



THE WRITING ACADEMY®, LLC



Module 3

Understanding, Rebuttal, Ending, and
Significance

Grade 5 · Cluster 6

High Stamina

Tackling TEKS · Reading & Writing

5.11(B)(i) · 5.11(B)(ii) · 5.11(B)(iii) · 5.11(B)(iv) · 5.11(B)(v) · 5.12(C)(i) · 5.12(C)(ii)



★ Meet Our Week!

Week 3 · High Stamina · Cluster 6 (argumentative correspondence)

★ Daily Deck

I Will...

- Listen, paraphrase, verify, rebut, and explain.
- Keep evidence matched to the reason.

I Can...

- Revise for coherence and clarity.
- Write a Bluebird significance statement.

WHY

Declare the WHY

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

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

★ Question

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “A Voice in the Community”

informational

How does accurately understanding another viewpoint and responding to it make an argument more fair, convincing, and meaningful?

Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

A rebuttal becomes powerful only after a writer has represented the other viewpoint fairly.

★ Passage one

Day 1

★ Daily Deck

A Voice in the Community

Informational passage

Voting, meetings, volunteering, letters, petitions, learning.
Participation, barriers, listening, reliable information.

★ Passage two

Day 1

★ Daily Deck

A Gift That Welcomed Millions

Historical fiction passage

Rosa hopes for work, school, and a new future.
Rosa, Statue of Liberty, Ellis Island, opportunity.

★ Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

Words to DOT: viewpoint · rebuttal · synthesize · significance

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

U

Understand

some people may think ____
because ____

R

Rebut

however, the passage explains

E · S

End, Significance

therefore, communities should
____. This matters beyond the
response because ____

C Claim, R Reasons, E Evidence, A Argument, T Thinking, U Understanding
others, R Rebuttal, E Ending, S Significance. Teach U before R, R before E, E
before T, and E before S.

**A student must understand the viewpoint before answering it, know the question
before choosing proof, and explain proof before writing the Ending.**

Time, Reactions, Actions, Character, Concept, Creature, Key Knowledge,
Scenery / Setting.

Read clean, reread TRACKS, label what each detail helps you understand, star evidence that supports a viewpoint or rebuttal, and write one margin note explaining why the evidence matters.

★ Viewpoint Bridge

Day 2 · Attempt · Partner Game

★ Daily Deck

Teams advance through UNDERSTAND, REBUT, END, and SIGNIFICANCE.

How to Play

- 1 Repair an invented viewpoint, personal attack, unsupported rebuttal, repetitive ending, or narrow significance.
- 2 If a detail is true but it does not prove your reason, place it aside and keep looking.

Success Check: Build the bridge by listening accurately, answering the real idea, and lifting the meaning.

Viewpoint Bridge Cards

1

Should communities remove barriers? Time, transportation, information.

2

Can listening improve decisions? Another view may help.

3

Can a symbol carry different meanings? Different reactions.

4

Can hope exist with difficulty? Rosa's journey.

Your response must answer the real viewpoint, not a weaker version of it.

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

Student Directions: “Some people may think ___ because ___.”

Accuracy comes before disagreement.

However, the passage explains ____.

matched evidence

Thinking

Think about: accuracy · matched evidence · significance beyond the paper.

★ Revision

Day 3 · Use

UNDERSTAND

Explain whether communities should make participation easier even when some people choose not to participate. *Include Understanding.*

REBUT

Include evidence-based Rebuttal.

END + SIGNIFICANCE

Include Ending and Bluebird Significance.

Revise before editing.

Award

Highlight one sentence that best shows the CREATURES focus. Star one evidence-to-thinking connection. Improve sentence structure and word choice; combine or rearrange ideas for coherence and clarity.

Student Award

Award one precise move: Fair Listener, Evidence Matcher, Path Builder, Meaning Lifter, or Correspondence Crafter. The student points to the words that earned it.

“Your award names a move you controlled, and your words show exactly where the growth lives.”

Target

Reinforce and synthesize. Revise the idea before you edit the surface. Ask whether every sentence still serves the claim.

Student Target

I can write a fair, evidence-based argument that understands another viewpoint, rebuts it, ends with a strong synthesis, and explains why my claim matters beyond the paper. I can transfer it into a persuasive letter with a Greeting, introduction, body, conclusion, and Closing.

Round 1 may use notes. Round 2 uses closed notes. The listener asks a clarifying question and names one accurate idea.

If you can teach why each move matters, you can control the full argument. Use one exact passage detail as you explain the move; a definition alone is not enough.

Letter Parts

- Greeting
- Introduction
- Body
- Conclusion
- Closing

Listen For

- Matched evidence and Thinking

★ Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

Prompt: Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

Write a claim with because and two reasons. Add Understanding, Rebuttal, Ending, and Significance. Use one exact detail from the civic passage.

Self-check: ☐ fair viewpoint ☐ matching evidence ☐ Thinking ☐ Ending ☐ Significance

Ask the student to choose one viewpoint, not combine every possibility.

“one person’s vote will not make much of a difference”

“time, transportation, or information barriers”

“the Statue of Liberty had not promised that life would be easy”

Support Frame: “Some people may think ___ because ___; however, ___.”

Accurate view, matched evidence, Thinking

★ Significance

Enrichment · Write in your notebook

Two Significance sentences: Connect civic life and opportunity. Why beyond the paper?

Compare participation barriers with Rosa's journey. Argue whether both passages show that opportunity and responsibility can exist together, while preserving their differences.

Two reason orders.
Write both and defend one.

Label cause, contrast, addition, example.

Find and repair the break.

★ My Progress Tracker

Use evidence from your work, not just a feeling. Growth, not first-attempt perfection.

I Can...	Not Yet	With Help	My Proof
Day 1: Identify U and R.	☐	☐	☐
Day 2: Build a pathway.	☐	☐	☐
Day 3: Write evidence and Thinking.	☐	☐	☐
Day 4: Award and target growth.	☐	☐	☐
Day 5: Teach the pathway.	☐	☐	☐

★ Citizenship Connection

Build a fair viewpoint.

★ **The passages provide the content for reasoning about participation, barriers, liberty, opportunity, and belonging.**

Voting, meetings, volunteering, letters, petitions, learning. Rosa hopes for work, school, and a new future.

Let's Look at an Answer!

Prompt: Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

LOW Level 1

“Communities should help people participate. Some people disagree. They are wrong because participation is good.”

The student has a decision but no because reason, fair Understanding, relevant evidence, or Significance.

Let's Look at Another Answer!

Prompt: Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

MEDIUM Level 2-3

“Communities should make participation easier. Some people may believe citizens should solve access problems themselves. However, the passage names time, transportation, and information as barriers, so practical support could help more people participate.”

The viewpoint and evidence are present. Add Thinking, an Ending, and significance.

Our Strongest Answer!

Prompt: Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

HIGH Level 4

“Communities should make participation easier because public decisions are stronger when more residents can contribute informed ideas. Some people may believe extra supports are unnecessary because participation is a personal choice. However, “A Voice in the Community” explains that time, transportation, and access to information can prevent willing people from taking part. This evidence shows that the issue is not always willingness; sometimes people need a practical way to enter civic life. Communities should remove reasonable barriers while still expecting citizens to learn and contribute. When access and responsibility work together, civic decisions can more fairly represent the people who live with their results.”

Claim and reasons: Decision plus because plus defensible reasons.

Understanding: View is accurate and neutral.

Rebuttal and evidence: Barriers answer personal choice.

Thinking: Evidence shows the issue is not always willingness.

Ending and Significance: Access and responsibility work together.

★ **This is our target!**

Close notes and reconstruct U, R, E, and S.