-(iii) varied sentences and transitions; 4(F)(ix)-(xvi) supporting evidence for purpose and audience

DISCUSS ○ LEARN

TEACHER SCRIPT

"A full argument is a system. Every part affects another part. When one letter is weak, you can diagnose the problem instead of simply saying that your paper is bad. CREATURES gives you a way to name the next step."

Ask: How did U and R change or strengthen the claim? How is Ending different from Significance? Where did the argument need a transition or rearrangement to improve A?

Expected responses: S was hardest because it had to go beyond the paper without becoming random. U and R made the other side visible and sharpened the claim. Ending summarizes and synthesizes the case; Significance explains why it matters more broadly.

USE ✓ ASSESS

Independent prompt: Argue whether climate or natural resources have the greater influence on how people live and work across Texas.

1. Choose a defensible claim.
2. Plan two logical reasons and strong evidence.
3. Arrange the reasons so the line of argument is coherent.
4. Explain how and why the evidence supports the claim.
5. Acknowledge one reasonable alternate viewpoint accurately.
6. Write a rebuttal using reasoning and evidence.
7. Conclude by reinforcing the claim and synthesizing the strongest reasoning.
8. Finish with a Bluebird Moment explaining why the issue matters beyond the paper.

Full CREATURES Exemplar: Natural resources have the greater influence on how Texans live and work because resources directly shape many jobs and economic opportunities across the state. In the Mountains and Basins, underground resources support mining and oil work. In the Coastal Plains, rivers, forests, beaches, farms, fishing, and large cities support many kinds of work. The first reason shows specialized work from underground resources, while the second expands the case to a region where water, land, and cities create many industries. Some readers may argue climate has the greater influence because rainfall and temperature affect vegetation, farming, and daily conditions. Climate clearly matters, but the passage connects natural resources more directly to a wider range of specific jobs. Overall, natural resources have the greater influence on work opportunities because they shape what industries can grow in different Texas regions. Understanding the relationship between resources and opportunity can help communities make wiser choices about jobs, growth, and how they use and protect the land that supports them.

DAY 4 | Award + Target | 15 MINUTES

Purpose: revise and edit the complete argument, recognize a strength, and set a next-letter target.

Standard	Focus
TEKS	4.11(C)(i-v) revision; 4.11(D)(i),(vi)-(xvi),(xxxiii)-(xxxv) editing
ELPS	4(E)(i)-(ii) conventions and grammatical structures; 4(F)(i)-(ii) explain and justify

AWARD ✓ ASSESS

Students trace C through R/E/T, U/R, and E/S. They star the Bluebird Moment and complete: "The part of my argument that sounds most like a real writer is ____ because ____."

TEACHER SCRIPT

"You did not just write a paragraph today. You built a complete argumentative system. Celebrate the part you can now do independently and the part that shows the most growth."

TARGET ✓ ASSESS

Use the revision sequence: add a missing idea, delete a distraction, combine repeated ideas, rearrange for stronger Argument, revise word choice and sentence structure, and edit Grade 4 conventions. Compare the weak conclusion, "So natural resources are important," with the stronger E and S from Day 3.

Students choose one target: C clarity, R distinction, E strength, A coherence, T depth, U fairness, R rebuttal, E Ending, or S Significance.

DAY 5 | Explain + Educate | 15 MINUTES

Purpose: teach the whole roadmap, explain the Bluebird Moment, and transfer the learning to final writing.

Standard	Focus
TEKS	4.11(B)(iii) conclusion; 4.12(C)(i) argumentative genre; 4.12(C)(ii) craft
ELPS	4(C)(i) content vocabulary; 4(F)(i)-(xvi) explain and justify with evidence

EXPLAIN ✓ ASSESS

Partner A teaches C through T. Partner B teaches U through S. Partners build one oral argument from a passage prompt and explain why S is called the Bluebird Moment.

TEACHER SCRIPT

"Teaching the whole creature is your final memory test. Do not just recite the letters. Explain the job each one does for the reader."

EDUCATE ✓ ASSESS

Students explain that E closes the case by reinforcing and synthesizing, while S lifts the meaning beyond the paper but remains connected to evidence. Students complete the final full ECR and use the rubric to revise once more.

Student Exemplars

51. Low / Developing Exemplar

Prompt	Student Response	What Works	What Needs Improvement
Climate or natural resources?	So natural resources are important.	It stays on the source topic.	It does not reinforce the full claim, synthesize the developed reasoning, or create a Bluebird Moment.

52. Medium / Approaching Exemplar

Student Response	What Works	What Needs Improvement
Overall, natural resources have the greater influence on work opportunities because they directly shape important industries across Texas.	The Ending reinforces the claim and closes the case purposefully.	The response still needs S, Significance, to lift the meaning beyond the paper.

53. High / Secure Exemplar

Move	Target Response	Why It Is Secure
E: Ending	Overall, natural resources have the greater influence on work opportunities because they directly shape what industries can grow in different Texas regions.	It reinforces and synthesizes the source-based case.
S: Significance	Understanding the relationship between resources and opportunity can help communities make wiser choices about jobs, growth, and how they use and protect the land that supports them.	It grows from the reasoning and gives a meaningful Bluebird Moment.

Additional Secure Exemplar

Source	E and S
Mansa Musa	In the end, protecting trade had the greater impact on Mali because safer routes increased commerce and helped the kingdom grow stronger. Mansa Musa's example shows that leaders can create lasting opportunity when they protect the systems people rely on.
Texas regions	Overall, natural resources have a greater influence on work opportunities because they directly support mining, oil, fishing, farming, and other industries across Texas. Understanding how resources shape opportunity can help communities make thoughtful decisions about jobs, growth, and how they care for the land they depend on.

54. Teacher Answer Guidance & Evidence Notes

Ending: reinforce the claim and synthesize the strongest reasons without requiring word-for-word repetition. **Significance:** explain broader importance and grow from the case, not from an unrelated slogan. **Full CREATURES:** all nine jobs are visible in the plan or response; R, E, and T may repeat, and A is whole-case coherence.

Assessment & Evidence

55. Standards Evidence Trail

Evidence	GRADUATE Stage	Standard Connection	Teacher Check
Ending or Bluebird labels	Gather + Reveal	4.12(C)(ii)	Student explains the clue.
Team map	Attempt	4.12(C)(i)	Claim, chains, U/R, E, and S are evidence-based.
Independent Texas regions ECR	Discuss + Use	4.11(B)(ii) , 4.11(B)(iii)	Coherence, transitions, conclusion, and significance.
Revision check	Award + Target	4.11(C)(i-v)	Student makes one justified revision.
Final response	Explain + Educate	4.12(C)(i) , 4.12(C)(ii)	Purpose, evidence, craft, and conventions.

56. Assessment Opportunities

Assessment	When	Evidence	Answer Key or Success Criteria
Informal check	Day 1	Student labels E or S and states a clue.	E closes and synthesizes. S explains broader meaning.
Formative assessment	Day 3	Student plans and drafts the full Texas regions ECR.	Claim, two R/E/T chains, A, fair U/R, E, S, and accurate evidence.
Revision check	Day 4	Student identifies a coherence problem.	Student adds, deletes, combines, rearranges, or improves wording.
Final assessment	Day 5	Student teaches the roadmap and submits the final response.	Full CREATURES response with purposeful E and source-rooted S.

Assessment Prompt Bank

Prompt	Expected Evidence	Success Criteria
Argue whether protected trade or support for learning created the more important legacy for Mali.	Trade safety, marketplaces, Timbuktu, education, books, and generations.	Defensible legacy claim, fair alternate viewpoint, rebuttal, E, and S.
Argue whether climate or natural resources have the greater influence on Texas opportunity.	Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains.	Two connected chains and a Bluebird Moment about communities and resources.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

1. Label each sentence E, Ending, or S, Significance, and write one clue.

A. In the end, support for learning created the more important legacy because knowledge continued across generations. Label: _____ Clue: _____

B. Communities today can learn from Mali that investing in knowledge creates opportunities beyond one period of wealth. Label: _____ Clue: _____

2. State the nine CREATURES moves in order.

3. Write one E and one S for this prompt: Argue whether climate or natural resources have the greater influence on how people live and work across Texas.

58. Exit Ticket Answer Key

Item	Answer	Points
1A	E: Ending. It reinforces the position and synthesizes the case.	2
1B	S: Significance. It explains why the idea matters beyond the paper.	2
2	Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, Significance.	3
3	Secure E reinforces and synthesizes the chosen claim with passage reasoning. Secure S explains a broader lesson about resources, opportunity, communities, jobs, growth, or responsible care of the land and remains connected to the response.	4

59. Scoring Principle

Score argument quality, not a predetermined side. A secure response has a defensible claim, distinct reasons, exact passage evidence, visible Thinking, a coherent line of Argument, fair U/R, a purposeful Ending, and a source-rooted Significance statement.

60. Gradebook Conversion

Score	Performance	Gradebook Meaning
12 to 11	Secure	Full CREATURES ECR with purposeful E and S.
10 to 8	Approaching	Most moves are present; E or S needs development.
7 to 5	Developing	Claim and support are visible, but coherence or viewpoint work is incomplete.
4 to 0	Beginning	Response needs a supported rebuild of the CREATURES path.

61. Recommended Gradebook Label

G4 C4 M4, Ending, Significance, and the Full CREATURES ECR.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Assignment
Prompt	Argue whether climate or natural resources have the greater influence on how people live and work across Texas.
Sources	Four Regions, One Big Adventure, with connections to The Wealth of Mansa Musa when useful for a larger lesson.
Required Product	One complete opinion and argumentative ECR with all CREATURES moves visible in planning and E and S in the final response.
Revision	Add, delete, combine, rearrange, revise, and edit using the Grade 4 standards check.

63. Student Planning Frame

1. **C: Claim:** I argue that ____ has the greater influence because ____.
2. **R: Reasons:** One reason is _____. A second reason is _____.
3. **E: Evidence:** The passage explains _____.
4. **A, Argument:** These reasons connect because _____.
5. **T: Thinking:** This evidence supports my claim because _____.
6. **U: Understanding Others:** Some readers may argue _____ because _____.
7. **R: Rebuttal:** That point matters; however, _____.
8. **E: Ending:** Overall, _____.
9. **S: Significance:** Understanding this can help communities _____.

64. Writing Assignment Rubric

Area	3, Secure	2, Approaching	1, Developing	0, Missing
C: Claim	Clear, defensible, direct.	Clear but broad.	Vague or weak.	Missing or off-topic.
R/E, Reasons and Evidence	Logical, distinct, strongly supported.	Mostly strong.	Repetitive or weakly supported.	Missing.
A/T, Argument and Thinking	Coherent line with deep explanation.	Generally connected.	List-like or mostly summary.	Missing.
U/R, Understanding Others and Rebuttal	Fair, accurate, evidence-based.	Fair but general.	Distorted or repeated claim.	Missing.
E/S, Ending and Significance	Reinforces, synthesizes, and creates a meaningful Bluebird Moment.	Closes but significance is general.	Repeats or adds unrelated idea.	Missing.
Conventions	Meaning is clear with strong control.	Minor errors.	Frequent errors interfere.	Not enough writing to assess.

65. Writing Gradebook Conversion

Points	Performance	Next Step
16 to 18	Secure	Extend the Bluebird Moment or compare opposite cases.
11 to 15	Approaching	Strengthen coherence, U/R, E, or S.
6 to 10	Developing	Rebuild one R/E/T chain and connect it to E/S.
0 to 5	Beginning	Use the checkpoint path one move at a time.

66. Teacher Feedback Shortcuts

- **C:** Your position is clear. Add the reason that makes it defensible.
- **R/E/T:** Your evidence is relevant. Explain how it works.
- **A:** Rearrange these ideas so the line of argument is easier to follow.
- **U/R:** Represent the other viewpoint accurately, then answer it.
- **E:** Reinforce the claim with the strongest reasoning.
- **S:** Lift the lesson beyond the paper, but leave from the evidence nest.

Response to Student Need

67. Intervention: CREATURES Checkpoint Path

Move	Sentence Stem	Evidence Requirement
C	___ had the greater impact because ___.	Choose a defensible position.
R/E/T	One reason is ___. The passage states ___. This supports the claim because ___.	Use exact or accurately paraphrased detail.
U/R	Some readers may argue ___. That point matters; however, ___.	Represent and answer the actual viewpoint.
E/S	Overall, ___. This matters beyond the passage because ___.	Close and lift without a new reason.

Use one section at a time, then remove support after success. Read the completed argument aloud so the student can hear the coherence.

68. Embedded Checks & Student Support

Moment	Check	Support
Listening	Label E or S and state the clue.	Repeat the two model sentences.
Team building	Check C, two R/E/T chains, A, U/R, and E/S.	Reveal one organizer box at a time.
Independent writing	Trace C to R/E/T to U/R to E/S.	Use sentence stems, then remove them.

69. Student Support Quick Reference

Student Need	Teacher Response
Lists evidence without reasoning.	Ask, "How does this detail support your claim?"
Repeats the claim in E.	Ask the student to synthesize the two strongest reasons.
Writes an unrelated S.	Return to the evidence nest and name the larger lesson.
Distorts U.	Have the student restate the alternate viewpoint before writing the rebuttal.

70. Enrichment: Two Complete CREATURES Cases

Challenge	Evidence of Success	Question
Build a climate case and a natural resources case from Four Regions, One Big Adventure.	Both cases have all nine moves and accurate evidence.	Which case is more persuasive, and why?
Compare the Bluebird Moments.	Each S grows from its own argument.	Which broader lesson is more useful to communities?

Strong argumentative writing is not about choosing a predetermined side. It is about building the most defensible, coherent, evidence-based case.

71. Additional Writing Opportunity: Plan and Draft

Students choose either the Mali legacy prompt or the Texas regions prompt, plan all nine moves, and draft a complete ECR. Require two R/E/T chains, a fair U/R exchange, and an E/S pair. Check evidence accuracy before the student drafts the Bluebird Moment.

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

Students read their response aloud, mark one place to add, delete, combine, or rearrange, then revise word choice and sentence structure. Students complete the Grade 4 editing pass and share the final E/S pair with a partner.

Engagement & Home Connection

73. Auditory Engagement Moments

- Read the Mansa Musa E and S models aloud. Students show a closed hand for E and an open hand for S.
- Read the Texas regions E and S models. Students name the exact clue.
- Have partners read a full CREATURES case aloud and listen for a missing job.
- Invite students to explain one source-rooted Bluebird Moment to a family member.

74. Pause Points

Reinforce or repeat? Does the Ending return to the claim with stronger understanding, or merely copy it?

Evidence nest: Does the Bluebird Moment grow from the evidence and reasoning already developed?

Whole creature: Is any CREATURES job missing or weak? Remember that R, E, and T may repeat and A is the coherence of the whole case.

Beyond the paper: Who else should care, what larger lesson applies, and why does this matter in communities, leadership, decisions, or real life?

75. At-Home Connection

Ask your student to read the E and S pair from the final response aloud. Ask what evidence supports the Ending and what larger lesson supports the Significance. Listen for a meaningful connection to the source, not a new unrelated idea.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker to record what you can do independently and what you still need to practice."

I Can...	Not Yet	Growing	I Can Do It
Reinforce my claim and synthesize my reasoning in E, Ending.			
Write S, Significance, as a source-rooted Bluebird Moment.			
Explain every letter in the full CREATURES roadmap.			
Build two logical R/E/T chains and a coherent line of Argument.			
Represent another viewpoint fairly and answer it with evidence.			
Revise and edit a complete argumentative ECR.			

My strongest CREATURES letter is: _____

My next-letter target is: _____

My next Bluebird Moment will be stronger if: _____

77. Student Award

Write an award for the move that shows the clearest independent growth: "I award myself for _____ because ____." Require evidence from the response.

78. Student Target

Choose one letter and one action: "My next-letter target is _____. In my next argument, I will _____." A complete target names the move and the change.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER CLOSING SCRIPT

"Writers, you now have a memory system for the whole argumentative response. CREATURES helps you diagnose what your writing needs: a clearer claim, stronger reasons, better evidence, a more coherent argument, deeper thinking, fair understanding of another view, a stronger rebuttal, a purposeful Ending, or a Bluebird Moment that shows why it all matters. You can build it."

80. Essential / Overarching Question, Answered

Question: How do Ending and Significance complete a CREATURES argument and leave the reader with a meaningful Bluebird Moment?

Answer: E, Ending, brings the argument to a purposeful close by reinforcing the claim and synthesizing the strongest reasoning. S, Significance, then lifts the idea beyond the immediate paper by explaining why the issue or position matters to communities, leaders, decisions, or the world around us. The Ending closes the case. The Significance sentence becomes the Bluebird Moment that leaves the reader with a lasting idea.

81. Teacher Reflection

Which students reinforce and synthesize rather than merely repeat?

Which students write a Bluebird Moment that grows from the argument?

Which students independently build a coherent full CREATURES ECR?

Which students need a next-letter target in C/R/E, A/T, U/R, or E/S?

82. Teacher Artifacts of Effectiveness

- Day 1 E and S listening check.
- Day 2 team CREATURES maps and oral arguments.
- Day 3 independent Texas regions ECR.
- Day 4 revision and next-letter target.
- Day 5 final response and exit ticket.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Content	Lesson Location
M4-01	Ending, Significance, and the Full CREATURES ECR	Grade 4, Cluster 4, Module 4, Very High Stamina	Cover
M4-02	Reading Purpose	Identify evidence for final judgment and larger lesson.	Launch
M4-03	Finish the Creature	E closes the case; S is the Bluebird Moment.	Core strategy
M4-04	Ending or Bluebird?	Listen for E or S and explain the clue.	Day 1
M4-05	Full CREATURES at a Glance	All nine moves and passage models.	Day 1
M4-06	Build the Full CREATURES Case	Mali legacy team prompt.	Day 2
M4-07	Discuss the Full Creature	Diagnose U/R, E, S, and A.	Day 3
M4-08	Independent Full CREATURES ECR	Texas regions prompt and directions.	Day 3
M4-09	Final Argument and Revision Check	Trace C through R/E/T, U/R, and E/S.	Day 4
M4-10	Award Your Full Response	Star the Bluebird Moment.	Day 4
M4-11	Target Your Next Argument	Choose a next-letter target.	Day 4
M4-12	Teach the Whole Creature	Partner teaching from C through T and U through S.	Day 5
M4-13	CREATURES Checkpoint Path	Build only one section at a time: C, then one R/E/T chain, then U/R, then E/S.	Intervention
M4-14	Two Complete CREATURES Cases	Build two defensible arguments from opposite positions on the same prompt.	Enrichment
M4-15	Answer the Overarching Question	E closes; S lifts meaning beyond the paper.	Closure

84. Virtual / Online Adaptation

Need	Adaptation
Planning	Use a digital CREATURES organizer with repeatable R/E/T rows.
Team building	Use breakout teams for the Mali legacy case, with each student responsible for one or two letters before the group combines them.
Evidence	Students annotate both passages digitally and cite exact details.
Bluebird Moment	Students record the final Significance sentence, then type the strongest version into the ECR.
Enrichment	Two groups build opposite Texas regions positions and compare the complete cases using the rubric.

Overarching Question, Answered at the End of the Guide

How do Ending and Significance complete a CREATURES argument and leave the reader with a meaningful Bluebird Moment? Ending reinforces the claim and synthesizes the strongest reasoning. Significance carries that developed meaning beyond the paper so the reader understands why the argument matters to communities, decisions, leadership, opportunity, or the wider world.

Teacher Reflection

85. Teacher Reflection (This Module)

Reflection Prompt	Open Notes
Which students wrote an Ending that reinforced and synthesized?	
Which students wrote a source-rooted Bluebird Moment?	
Which students built all nine CREATURES moves coherently?	
Which students represented another viewpoint accurately and answered it?	
Which next-letter target should shape the next lesson?	
Open notes	