



THE WRITING ACADEMY®, LLC



Module 1

Decision Prompts: Claim, Reasons, and Evidence

Grade 5 · Cluster 6

Low Stamina

Tackling TEKS · Reading & Writing

5.11(B)(ii) · 5.12(C)(i) · 5.12(C)(ii) · 5.12(D)(i)



★ Meet Our Week!

★ Daily Deck

Week 1 · Low Stamina · Cluster 6 (argumentative correspondence)

I Will...

- Read both assigned passages closely before I choose a side.
- Write a claim that names my decision and declares the WHY.
- Develop three reasons that are different from one another.
- Select exact evidence that directly matches each reason.
- Carry my C-R-E foundation into an argumentative letter.

I Can...

- Recognize a decision statement as an argumentative task.
- Write a clear, defensible claim that takes a side.
- Generate at least three logical reasons.
- Select evidence that actually supports my reason.



★ Today We Will Look For

Opening

★ Daily Deck

C

Claim

declares the WHY

R

Reasons

generate three distinct
reasons

E

Evidence

select directly matched
evidence from both
passages

A

Argument

The order in which the
reasoning grows.

Students will recognize a decision statement as an argumentative task, write a defensible claim that declares the WHY, generate three distinct reasons, select directly matched evidence from both passages, and transfer the C-R-E foundation into a persuasive letter.



Decide and Declare

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “A Voice in the Community”

informational

How does choosing a defensible side and supporting it with reasons and evidence begin a strong argumentative response?

Explain whether community participation should be treated as an important responsibility for people who are able to take part.

Move to AGREE or DISAGREE, state one reason, listen to a different reason.



★ Read for Evidence

Day 1 · Reveal

★ Daily Deck

A Voice in the Community

Informational passage

Names voting, meetings, volunteering, sharing opinions, schools, roads, safety, rules, and laws.

A Gift That Welcomed Millions

Informational passage

Follows Rosa in New York Harbor and at Ellis Island.

DOT unfamiliar words on the first read.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: representation · civic · responsibility · opportunity

Dot the word. Discover the meaning. Drop the dot.





Build the Claim

Day 1 · Reveal

★ Daily Deck

C

Claim

the decision plus because plus
reasons

R

Reasons

three distinct, logical whys

E

Evidence

exact proof that directly matches
each reason

Students will learn the first three parts of the CREATURES framework:
Claim, Reasons, and Evidence.

The C-R-E foundation gives the full CREATURES argument a clear beginning.



Claim, Reason, Evidence

Reasons people can vote, speak to leaders, volunteer, or attend meetings

Evidence participation can affect schools, roads, safety, and laws

The rest of CREATURES: Argument, Thinking, Understanding others, Rebuttal, Ending, Significance

Ask: *Which exact words prove this reason?*

Watch Me!

Community participation is important. People can vote and volunteer.

Claim: Community participation should be treated as an important responsibility because people can influence decisions that affect everyday life.

A strong writer does not collect random facts. A strong writer chooses proof that fits one exact reason.

★ Listen, Decide, and Defend

Day 2 · Attempt · Partner Game

★ Daily Deck

Evidence Match Relay

How to Play

- 1** Read the sentence-statement card.
Check: Both partners hear the decision.
- 2** Choose a side and write one claim.
Check: The claim takes a defensible side.
- 3** Add one logical reason.
Check: The reason explains why.
- 4** Locate or paraphrase passage evidence.
Check: The detail is accurate.
- 5** Earn one point only when the evidence supports the reason.
Check: The match is direct, not merely true.

Listen, Decide, and Defend

A

People should participate because participation is good.

B

People should participate in civic life because voting, speaking at meetings, and volunteering can influence community decisions.

B is stronger because it takes a clear position and names supportable ways people can participate.



Listen, Decide, and Defend (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

Evidence Match Relay

How to Play

- 6 Explain the evidence match in a complete sentence.

Check: "This detail proves my reason because ____."

- 7 Rotate roles and save the strongest response.

Check: Both partners build C-R-E.



Read your work as a reader would: where does the idea begin, and how does each next sentence help it grow?

Point to a source detail, name the reason it supports, and explain the connection without rereading the whole passage.

Student Directions: “Identify the decision, claim, reason, and exact evidence. Require an accurate representation of another viewpoint before a response.”



What Makes a Claim Defensible?

Day 3 · Discuss (cont.)

★ Daily Deck

A student may choose either side when the side is defensible and the passage evidence directly supports the reasons.

**a decision plus
because**

**three distinct
reasons**

**evidence that matches,
not just true**

Think about: the decision · the WHY · matched evidence · three different jobs.



★ Try It On Your Own!

Day 3 · Use

PROMPT

Explain whether reliable information should be considered necessary before people act on a community issue.

CLAIM

Write one defensible claim.

REASONS

Write three distinct reasons.

EVIDENCE

Select at least one accurate passage detail for two reasons. Write one sentence explaining why the strongest evidence matches the reason.

MARK

Label C, R, and E in the margin.

Choose a side · declare the WHY · use three distinct reasons · match evidence to each reason.



The Moment They Figured It Out

Day 4 · Award

★ Daily Deck

Award

Highlight one sentence that best shows today's C-R-E focus. Star one evidence-to-reason match. Give a specific partner compliment and update the tracker.

Student Award

What can I already do? One claim, reason, evidence match, or letter part I completed successfully, and the evidence in my work: _____





What Do I Still Need to Grow

Day 4 · Target

★ Daily Deck

Target

Choose one: make my claim more precise; develop reasons that are different from one another; choose evidence that directly proves the reason; explain the match between reason and evidence.

Student Target

What do I want to practice next? One next step for making my claim, reasons, evidence, or letter clearer:





Standards Application Check

Day 5

★ Daily Deck

Revise and edit the C-R-E response

Apply the Grade 5 standards check, explain C-R-E to a partner, and transfer the argument into argumentative correspondence.





Turn and Teach

Day 5 · Explain

★ Daily Deck

Teach a partner how C, R, and E work together. Round 1 may use notes. Round 2 happens from memory. The listener asks one clarifying question.

Teach a partner how claim, distinct reasons, and evidence that directly matches a reason works in your own words. Use one exact passage detail as you explain the move; a definition alone is not enough.





Argumentative Correspondence

Day 5 · Educate

★ Daily Deck

Letter Parts

- Greeting
- Introduction
- Body
- Conclusion
- Closing

Listen For

- A complete explanation of C-R-E
- One exact passage detail
- A letter plan with all five correspondence parts



★ Letter Transfer

Day 5

★ Daily Deck

C-R-E argument delivered as correspondence
Plan a Greeting, introduction, body, conclusion, and Closing.

★ Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

Reread the two passages. Complete the C-R-E response and use the same claim in the letter frame.

Prompt: Explain whether reliable information should be considered necessary before people act on a community issue.

- 1 Decision and claim. Choose a side and write one claim with because. (2 points)
- 2 Reasons. Write three distinct reasons. (3 points)
- 3 Evidence. Select one accurate detail for two reasons and label the match. (3 points)
- 4 Correspondence. List the Greeting, introduction, body, conclusion, and Closing you will use to deliver the argument. (2 points)

Total Score: _____ / 10



Intervention: Name the Thinking

Small-Group Support

★ Daily Deck

Support students who need help choosing a side, declaring the WHY, generating distinct reasons, or matching evidence.

“communities are shaped by the people who live in them”

“decisions can affect schools, roads, safety”

“every action can still have an effect over time”

Support Frame: “I claim ___ because ___.” and “This detail proves my reason because ___.”



Enrichment: Connect Across Texts

Enrichment · Write in your notebook

Challenge students to write defensible claims on opposite sides of one issue, compare evidence strength, and use both passages in an argument.

Write one claim supporting participation and one claim qualifying the responsibility.

Create a new sentence-statement decision prompt from one passage and provide a C-R-E answer key.

Rank three accurate details from strongest to weakest evidence for one selected claim and defend the ranking.

Deliver the stronger argument as a letter with a Greeting, introduction, body, conclusion, and Closing.



★ My Progress Tracker

Use this tracker as a private reflection tool. After you practice each skill, check the box that matches your work. Be honest with yourself so you can see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Recognize a decision statement as an argumentative task.	☐	☐	☐
Write a clear, defensible claim that takes a side and declares the WHY.	☐	☐	☐
Generate three logical reasons that are different from one another.	☐	☐	☐
Select evidence that directly supports my reason.	☐	☐	☐
Explain why one detail is stronger evidence than another.	☐	☐	☐
Use evidence from both low-stamina passages.	☐	☐	☐
Revise my argument for clarity and coherence.	☐	☐	☐
Explain C, R, and E to another student.	☐	☐	☐
Plan a letter with a Greeting, introduction, body, conclusion, and Closing.	☐	☐	☐

★ Citizenship Connection

Responsible participation, informed decisions, opportunity, freedom, and community connection.

★ **Reading both viewpoints carefully helps a writer choose a fair position and support it with exact evidence.**

“A Voice in the Community” names voting, meetings, volunteering, sharing opinions, schools, roads, safety, rules, and laws. “A Gift That Welcomed Millions” follows Rosa in New York Harbor and at Ellis Island.

Reflect & Discuss

What responsibility can people have when they are able to take part in community life?

Let's Look at an Answer!

Prompt: Explain whether community participation should be treated as an important responsibility for people who are able to take part.

LOW Level 1

“Community participation is important. People can vote and volunteer.”

What the student did successfully: Names a position and two actions from the passage.

What is missing: The response does not declare the WHY, distinguish the reasons, or match exact evidence.

Why it falls at this level: The position is broad and the details are listed without explaining how they prove a reason.

Exact next instructional step: Complete “Community participation should _____ because _____.”
Add one specific detail and explain its match.

Let's Look at Another Answer!

Prompt: Explain whether community participation should be treated as an important responsibility for people who are able to take part.

MEDIUM Level 2-3

“Community participation should be treated as an important responsibility because people can affect decisions near them. The passage explains that decisions can affect schools, roads, and safety.”

What the student did successfully: Takes a clear side, states one logical reason, and selects related evidence.

What is missing: Two more distinct reasons and a sentence explaining why the evidence is the strongest match.

Why it falls at this level: The claim and first match are defensible, but the argument is not yet fully developed.

Exact next instructional step: Add two different reasons and explain, “This detail proves my reason because _____.”

Our Strongest Answer!

Prompt: Explain whether community participation should be treated as an important responsibility for people who are able to take part.

HIGH Level 4

Decision: Community participation should be treated as an important responsibility for people who are able to take part.

Strong claim: Community participation should be treated as an important responsibility because people can influence decisions that affect daily life, contribute through more than one form of participation, and help communities hear different voices.

Distinct reasons: Decisions affect schools, roads, safety, and daily life; people can vote, attend meetings, volunteer, or share opinions; every action can still have an effect over time.

Matched evidence: “A Voice in the Community” names voting, attending meetings, volunteering, and sharing opinions, and explains that decisions can affect schools, roads, safety, and other parts of daily life.

Why it works: It chooses a side, declares the WHY, gives nonrepeating support, and uses passage evidence that directly matches the reasons.

★ **This is our target!**