

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 6 - Modules 1 to 4

Module 1: Decision Prompts: Claim, Reasons, and Evidence

Module 2: Coherent Argument and Thinking

Module 3: Understanding, Rebuttal, Ending, and Significance

Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 6 - Module 1

Decision Prompts: Claim, Reasons, and Evidence



Name: _____



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Grade 5 • Cluster 6 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Decision Prompts: Claim, Reasons, and Evidence



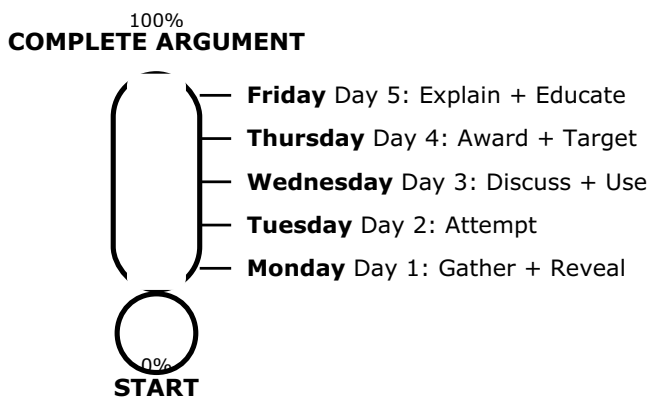
Why This Matters to Me

A decision prompt is not an invitation to summarize. When a prompt asks whether something should happen, the writer must take a side and declare the WHY. Reasons that repeat one idea and details that are true but mismatched leave the argument unsupported.

Essential Question

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

My Progress Tracker



Color the thermometer after each day. Watch a defensible side grow into a claim with three distinct reasons, matched evidence, and an explanation that carries into a letter.

My First Thinking

I Can

- I can name the decision a prompt requires and choose a side.
- I can write a claim that takes a side and includes because.
- I can give three reasons that do different jobs.
- I can match accurate evidence to a reason and explain the match.

I Will

- I will choose a defensible side before I write my claim.
- I will write my claim with because so the WHY is visible.
- I will give three reasons that do different jobs.
- I will match accurate evidence to the reason it proves.
- I will explain one match and then carry my argument into a letter.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How a defensible side becomes a claim with reasons and evidence that carry into a letter.	The informational passage A Voice in the Community and the historical-fiction passage A Gift That Welcomed Millions.	A claim with because, three distinct reasons, matched evidence, an independent argumentative response, and a teach-back.

Where We Are Going

I will read both passages, choose a defensible side, write a claim with because, give three distinct reasons, match accurate evidence to a reason, and explain the match.

I'll Know I've Got It When...

- ☐ The claim chooses a defensible side and declares the WHY.
- ☐ Three reasons do different jobs instead of repeating one idea.
- ☐ One accurate detail is matched to the reason it proves.
- ☐ One sentence explains why the evidence proves that reason.
- ☐ A Greeting, introduction, body, conclusion, and Closing carry the argument into a letter.

Check Myself

- ☐ I can choose a defensible side and write a claim with because.
- ☐ I can match accurate evidence to the reason it proves.

How I Will Show What I Know

I will show what I know through a claim with because, three distinct reasons, matched evidence, an explanation of one match, and a persuasive letter.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Meet the habit and read both passages.
Reveal	Day 1	See a decision become a claim, reasons, and evidence.
Attempt	Day 2	Match C-R-E cards and explain one match.
Discuss	Day 3	Explain which part does which job.
Use	Day 3	Build a complete C-R-E response.
Award	Day 4	Point to a sentence that shows a real strength.
Target	Day 4	Choose one visible next step for my writing.
Explain / Educate	Day 5	Teach the habit and answer the overarching question.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(ii):

5.11(B)(ii) organize an argumentative response with a purposeful structure that includes an introduction, transitions, and a conclusion.

5.12(C)(i):

5.12(C)(i) compose argumentative texts that take a defensible side and support it with a claim, reasons, and evidence.

5.12(C)(ii):

5.12(C)(ii) compose argumentative texts using precise language and craft that make the reasoning clear to a reader.

5.12(D)(i):

5.12(D)(i) compose argumentative correspondence that uses a Greeting, an introduction, a body, a conclusion, and a Closing.

Call and Response

Read this together as a class before we start.

Teacher asks: "How do we build a defensible C-R-E argument?"

Class answers: "Take a side, write the claim with because, give three distinct reasons, and match the evidence!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can read a grade-level passage, name a specific detail as evidence, and write a complete sentence.

A connection I can make

Remember It!

- ☐ I read both Grade 5 passages and track important details.
- ☐ I recognize that evidence is a specific detail from a source.
- ☐ I write a complete sentence with a subject and a predicate.
- ☐ I recognize that a prompt can ask me to take a side.
- ☐ I can point to a detail and say what it shows.
- ☐ I use the DOT habit to mark an unfamiliar word and return to it.

One idea I remember

Ready Check

- ☐ I can name the decision a prompt requires.
- ☐ I can choose a side and say the WHY.
- ☐ I can tell a claim apart from a topic.
- ☐ I can give a reason that explains why.
- ☐ I can point to a detail that proves a reason.
- ☐ I can name why a true detail can still be a mismatched detail.

Watch Out! Common Mix-Up

A topic names what the prompt is about. A claim takes a side and declares the WHY. If I cannot add because, I have written a topic and not a claim.

Where This Fits in My Writing

Writers of argumentative texts choose a side, declare the WHY, and prove each reason with evidence. The same foundation moves into a letter when the writer adds a Greeting, an introduction, a body, a conclusion, and a Closing.

What I want to remember before I start

Before I Begin



Show what you already know. This is not for a grade.

Part 1: Read the Full Writing Job

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

Part 2: Put the Thinking in Order

Read the four sentences. Number them from 1 to 4 to show how a complete argumentative response is built.

- ☐ A strong answer chooses a defensible side instead of retelling the passages.
- ☐ A claim takes a side and declares the WHY, so the reader knows what is being defended.
- ☐ Three reasons do different jobs, because repeating one idea is not three reasons.
- ☐ Accurate evidence must match the exact reason it proves, and one sentence must explain the match.

The job I think this prompt is asking me to do

Part 3: Write What You Already Know

Write one claim with because and one reason that could support it. You may reread both passages as often as you need.

My claim with because

One reason that supports my claim

One detail I remember from either passage and the reason it could prove



Words I Need

Tier 1, everyday words



These everyday words help you talk about both passages. Say the word, connect it to a detail, and explain how it supports a reason.

Word	Say it	What it means	Sentence frame
decision	dih-SIZH-un	a choice a writer makes about what to think	A prompt that asks whether requires a ____.
side	SYDE	the position a writer chooses	I choose one ____ to defend.
reason	REE-zun	a statement that explains why	My claim needs more than one ____.
claim	KLAYM	a sentence that takes a side and declares the WHY	My ____ begins with should and includes because.
evidence	EV-ih-dents	a specific detail from the passage	I match one ____ to my reason.
support	suh-PORT	to hold up an idea with reasons and evidence	Reasons and evidence ____ my claim.
community	kuh-MYOO-nih-tee	a group of people who live or work together	The first passage describes a ____.
choice	CHOYS	a decision between possibilities	Taking part is a ____.
rule	ROOL	a statement that tells what people may or must do	People can share opinions about a ____.
change	CHAYNJ	to become different	Actions can ____ how a community grows.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words name the work your writing is doing. Use one word when you write your claim, your reasons, or your explanation.

Word	Say it	What it means	Sentence frame
argue	AR-gyoo	to take a side and support it	I ____ that participation is a responsibility.
defend	dih-FEND	to hold a position with reasons	I ____ my side with three reasons.
organize	OR-guh-nyze	to arrange parts in a clear order	I ____ my reasons before I draft.
transition	tran-ZISH-un	a word that shows how ideas connect	A ____ moves the reader from one reason to the next.
precise	prih-SYSE	exact and clear	I choose ____ words for my claim.
relevant	REL-uh-vunt	directly connected to the reason	My evidence must be ____ to the reason.
introduction	in-truh-DUK-shun	the opening of a letter	My ____ names the issue and my side.
conclusion	kun-KLOO-zhun	the ending that finishes the thinking	My ____ restates the claim.
correspondence	kor-uh-SPON-dents	writing that is sent to a reader	A letter is a form of ____.
explain	ik-SPLAYN	to make the reasoning clear	I ____ why the detail proves the reason.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These passage and framework words carry important meaning. Use the word only when it matches the text, and supply a sentence frame that shows the match.

Word	Say it	What it means	Sentence frame
civic	SIH-vik	having to do with the duties of people in a community	Voting and attending meetings are ____ actions.
participation	par-tih-sih-PAY-shun	the act of taking part in something	The passage explains how ____ can affect a community.
responsibility	rih-spon-sih-BIL-ih-tee	a duty that a person is expected to carry	The prompt asks whether ____ belongs to people who can take part.
reconsider	ree-kun-SID-er	to think about something again	A strong reader may ____ a first idea after reading more.
evaluate	ih-VAL-yoo-ayt	to judge with reasons and evidence	I ____ each detail by asking which reason it proves.
contradictory	kon-truh-DIK-tuh-ree	showing two ideas that cannot both be true	The two sides are not ____ because each can be supported.
influence	IN-floo-unts	the power to affect a decision or an outcome	People can ____ decisions that affect daily life.
opportunity	op-er-TOO-nih-tee	a chance to do something new	Rosa's family traveled to find new ____.
democracy	dih-MOK-ruh-see	a system in which people choose their leaders	The passage names freedom and ____.
significance	sig-NIF-ih-kunts	the importance of an idea or action	My explanation states the ____ of the evidence.

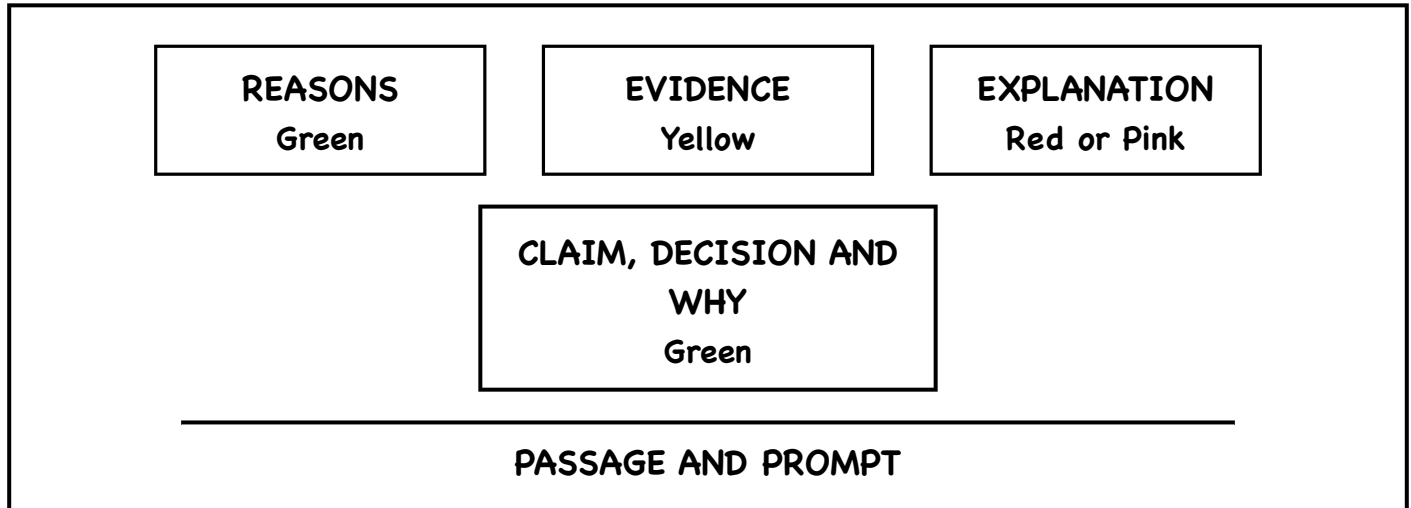
Use one Tier 3 word in a sentence

My Strategy Tools

The C-R-E Foundation



My argument grows from the prompt and the passage. The tree shows how a defensible side grows into a claim, reasons, and evidence that proves a reason.



Nothing grows until the ground is ready. The passage supplies the evidence, and the prompt supplies the decision.

Shaping an Argumentative Decision Prompt

Mark	What it means
Red circle	TOPIC, the noun of importance.
Yellow box	CHARGE, the verb of importance.
Green triangle	CLUE WORD, tells me WHY or HOW.

A decision prompt usually contains the word whether. The word whether tells me that a side must be chosen before any reason can be written.

How the C-R-E foundation works for me

WHY and HOW

WHY	HOW
A WHY prompt asks for a reason, a purpose, or why something matters. I answer with a claim and because.	A HOW prompt asks how parts work together or how something happens. I answer with a process and the words that show order.
I look for the clue word whether, because, or why. The clue word tells me that a side must be chosen.	I look for the clue word how. The clue word tells me that a way or a method must be explained.
My WHY answer must still match evidence to the reason it proves.	My HOW answer must still name the parts in the order they work.

Both texts show people taking part and the effects that follow. The clue word decides the shape of my answer, and the evidence must still match the reason it proves.

How I Say the Standard!

5.11(B)(ii):

5.11(B)(ii) organize an argumentative response with a purposeful structure that includes an introduction, transitions, and a conclusion.

5.12(C)(i):

5.12(C)(i) compose argumentative texts that take a defensible side and support it with a claim, reasons, and evidence.

5.12(C)(ii):

5.12(C)(ii) compose argumentative texts using precise language and craft that make the reasoning clear to a reader.

5.12(D)(i):

5.12(D)(i) compose argumentative correspondence that uses a Greeting, an introduction, a body, a conclusion, and a Closing.

Check My Writing

- ☐ My claim takes a side and includes because.
- ☐ My reasons do different jobs instead of repeating one idea.
- ☐ My evidence is accurate and matched to the reason it proves.

Five Thinking Levels: WHY

Read from the bottom up. A clue word can help me choose the kind of WHY thinking I need.

Level	Level Number	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	◻	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	◊	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A WHY clue word I know

Five Thinking Levels: HOW

HOW prompts ask about the way something works or the way parts fit together.

Level	Level Number	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	◻	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	◊	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether community participation should be treated as an important responsibility for people who are able to take part.
HOW	Analyze how parts work together or how something happens.	Explain whether reliable information should be considered necessary before people act on a community issue.

Both passages describe people who take part in something larger than themselves and the effects that follow. The passages share a pattern of choice and effect, and each supports a reason about responsibility or opportunity.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Readers and writers make decisions every day. Some decisions are small and personal, and others affect a whole community. The two passages ask what happens when people take part, and what happens when they do not.

Background I Need

In *A Voice in the Community*, people can take part by voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level. In *A Gift That Welcomed Millions*, twelve-year-old Rosa arrives at New York Harbor in 1907 and sees the Statue of Liberty before she reaches Ellis Island, where families wait to be inspected before entering the nation.

Words I dotted while reading

A Voice in the Community

Informational and historical-fiction passages. Read every paragraph. Use Dot, Discover, Drop.

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[3] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[4] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions

Informational and historical-fiction passages. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] It is even bigger than I imagined, Rosa whispered.

[3] An older passenger smiled. That is the Statue of Liberty. Many people see it before they ever step onto American soil.

[4] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[5] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[6] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Voice in the Community

Mark exact words that show how people can take part and how those actions can affect a community over time.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Label each exact detail with a TRACKS category, name its passage, and explain which reason it could prove.

My best TRACKS phrase and the reason it could prove

Annotate: A Gift That Welcomed Millions

Mark exact words that show what Rosa saw and what the Statue of Liberty stood for.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which exact detail could prove a claim about responsibility, and why is a true but mismatched detail not evidence?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, a charge, and a clue word. I use the shapes to slow down and see the job of each part.

Shape	Word	Question I ask myself
Red circle	Topic	What is this prompt about?
Yellow box	Charge	What does the topic do?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Read for the decision word before you write. Circle whether, underline the topic, and box the clue word that tells you WHY or HOW. Then write your claim with because.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Meet the habit and read both passages

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(i): compose argumentative texts that take a defensible side.

Gather: Meet the Habit

A decision prompt is not an invitation to summarize. When a prompt asks whether something should happen, the writer must choose a side and declare the WHY. The habit for this module is to decide, then declare the WHY.

Read the formal decision statement: Explain whether community participation should be treated as an important responsibility for people who are able to take part. Read both passages first and listen for a decision, reasons, and evidence in each one.

The decision the prompt requires and one side a writer could choose

Read Both Passages

Read A Voice in the Community and A Gift That Welcomed Millions as clean copies. On the second read, mark exact TRACKS evidence that could support a reason.

One detail from each passage that could support a reason

Reveal: Model the C-R-E Foundation

CREATURES is a memory system, but each letter must do real work. Today we build C for Claim, R for Reasons, and E for Evidence. Name the letter before you name the writing move.

Model from the formal prompt. C, Claim: Community participation should be treated as an important responsibility because people can influence decisions that affect daily life. R, Reasons: people can vote, speak to leaders, volunteer, or attend meetings. E, Evidence: the passage explains that decisions made by leaders can affect schools, roads, safety, and other parts of daily life.

Part	Modeled move	What it does
C: Claim	Community participation should be treated as an important responsibility because people can influence decisions that affect daily life.	Takes a side and declares the WHY.
R: Reasons	People can vote, speak to leaders, volunteer, or attend meetings.	Gives distinct support for the claim.
E: Evidence	Decisions made by leaders can affect schools, roads, safety, and other parts of daily life.	Proves a reason with exact passage proof.

Why the claim is more than a topic

Habit in Action

Use the TRACKS-highlighted copies to label Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. Partners choose one detail from each passage and explain which reason it could prove.

- ☐ I named C, R, and E and described the job of each letter.
- ☐ I can tell a claim apart from a topic.
- ☐ I can choose a defensible side.
- ☐ I can point to one detail that could support a reason.

Today I used the habit, decide then declare the WHY, when I

Module Habit in Action

Use the TRACKS-highlighted copies to label Time, Reactions, Actions, Character or concept, Key knowledge, and Scenery or setting. With a partner, choose one detail from each passage and explain which reason the two details could support.

Passage	My exact detail	The reason it could prove
A Voice in the Community		
A Gift That Welcomed Millions		

Evidence and Thinking Check

- ☐ I named the decision the prompt requires.
- ☐ My claim takes a side and includes because.
- ☐ My reasons do different jobs instead of repeating.
- ☐ My evidence is accurate and matched to a reason.
- ☐ I know the revision order: reasoning first, then conventions.

One detail from each passage and the reason it could prove

STUDENT WORKBOOK



C-R-E EVIDENCE MATCH RELAY

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Read the decision card, choose a side, and build C-R-E. Match one evidence card to the reason it proves, and set aside a card that is true but mismatched. Earn a point only when the evidence directly supports the reason.

DECISION	CLAIM
REASON 1	EVIDENCE 1
REASON 2	EVIDENCE 2
REASON 3	EVIDENCE 3

C-R-E EVIDENCE MATCH RELAY Self-Check (sheet 1 of 2)

Flip each card after you match it. Check the side, the reason, and the direct evidence match, then say aloud, This detail proves my reason because.

CLAIM Community participation should be treated as an important responsibility because people can influence decisions that affect daily life.	DECISION whether community participation should be treated as an important responsibility
EVIDENCE 1 These actions can happen at the local, state, or national level, and they can affect how a community changes over time.	REASON 1 Decisions made by leaders can affect schools, roads, safety, and other parts of daily life.
EVIDENCE 2 A local election might decide how money is used in schools.	REASON 2 People can take part in more than one way, such as voting, attending meetings, and volunteering.
EVIDENCE 3 Some voices are heard more often, but every action can still have an effect over time.	REASON 3 Every action can still have an effect over time, even when one voice is not heard often.

STUDENT WORKBOOK



C-R-E EVIDENCE MATCH RELAY

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Read the decision card, choose a side, and build C-R-E. Match one evidence card to the reason it proves, and set aside a card that is true but mismatched. Earn a point only when the evidence directly supports the reason.

MATCH	TRUE BUT MISMATCHED
Which part of the prompt tells a writer that a side must be chosen?	Which claim takes a defensible side and declares the WHY?
Which detail proves the reason that decisions affect daily life?	Why is one reason repeated three times not three reasons?
What makes a detail strong evidence?	Which detail is true but mismatched for a reason about civic responsibility?

C-R-E EVIDENCE MATCH RELAY Self-Check (sheet 2 of 2)

Flip each card after you match it. Check the side, the reason, and the direct evidence match, then say aloud, This detail proves my reason because.

TRUE BUT MISMATCHED	MATCH
Rosa watched families from many different countries wait at Ellis Island to be inspected.	This detail proves my reason because it names the effects of taking part.
Community participation should be treated as an important responsibility because people can influence decisions that affect daily life.	The word whether. It tells the writer to decide.
Each reason must do a different job. Repeating one idea does not add support.	Decisions made by leaders can affect schools, roads, safety, and other parts of daily life.
Rosa watched families wait at Ellis Island. It is true, but it does not prove civic responsibility.	It directly proves the exact reason it is matched to, not merely that it is true.

STUDENT WORKBOOK

Day 2: Attempt



15 minutes: Test a side and build one C-R-E match with a partner

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(i): compose argumentative texts that take a defensible side.

A set is not complete until you name the decision, the claim, a distinct reason, and the evidence that matches it. Rehearse the match aloud before your group records it. Return to the clean copy whenever a detail needs to be checked or repaired.

C-R-E Evidence Match Relay Routine

Each team receives relay cards. Read the decision card, choose a side, write one claim, add one distinct reason, then match one evidence card to that reason. Earn a point only when the evidence directly supports the reason.

Step	Team action	Success check
1	Read the decision card aloud.	Both partners hear the decision.
2	Choose a side and write one claim.	The claim takes a defensible side.
3	Add one logical reason.	The reason explains why.
4	Locate or paraphrase passage evidence.	The detail is accurate.
5	Match the evidence to the reason.	The match is direct, not merely true.
6	Explain the match in a complete sentence.	This detail proves my reason because.
7	Rotate roles and save the strongest response.	Both partners build C-R-E.

My complete C-R-E set: claim, reason, and matched evidence

Embedded Check

- ☐ I named the decision before the claim.
- ☐ My reason is distinct and logical.
- ☐ My evidence directly supports the reason.
- ☐ I recorded one explanation for the whole match.

My Day 2 product: a recorded claim, reason, and matched evidence

C-R-E Match Practice

Read two possible argumentative beginnings. 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 that people can participate.

Match this detail to a reason: These actions can happen at the local, state, or national level, and they can affect how a community changes over time. Explain why the detail proves the reason that decisions affect daily life, and why a true but mismatched detail does not.

Partner question	My explanation
Which side does the claim take, and what is the WHY?	
Why is B stronger than A?	
Which reason does the detail prove?	
Why is a true but mismatched detail not evidence?	

Say the Evidence Match

My sentence beginning: This detail proves my reason because

- ☐ I can name the decision, the claim, and a distinct reason.
- ☐ I can explain why the detail proves the reason.
- ☐ I set aside a true but mismatched detail.

Today I used the habit, decide then declare the WHY, when I

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Discuss evidence matches and write the C-R-E response

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(ii): compose argumentative texts using craft.

Discuss: What Each Part Does

Tell your partner what each part does before you decide how it fits. Use evidence accurately, then make your reasoning visible through the habit: decide, then declare the WHY.

Discuss whether each sentence is a claim, a reason, or an explanation. Partners ask which side is being defended and whether the evidence directly matches the reason.

Question	My thinking
Which sentence states a defensible side?	
Which sentence gives a reason?	
Which sentence is evidence, and which reason does it prove?	
Which sentence explains why the evidence proves the reason?	

My notes on which part does which job

Use: Write a Complete C-R-E Response

Respond to this prompt: Explain whether reliable information should be considered necessary before people act on a community issue. Write one defensible claim and label it, three distinct reasons, at least one accurate detail for two reasons, and one sentence that explains the strongest match.

My claim with because

My first distinct reason and its matched detail

My second distinct reason and its matched detail

My sentence explaining why the strongest evidence matches the reason

Revise the Reasoning, Then Edit Conventions

Revise reasoning and clarity first, and edit conventions after the response is complete. If the match is unclear to your partner, add, delete, combine, or rearrange words until the reasoning is visible.

Check the claim by confirming the side and the WHY. Check the reasons by confirming that each one does a different job. Check the evidence by naming the reason it proves. Check the explanation by completing the frame This detail proves my reason because. Check conventions only after the reasoning is clear.

- ☐ My claim takes a side and includes because.
- ☐ My three reasons are distinct rather than repeated.
- ☐ At least two details are accurate and matched to a reason.
- ☐ One sentence explains why the evidence proves the reason.
- ☐ I revised the reasoning before I checked conventions.

My complete C-R-E response



Day 4: Award + Target



15 minutes: Name a strength and choose a measurable next step

Today's Standards:

TEKS 5.11(C)(vii): revise drafts by adding ideas for clarity. TEKS 5.11(C)(viii): revise drafts by deleting ideas for clarity.

Award

Point to a real sentence when you name a strength. A feeling is not evidence. Highlight one sentence that best shows today's C-R-E focus, star one evidence to reason match, and complete the self-check.

My strength in one precise sentence from my work

The evidence from my work that proves this strength

Students name a strength, point to the sentence that proves it, and choose one measurable next step from the list below.

Target

- ☐ Point to the claim and name the side it takes.
- ☐ Point to three reasons and check that each does a different job.
- ☐ Point to the detail that matches a reason.
- ☐ Point to the sentence that explains the match.
- ☐ Point to an addition or deletion that improved clarity.
- ☐ Choose one next step I can see and measure.

My strength, my evidence, and my next measurable target

Strength and Target Record

For the claim, point to the side and the WHY. For the reasons, point to three distinct jobs and combine any that repeat. For the evidence, point to the detail that directly proves a reason. For the explanation, complete the frame This detail proves my reason because. For correspondence, point to the Greeting, introduction, body, conclusion, and Closing you will use.

Focus	What I point to	My next step
Claim	The side and the WHY in one sentence.	
Reasons	Three reasons that do different jobs.	
Evidence	The detail that directly proves a reason.	
Explanation	The sentence that completes This detail proves my reason because.	
Correspondence	A Greeting, introduction, body, conclusion, and Closing.	

One sentence I improved for clarity

- ☐ I used the habit to name the exact part I will improve.
- ☐ My target can be seen and measured in the next response.
- ☐ I kept the evidence matched to the reason in my revision.

Today I used the habit, decide then declare the WHY, when I

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach C-R-E and carry the argument into a letter

Today's Standards:

TEKS 5.12(C)(ii): compose argumentative texts using craft. TEKS 5.12(D)(i): compose correspondence that uses a Greeting, introduction, body, conclusion, and Closing.

Partner Teach-Back

Teach the move before you show the details. Use one exact passage detail as evidence for your teaching, then explain what it helps a writer understand. Answer the overarching question in your own precise words.

Turn to someone near you and teach the C-R-E foundation: claim, reasons, and evidence that directly matches a reason. Show one exact detail, one claim with because, and one sentence from your own writing.

- ☐ The speaker names a defensible side and the WHY.
- ☐ The speaker states three distinct reasons.
- ☐ The speaker shows one exact passage detail.
- ☐ The speaker explains why the detail proves the reason.
- ☐ The speaker shows the correspondence parts: Greeting, introduction, body, conclusion, and Closing.

What my partner taught clearly

How I explained the C-R-E foundation

Transfer: Argumentative Correspondence

Explain whether reliable information should be considered necessary before people act on a community issue. Carry the same claim into a persuasive letter.

My claim with because

One distinct reason and its matched evidence

The sentence that explains why the evidence proves the reason

My letter plan: Greeting, introduction, body, conclusion, and Closing

Exit Ticket Answer Key

A secure reply chooses a defensible side, writes a claim with because, gives three distinct reasons, matches accurate evidence to a reason, explains one match, and lists the five correspondence parts.

Ticket part	Secure answer
Decision and claim	Either side is acceptable when the claim takes a defensible side and includes because.
Reasons	Three distinct reasons, such as understanding effects, considering more than one viewpoint, and choosing a responsible action.
Evidence	An accurate detail labeled with the reason it proves, such as decisions made by leaders can affect schools, roads, safety, and other parts of daily life.
Correspondence	A Greeting, an introduction, a body, a conclusion, and a Closing are all present and carry the C-R-E foundation.
Revision	The student names a real addition or deletion that improves clarity, reasoning, or the evidence match.

- ☐ I named the decision before the claim.
- ☐ My claim takes a side and includes because.
- ☐ My three reasons do different jobs.
- ☐ My evidence directly matches a reason and I explained the match.

My complete C-R-E response

Hear and Say the Thinking

- Read one exact detail aloud and name the reason it proves.
- Say the habit: decide, then declare the WHY. Choose a side, write a claim with because, and match evidence to a reason.
- Read a claim aloud and say which three reasons support it.
- Read a matched detail aloud and listen for the explanation of the match.

Pause Point: Before Writing

Which side will I defend, and what is the WHY?

Pause Point: Midway

Do my reasons do different jobs, or do they repeat one idea?

Pause Point: Before I Finish

Does my evidence directly match a reason, and did I explain the match?

TRACKS Evidence Key

Read clean first. On the second reading, hunt for six kinds of evidence and mark each exact detail. DOT an unfamiliar word, discover its meaning, and drop the meaning into a sentence.

Letter	Category	What to look for	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

One exact detail, its TRACKS category, and the reason it could prove

Answer the Overarching Question

A strong argumentative response begins when a writer chooses a defensible side and writes a claim with because. Distinct reasons organize the argument, accurate evidence from the passages proves each reason directly, and an explanation shows why the match works. The same argument can then be delivered in a letter.

My answer in my own words

Check and Stretch

- ☐ I can name the habit: decide, then declare the WHY.
- ☐ I can write a claim that takes a side and includes because.
- ☐ I can give three distinct reasons.
- ☐ I can match evidence to the reason it proves.
- ☐ I can explain why one detail proves its reason.
- ☐ I can carry the C-R-E foundation into a letter.

Stretch: Compare how A Voice in the Community describes taking part with how A Gift That Welcomed Millions describes opportunity and freedom. Defend which exact details belong with each reason and explain why the match is direct.

My final C-R-E response

Teach It Back

Teach the C-R-E foundation to a partner using a claim with because, three distinct reasons, one exact passage detail, and one sentence from your own writing. Your listener checks for a defensible side, distinct reasons, a direct evidence match, and all five correspondence parts.

Teach-Back Check

- ☐ A defensible side and the WHY.
- ☐ Three reasons that do different jobs.
- ☐ One exact passage detail matched to a reason.
- ☐ An explanation of why the detail proves the reason.
- ☐ A Greeting, an introduction, a body, a conclusion, and a Closing.

The one sentence from my writing I will teach, and what it helps a writer understand

Sentence Frames for a Defensible Argument

Use a frame only when the frame says exactly what the reasoning does. Name the side before the reason, and name the evidence before the explanation.

- I claim that _____ should be treated as an important responsibility because _____.
- One reason is that _____, which matters because _____.
- Another reason is that _____.
- A third reason is that _____.
- One detail that proves this reason is _____.
- This detail proves my reason because _____.

Frames for a Letter That Carries the Argument

- Greeting: Dear _____, I am writing to share my claim about _____.
- Introduction: I have chosen the side that argues _____.
- Body: My first reason is _____, and the detail that proves it is _____.
- Conclusion: For these reasons, I believe _____.
- Closing: Thank you for reading my argument. Sincerely, _____.

Argument Word Bank

Choose the word that matches the job of the sentence. A precise word makes the reasoning easier for the reader to follow.

- claim: the sentence that takes a side and declares the WHY.
- reason: a statement that explains why the claim is worth defending.
- evidence: an exact detail from the passage.
- explain: to tell why the evidence proves the reason.
- relevant: directly connected to the reason.
- precise: exact and clear.
- transition: a word that shows how ideas connect.
- correspondence: writing, such as a letter, that is sent to a reader.

One frame I will use in my own argument, and the reason I chose it



Write More

Plan, Draft, Revise, Edit, and Share



Build a Defensible C-R-E Argument and Letter

Write a claim with because, three distinct reasons, evidence matched to a reason, and one explanation of a match. Then plan a letter that carries the same argument to a reader.

Read for the decision word before you write. Circle whether, underline the topic, and box the clue word that tells you WHY or HOW. Then write your claim with because.

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

My Plan

- DOT unfamiliar words and reread both passages.
- Write the decision the prompt requires and choose a defensible side.
- Complete the frame: I claim that community participation should be treated as an important responsibility because.
- Generate three reasons that are different from one another.
- Select one exact detail for two reasons and label each match.
- Complete the frame: This detail proves my reason because.
- Plan a Greeting, an introduction, a body, a conclusion, and a Closing for the letter.

My claim and my three distinct reasons

The detail that best proves a reason and my explanation of the match

Label the Parts

Use labels or symbols so the claim, the reasons, the evidence, and the explanation are clear without depending on color alone.

My claim starter: I claim that community participation should be treated as an important responsibility because

My Argumentative Draft



Begin with the claim, add three distinct reasons, match evidence to a reason, explain the match, and finish with a plan for the letter.

Draft, page 1

One part I will keep because it makes my reasoning clearer

Revise, Edit, and Share

Revise

- ☐ I add an explanation that tells why the evidence proves the reason.
- ☐ I delete a reason that repeats another reason.
- ☐ I check that each reason does a different job.
- ☐ I check that the evidence is accurate and directly matched.

Edit

- ☐ I check complete simple and compound sentences and subject-verb agreement.
- ☐ I check the past tense of irregular verbs.
- ☐ I check commas in compound sentences.
- ☐ I capitalize the titles of both passages and the place names.
- ☐ I check grade-appropriate spelling patterns and high-frequency words.

The sentence I improved and why the revision is clearer

Share

Read the argument to a partner. The partner names the side, the claim, the three reasons, the matched evidence, and the explained match.

My partner's evidence-based feedback

Final C-R-E Check

Score the reasoning before the length. Confirm that the claim takes a side, the reasons are distinct, and the evidence directly matches a reason.

Part	I can show...	Check
Claim	A clear, defensible side with because and a precise WHY.	
Reasons	Three distinct logical reasons that do different jobs.	
Evidence	Accurate details that directly match the reasons.	
Explanation	A clear explanation of why one detail proves its reason.	
Correspondence	A Greeting, introduction, body, conclusion, and Closing that carry the argument.	

Study the Sample Responses

Compare how each response moves from a broad position to a complete C-R-E argument with matched evidence.

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

Low

Community participation is important. People can vote and volunteer.

What is working: The writer names a position and two actions from the passage. What needs improvement: Declare the WHY, distinguish the reasons, and match exact evidence to a reason.

Medium

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 is working: The writer takes a clear side, states one logical reason, and selects related evidence. What needs improvement: Add two more distinct reasons and explain why the evidence is the strongest match.

One move from the secure sample I will use in my own response

Study the High Sample

This is the target. Notice how the claim, the reasons, the evidence, and the explanation each do a different job for the reader.

High

Community participation should be treated as an important responsibility for people who are able to take part. People can influence decisions that affect daily life, contribute through more than one form of participation, and help communities hear different voices. A Voice in the Community explains that decisions made by leaders can affect schools, roads, safety, and other parts of daily life, and it names voting, attending meetings, volunteering, and sharing opinions. This detail proves the reason because the passage names the effects of taking part, and the same reasoning can be delivered in a letter with a Greeting, an introduction, a body, a conclusion, and a Closing.

What is working: The response is the target. It chooses a side, declares the WHY, gives nonrepeating support, matches passage evidence to a reason, and explains the match before carrying it into correspondence.

High Sample C-R-E Key

Part	Evidence from the High sample	Why it works
Claim	Community participation should be treated as an important responsibility for people who are able to take part.	Takes a defensible side and declares the WHY in one sentence.
Reason 1	People can influence decisions that affect daily life.	Explains why participation matters without repeating the claim.
Reason 2	People can contribute through more than one form of participation.	Adds a second job instead of restating reason 1.
Reason 3	People can help communities hear different voices.	Finishes the support with a third distinct job.
Evidence	Decisions made by leaders can affect schools, roads, safety, and other parts of daily life.	Uses exact passage words that prove reason 1.
Explanation	This detail proves the reason because the passage names the effects of taking part.	States why the evidence proves that exact reason.
Correspondence	A Greeting, an introduction, a body, a conclusion, and a Closing.	Carries the same argument to a reader as a letter.
Sentence craft	The writer keeps one idea in each sentence and connects ideas with transitions.	Helps the reader follow the reasoning from claim to evidence.

One sentence in my own argument I want to make stronger



Look Back & Look Forward

Reflect on the C-R-E Foundation



My Progress Tracker

I can...	Not yet	Growing	Got it
Name the decision a prompt requires.	☐	☐	☐
Choose a defensible side.	☐	☐	☐
Write a claim with because.	☐	☐	☐
Generate three distinct reasons.	☐	☐	☐
Match accurate evidence to a reason.	☐	☐	☐
Explain why a detail proves its reason.	☐	☐	☐
Revise the reasoning before editing conventions.	☐	☐	☐
Carry the C-R-E foundation into a letter.	☐	☐	☐

My Student Award

One precise C-R-E move I handled independently and the evidence in my work

My Student Target

My next precise step for my claim, my reasons, my evidence match, my explanation, or my letter

Essential Question Answered

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

The answer

A complete argumentative response begins when the writer chooses a defensible side and declares the WHY in a claim. Three distinct reasons organize the support, accurate evidence from the passage proves one reason directly, and an explanation shows why the match works. The same foundation then carries the argument into a letter with all five correspondence parts.

A strong argumentative response begins when a writer chooses a defensible side, writes a claim with because, gives three distinct reasons, and matches accurate evidence to each reason. The writer explains one match and carries the argument into a letter.

How My Thinking Changed

At first, I thought a decision prompt

Now I understand how a claim, reasons, and evidence work together because

Try Another Prompt

With another prompt, name the decision, choose a defensible side, write a claim with because, give three distinct reasons, match evidence to a reason, and explain the match in a complete sentence.

[illegible]

C-R-E Evidence Match Challenge

Compare how the two passages describe taking part and opportunity. Compare how A Voice in the Community describes taking part with how A Gift That Welcomed Millions describes opportunity and freedom. Defend which exact details belong with each reason and explain why the match is direct.

- Name the decision the prompt requires and choose a side.
- Write a claim with because.
- Give three reasons that do different jobs.
- Match one exact detail to a reason and explain the match.
- Set aside one true but mismatched detail and explain why it does not fit.
- Restore or revise the strongest match and explain the choice.

My defended C-R-E match

Map the Argument

Draw and label the decision, the claim, the three reasons, one matched detail, and the explanation. Show how one part prepares the next.

At-Home Connection

Invite a family member to name a familiar decision. State a claim with because, give two different reasons, and name one real detail that supports each reason.

Talk, Claim, Explain

Choose a familiar decision at home, such as a rule, a chore, or a family plan. Say a claim with because, give two different reasons, and name one real detail that supports each reason.

Explain which detail fits each reason best and why.

Family member signature: _____

Evidence Match Check

Write three short sentences about the decision. Label each sentence by its job: claim, reason, or evidence. Revise one sentence so its job is clearer.

Explain how the revision makes the evidence match more clearly.

Family member signature: _____

Passage Talk

From either passage, name one exact detail and the reason it could prove.

Explain why the detail proves that reason and not just that it is true.

Family member signature: _____

Family Conversation

Which side did we choose, and how did the detail prove the reason?

Notes

My Independent C-R-E Moves

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Claim, Reasons, and Evidence Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strongest C-R-E Move

I can choose a defensible side, write a claim with because, match accurate evidence to a reason, and explain the match.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 6 - Module 2

Coherent Argument and Thinking



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Coherent Argument and Thinking



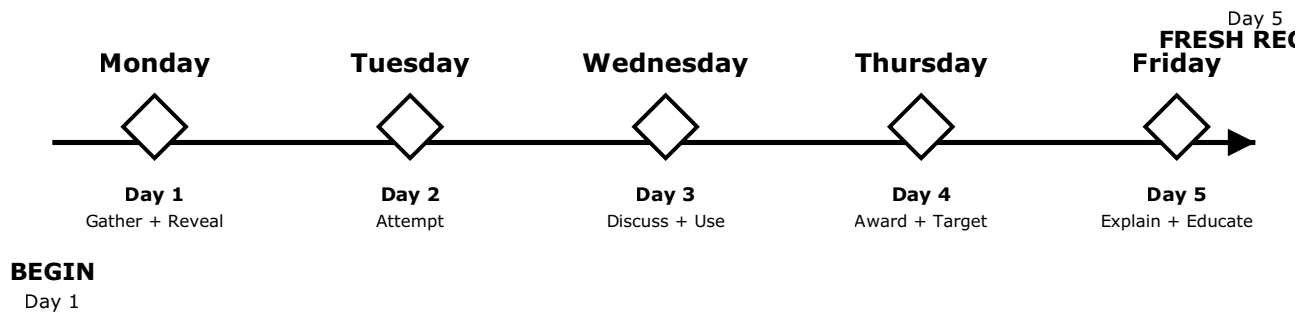
Why This Matters to Me

An argument becomes coherent when the reader can follow the decision, the reasons, the evidence, and the Thinking that explains the evidence. This module focuses on the A and T of CREATURES. Students order the Argument, choose transitions that name real relationships, and write Thinking sentences that answer how and why evidence proves a reason. A persuasive letter still needs a Greeting, an introduction, a body, a conclusion, and a Closing.

Essential Question

How do strong reasons, transitions, and explanation turn evidence into a coherent line of argument?

My Progress Tracker



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

My First Thinking

I Can

- I can arrange reasons in a logical order.
- I can use transitions that show real relationships.
- I can explain how evidence proves a reason.
- I can combine or rearrange ideas for clarity.

I Will

- I will listen, sketch, discuss, write, revise, and explain.
- I will use specific facts and details from the passages.
- I will update my tracking chart with evidence from my work.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How a coherent argument becomes a path instead of a pile of facts.	A Voice in the Community and A Gift That Welcomed Millions.	A coherent argument and a persuasive letter.

Where We Are Going

I will connect claim, reasons, evidence, and Thinking, revise for clarity, and transfer the path to a letter.

I'll Know I've Got It When...

- ☐ My claim answers the decision.
- ☐ My reasons are distinct and purposefully ordered.
- ☐ My evidence is specific and relevant.
- ☐ My transitions accurately connect ideas.
- ☐ My Thinking explains how and why the proof matters.
- ☐ I combine or rearrange one idea for clarity before editing.

Check Myself

- ☐ I can build a path from claim to proof to meaning.
- ☐ I can explain how and why my evidence matters.

How I Will Show What I Know

I will sketch, build, write, revise, identify an Award and Target, teach a partner, and use Fresh Recall.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Identify claim, reason, evidence, and Thinking.
Reveal	Day 1	See Argument and Thinking in a coherent model.
Attempt	Day 2	Build and defend a pathway with transitions.
Discuss	Day 3	Explain how a detail proves a reason.
Use	Day 3	Write the path and make one clarity revision.
Award	Day 4	Prove one controlled move in my writing.
Target	Day 4	Choose one measurable next step.
Explain / Educate	Day 5	Teach the path and transfer it to a letter.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(ii):

I can develop a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.

5.12(C)(i):

I can compose argumentative texts, including opinion essays, using genre characteristics.

5.11(C)(ix):

I can revise drafts to improve sentence structure and word choice by combining ideas for coherence and clarity.

Call and Response

Read this together as a class before we start.

Teacher asks: "What turns separate facts into a coherent argument?"

Class answers: "A claim, ordered reasons, evidence, transitions, and Thinking that explains why the proof matters!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can identify a claim, locate a specific fact or detail, say how and why evidence matters, name a relationship, read as a reader to find where a path breaks, and name an audience and purpose.

A connection I can make

Remember It!

- ☐ Before I order reasons, I identify the claim and the job of each reason.
- ☐ Before I choose evidence, I locate a specific fact or detail in one of the passages.
- ☐ Before I write Thinking, I say how and why the evidence matters.
- ☐ Before I choose a transition, I name cause and effect, contrast, addition, or example.
- ☐ Before I revise for clarity, I locate where the reader may lose the path.
- ☐ Before I write correspondence, I name an audience and a purpose for requesting information.

One idea I remember

Ready Check

- ☐ Point to your claim.
- ☐ Circle one reason.
- ☐ Star one source detail.
- ☐ Underline the Thinking that interprets the star.
- ☐ Label a transition relationship.
- ☐ Box one sentence you could combine or move for clarity.

Watch Out! Common Mix-Up

Watch for a pile of true details, a random transition, Thinking that repeats evidence, a reason that is actually a detail, chronological order used automatically, or an absolute statement that erases barriers.

Where This Fits in My Writing

In an ECR, students organize a claim, reasons, evidence, Thinking, rebuttal, ending, and significance. In Argumentative Correspondence, students deliver the same argument as a letter with a Greeting, introduction, body, conclusion, and Closing.

What I want to remember before I start

Before I Begin



Show what you already know. This is not for a grade.

Part 1: Identify the Decision

Explain whether people should participate in civic life even when one person's action seems small.

The decision the prompt requires

Part 2: Build the Four-Part Path

Claim

Reason

Evidence

Thinking that explains how and why the evidence matters

Part 3: Put the Argument in Order

Number these sentences from 1 to 4 so the reader can follow the path.

Sentence	My Order
People should participate because small actions can affect a community.	
One reason is that community members can share information leaders need.	
For example, a town may repair a playground after people share ideas.	
This proves that one voice can begin a practical change close to home.	

Part 4: Name the Relationship

The transition and relationship it names

Part 5: Revise for Clarity

One idea I would combine or rearrange and why



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
path		a route from one point to another	the route from claim to proof to meaning
connect		to join ideas so their relationship is clear	connect a reason to evidence
order		the way ideas are arranged	choose a purposeful sequence
explain		to tell how or why something happens	write Thinking after evidence
link		a connection between two ideas	name the link with a transition
strong		able to do its job well	a strong reason supports the claim
detail		a small, specific piece of information	select a source detail
build		to put parts together into a whole	build the argument path
clear		easy for another person to understand	revise for clarity
matter		to be important or have an effect	explain why evidence matters

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the academic thinking words you will use in every subject. Use them to understand a question and explain your answer.

Word	Say it	What it means	Sentence frame
claim		the writer's position	My claim is that ____ because ____.
reason		an idea that supports a claim	One reason is ____.
evidence		specific proof from a source	For example, the passage says ____.
transition		a word or phrase that shows a relationship	____ fits because it shows ____.
explanation		thinking that tells how or why evidence matters	This proves ____ because ____.
coherent		organized so ideas make sense together	My path is coherent because ____.
structure		the purposeful arrangement of parts	I ordered ____ before ____ so ____.
relevant		directly connected to the claim or reason	This detail is relevant because ____.
support		to strengthen an idea with proof	This evidence supports ____.
significance		why an idea matters beyond one detail	This matters because ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
civic	SIV-ik	connected to a community and its citizens	
democracy	dih-MOK-ruh-see	government in which people participate in choosing leaders	
participation	par-tis-uh-PAY-shuhn	taking part in an activity or decision	
election	ih-LEK-shuhn	a process for choosing leaders by voting	
national	NASH-uh-nuhl	related to an entire country	
liberty	LIB-er-tee	freedom protected or valued in society	
immigration	im-uh-GRAY-shuhn	movement into a country to live there	
Ellis Island	EL-is EYE-luhnd	historic entry station in New York Harbor	
opportunity	op-er-TOO-nuh-tee	a chance to do or achieve something	
independence	in-dih-PEN-duhns	freedom from control by another power	

Use one Tier 3 word in a sentence



My Strategy Tools

CREATURES Spotlight: Argument and Thinking



Strong writers build a path from claim to proof to meaning.

Argument connects the path. Thinking explains how and why the proof matters.

Purposeful Structure

Mark	What it means
Claim	State the decision and WHY.
Reason	Give distinct support.
Evidence	Use a specific source detail.
Thinking	Explain how and why the proof supports the reason.

A persuasive letter keeps the same argument path inside its letter parts.

How the argument path works

Argument Part and Job

Argument Part	Job
Claim	State the decision and WHY.
Reason	Support the decision.
Evidence	Give specific proof.
Thinking	Interpret the proof.

Each part advances the claim.

How I Say the Standard!

5.11(B)(ii):

I can develop a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.

5.12(C)(i):

I can compose argumentative texts, including opinion essays, using genre characteristics.

5.11(C)(ix):

I can revise drafts to improve sentence structure and word choice by combining ideas for coherence and clarity.

Check My Writing

- ☐ I revise meaning before editing the surface.
- ☐ I combine or rearrange ideas for clarity.

How each part supports the next

Five Thinking Levels

Move from naming parts to a complete argument path.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Recall	○		Name claim, reason, evidence, and Thinking.	Correct labels.
Explain	◻		Tell what one detail means.	Evidence-to-thinking sentence.
Connect	▽		Select a transition that names a relationship.	Coherent link.
Analyze	△		Compare two possible orders.	Defended sequence.
Synthesize	◊		Build and explain a complete argument path.	Independent response.

Red, Orange, Yellow, Green, and Blue name the progression.

The thinking level I use

Five Thinking Levels

Use the same guide rows for how the parts work together.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Recall	○		Name claim, reason, evidence, and Thinking.	Correct labels.
Explain	◻		Tell what one detail means.	Evidence-to-thinking sentence.
Connect	▽		Select a transition that names a relationship.	Coherent link.
Analyze	△		Compare two possible orders.	Defended sequence.
Synthesize	◊		Build and explain a complete argument path.	Independent response.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether people should participate in civic life even when one person's action seems small.
HOW	Analyze how parts work together or how something happens.	Explain whether Rosa's family's hope for opportunity was strong enough to justify the difficult process of adapting to a new country.

If you have to decide, you must declare the WHY. A claim is a decision + because + reasons. Thinking explains how and why evidence supports a reason.

How I will move to the next level



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

People may vote, attend meetings, volunteer, share opinions, write letters, sign petitions, or learn about issues. People can read different sources and listen to more than one viewpoint. Transportation, time, information, work, and family responsibilities can make participation difficult.

Background I Need

A Voice in the Community presents ways people participate at local, state, and national levels and explains barriers and differing views. A Gift That Welcomed Millions follows Rosa's 1907 arrival in New York Harbor and her family's experience at Ellis Island. Argument is a connected line in which each reason supports the claim, each detail supports a reason, and each Thinking sentence interprets the proof.

Words I dotted while reading

A Voice in the Community

Medium stamina passage. Read each clean passage first. Reread with TRACKS, star evidence that can support a reason, and write one Thinking note.

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Medium stamina passage. Read each clean passage first. Reread with TRACKS, star evidence that can support a reason, and write one Thinking note.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions

Medium stamina passage. Read each clean passage first. Reread with TRACKS, star evidence that can support a reason, and write one Thinking note.

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] Rosa leaned against the rail and studied every detail. The statue stood in the harbor. From far away, it seemed to rise straight out of the water. Seven rays stretched from its crown.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby. Two boys waved their caps. An elderly man removed his hat. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Medium stamina passage. Read each clean passage first. Reread with TRACKS, star evidence that can support a reason, and write one Thinking note.

[7] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[8] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew what would happen.

[9] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[10] Inside the building, officials called names while doctors examined travelers. Families stayed close together as they moved from one line to another. Rosa answered questions about her age and where she had come from. She worried that she might say something wrong, but her father gave her an encouraging smile.

[11] After many hours, Rosa's family was allowed to leave. They stepped onto a ferry that would take them into the city. Rosa turned for one last look at the statue. The torch was still visible above the harbor.

[12] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Voice in the Community

Notice choices, responsibilities, barriers, viewpoints, and how a local action can matter.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Label what each marked detail helps you understand. Star evidence that can support a reason. Write one Thinking note: This matters because...

One civic detail, its TRACKS category, the reason it supports, and why it matters

Annotate: A Voice in the Community (continued)

Notice access to information, national participation, differing views, and community solutions.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

How does a detail about Rosa's journey prove a reason instead of merely repeating the passage?

My thinking

My Prompt Marking Notes

Read the prompt as a decision. Identify the claim, reasons, evidence, transitions, and Thinking the response must connect.

Shape	Word	Question I ask myself
Circle	Decision	What position must I explain?
Box	Evidence Requirement	Which assigned source detail must I use?
Underline	Thinking Requirement	How and why must I explain the proof?

Identify the decision. Mark the claim, reason, evidence, transition, and Thinking. Explain how each part supports the next.

Explain whether people should participate in civic life even when one person's action seems small.

How the decision, evidence, and Thinking requirements guide my argument

STUDENT WORKBOOK

Day 1: Gather + Reveal



DAY 1 | Gather + Reveal | 15 MINUTES: Identify Argument and Thinking and reconstruct the pathway



Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(i): compose argumentative texts using genre characteristics. TEKS 5.11(C)(ix): combine ideas for clarity. ELPS 4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix).

Listen with pencils down to a claim about civic participation, a reason about local information, a detail about a town repairing a playground after community members share ideas, and Thinking that explains the connection.

Gather: Listen and Sketch

- Listen once with pencils down.
- Listen again and sketch four stops: Claim, Reason, Evidence, and Thinking.
- Add a relationship between each stop.
- Compare sketches and explain one connection.
- Turn the page over and redraw the pathway from memory.

My four-stop pathway sketch

Reveal: Make Argument and Thinking Visible

A is a connected Argument. T is Thinking that explains how and why evidence supports a reason. A strong writer chooses proof that fits one exact reason.

Path Part	Module Example	Job
Claim	People should participate because small actions can affect a community.	Declare the decision and WHY.
Reason	Community members can share information leaders need.	Support the claim.
Evidence	A town may repair a playground after people share ideas.	Give specific proof.
Thinking	This proves that one voice can begin a practical change close to home.	Interpret why the proof matters.

How the evidence proves the reason

- ☐ I can point to the claim.
- ☐ I can name the reason.
- ☐ I can identify specific evidence.
- ☐ I can explain how Thinking adds meaning.

The one move I can already control

Fresh Recall

Close your notes and reconstruct the writing move from memory. Name Claim, Reason, Evidence, and Thinking. Show that Thinking is not a repeated detail.

Partner Question	My Explanation
What decision does the prompt require?	
Which passage detail could help a writer defend a side?	
How does the evidence prove the reason?	
Why does the proof matter?	

My fresh-recall pathway and one relationship I can explain

Access Without Lowering Rigor

Use four blank boxes labeled Claim, Reason, Evidence, and Thinking. Supply the relationship and the explanation. Keep the same decision and passage evidence.

Box	What I Supply	My Check
Claim	The decision the prompt requires.	It answers the decision.
Reason	A distinct WHY that supports the claim.	It is not a copied detail.
Evidence	A specific, accurate source detail.	It proves the exact reason.
Thinking	How and why the proof matters.	It adds meaning instead of repeating evidence.

Check for Understanding

- ☐ I can explain a complete relationship.
- ☐ My visible sketch shows the thinking trace.
- ☐ I can explain how the evidence proves the reason.
- ☐ I can close my notes and name one move I control.

My four boxes, relationships, and explanation

STUDENT WORKBOOK



BUILD THE PATH

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Arrange Claim, Transition, Reason, Evidence, and Thinking into a coherent path. Read it aloud, name each relationship, and rearrange any part that sounds disconnected.

CLAIM	REASON
EVIDENCE	THINKING
TRANSITION	REASON
EVIDENCE	THINKING

BUILD THE PATH Self-Check (sheet 1 of 2)

Flip each card after building the path. Check that the reason supports the claim, the evidence proves the reason, the transition names the relationship, and Thinking adds meaning.

REASON Community members can share information leaders need.	CLAIM People should participate because small actions can affect a community.
THINKING This proves that one voice can begin a practical change close to home.	EVIDENCE A town might repair a playground because community members shared their ideas.
REASON People should learn before forming a position because national issues can be complex.	TRANSITION For example names a specific illustration.
THINKING This proves that information can make participation more responsible.	EVIDENCE People may need to read different sources and listen to more than one viewpoint.

STUDENT WORKBOOK



BUILD THE PATH

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Arrange Claim, Transition, Reason, Evidence, and Thinking into a coherent path. Read it aloud, name each relationship, and rearrange any part that sounds disconnected.

Which part states the decision and WHY?	Which part gives distinct support for the decision?
Which part gives specific proof from a source?	Which part explains how and why the proof matters?
What must a transition name?	What clarity revision repairs a broken path?

BUILD THE PATH Self-Check (sheet 2 of 2)

Flip each card after building the path. Check that the reason supports the claim, the evidence proves the reason, the transition names the relationship, and Thinking adds meaning.

The reason.	The claim.
Thinking.	The evidence.
Combine or rearrange ideas so the reader can follow the argument.	The real relationship between ideas.

STUDENT WORKBOOK

Day 2: Attempt



DAY 2 | Attempt | 15 MINUTES: Build, defend, and record a coherent pathway

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(i): compose argumentative texts using genre characteristics. TEKS 5.11(C)(ix): combine ideas for clarity. ELPS 4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix).

Build a five-part path with Claim, Transition, Reason, Evidence, and Thinking. Read it aloud, check each relationship, rearrange it if it sounds disconnected, and explain the order before moving to another card.

Step	Team Action	Success Check
1	Draw one sentence-statement card.	Use the assigned passage details.
2	Build the five-part path.	Each part does its own job.
3	Read the path aloud.	The reader can follow it.
4	Name each relationship.	The transition matches the relationship.
5	Rearrange if needed.	The stronger order is defended.
6	Record the pathway.	Thinking interprets the proof.

My five-part pathway and defense of its order

Sentence-Statement Cards

Card	Claim and Reason	Evidence	Thinking Move
Local Playground	Residents should share concerns with local leaders because leaders need information about neighborhood needs.	A town might repair a playground because community members shared their ideas.	Explain how the detail proves that one voice can begin a practical change. Use for example.
Safer Streets	Local participation can improve daily life because a small request may identify a safety problem.	The passage names adding a stop sign as a possible result of community input.	Explain why a nearby change can matter even if it does not affect the whole country. Use therefore or as a result.
More Than Voting	Civic participation includes more than elections because people can contribute in several ways.	The passage names meetings, volunteering, petitions, letters, and learning about issues.	Explain how the variety of actions strengthens the claim. Use in addition.
Informed Choices	People should learn before forming a position because national issues can be complex.	People may need to read different sources and listen to more than one viewpoint.	Explain why information makes participation more responsible. Use because or therefore.
Barriers Matter	Communities should make participation more accessible because willing people may face practical barriers.	Some people lack transportation, time, information, or knowledge of whom to contact.	Explain how schools, libraries, and organizations can reduce barriers. Use for example.
Disagreement	Disagreement can still be part of civic life because participation gives people a way to discuss different ideas.	People may ask questions and work toward solutions without agreeing.	Explain why respectful disagreement can strengthen a community. Use however.

One civic pathway I can read aloud and explain

Sentence-Statement Cards: Rosa's Journey

Card	Claim and Reason	Evidence	Thinking Move
Rosa's First View	The statue represented hope to arriving families because its symbols connected liberty with a possible future.	Rosa's father explains that the raised torch stood for hope and freedom.	Explain why the symbol mattered before the family knew the result of inspection. Use at first.
A Difficult Process	Rosa's family accepted uncertainty for the possibility of opportunity because their journey required persistence.	They traveled for weeks and waited through questioning and examination.	Explain how the evidence supports the claim without pretending the process was easy. Use in addition.
Shared Reaction	The statue held meaning across language differences because many passengers responded when they saw it.	People pointed, lifted a baby, waved caps, removed a hat, and smiled.	Explain what the varied reactions suggest. Use for example.
Liberty and Choice	Liberty influenced the family's decision to immigrate because Rosa understood liberty as freedom to make choices and build a future.	Her parents had left their old home partly for that possibility.	Explain the relationship among belief, choice, and action. Use because.
No Easy Promise	Hope does not guarantee an easy life because a symbol can inspire action without promising a result.	Years later, Rosa remembers that the statue did not promise life would be easy.	Explain why this distinction makes the argument honest. Use however.
Opportunity and Belonging	Rosa's family judged the difficult journey worthwhile because they wanted new opportunities and membership in a democratic country.	The ending connects their journey to freedom, democracy, and becoming part of the country.	Explain why the ending gives significance to earlier challenges. Use ultimately or therefore.

- ☐ A transition earns its place only when it names a real relationship.
- ☐ A true detail must prove the exact reason.
- ☐ I can explain the evidence match in a complete sentence.

One Rosa pathway I can read aloud and explain

STUDENT WORKBOOK



Day 3: Discuss + Use



DAY 3 | Discuss + Use | 15 MINUTES: Discuss the evidence match and write independently

Today's Standards :

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(i): compose argumentative texts using genre characteristics. TEKS 5.11(C)(ix): combine ideas for clarity. ELPS 4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix).

Discuss which details about Rosa's hope, the inspection, and the ending support a reason. Acknowledge that the journey was uncertain while explaining why the family continued.

Discussion Question	My Evidence-Based Answer
Which detail about hope supports a reason?	
Which detail shows uncertainty?	
How does the ending explain why the family continued?	
How can the response avoid claiming the process was easy?	

My evidence match and Thinking sentence

Use: Independent Argument

Explain whether Rosa's family's hope for opportunity was strong enough to justify the difficult process of adapting to a new country.

- ☐ Introduction with claim.
- ☐ Two ordered reasons.
- ☐ Two evidence details.
- ☐ Two Thinking sentences.
- ☐ One clarity revision.

My claim and two ordered reasons

Evidence and Thinking for Reason 1

Evidence and Thinking for Reason 2

Revise for Clarity

Read your work as a reader would. Locate where the idea begins and how each next sentence helps it grow. Underline one sentence you combined or rearranged for clarity.

- ☐ I point to a source detail.
- ☐ I name the reason it supports.
- ☐ I explain the connection without rereading the whole passage.
- ☐ I represent another possible idea accurately.
- ☐ I make the Thinking visible instead of copying a model.

The sentence before my clarity revision

The sentence after I combined or rearranged ideas

Why the revision makes the argument easier to follow



Day 4: Award + Target



DAY 4 | Award + Target | 15 MINUTES: Recognize one controlled move and revise for clearer reasoning

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(i): compose argumentative texts using genre characteristics. TEKS 5.11(C)(ix): combine ideas for clarity. ELPS 4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix).

Award One Controlled Move

Point to exact words that made the writing stronger. Strong writers notice specific evidence of growth.

Your argument became stronger when you

The exact words from my writing that prove this Award

Target One Measurable Next Step

My next step that will make the reasoning clearer for a real reader

Revise the Idea Before the Surface

Combine or rearrange ideas for clarity. Check quotation marks in dialogue and consistent formatting of titles or emphasis only after the argument path is clear.

Focus	What I Point To	My Revision
Argument	Claim, reason, evidence, and Thinking connect.	
Transition	The word names the intended relationship.	
Evidence	The exact detail proves the reason.	
Thinking	The sentence adds meaning instead of repeating proof.	
Clarity	A combined or rearranged idea repairs the path.	

Two possible sentence orders and the clearer choice

How the reader's understanding changed after my revision

STUDENT WORKBOOK

Day 5: Explain + Educate



DAY 5 | Explain + Educate | 15 MINUTES: Teach the pathway, use Fresh Recall, and transfer it to correspondence

Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful structure, including transitions. TEKS 5.12(C)(i): compose argumentative texts using genre characteristics. TEKS 5.11(C)(ix): combine ideas for clarity. ELPS 4(C)(i), 4(D)(i), 4(D)(iii), 4(F)(ix).

Teach a partner how a coherent path from claim to reason, evidence, and Thinking works. Use one exact passage detail. A definition alone is not enough.

- ☐ Evidence is specific proof from a source.
- ☐ Thinking explains how and why the proof matters.
- ☐ Transitions matter because they name relationships.
- ☐ The letter format keeps the same argument path.

What my partner taught clearly

My teaching explanation with one exact passage detail

Fresh Recall

Close your notes and reconstruct Claim, Reason, Evidence, Thinking, and Transition from memory. Then name the next target you will practice in the next response.

My fresh-recall pathway

Correspondence Rehearsal

Write a brief persuasive note requesting information. Address an audience, state a concern or position, give a relevant fact, explain how the fact supports the request, and close respectfully.

Greeting, introduction, body, conclusion, and Closing

Student Exit Ticket

Explain whether people should participate in civic life even when one person's action seems small.

Write a claim with because and two reasons. Use one detail from A Voice in the Community. Add a transition and a Thinking sentence that explains how and why the evidence supports your reason. Revise by combining or rearranging one idea for clarity.

My claim with because and two reasons

My specific evidence and accurate transition

My Thinking sentence

My combined or rearranged idea for clarity

Exit Ticket Self-Check

- ☐ I used a relevant detail.
- ☐ I explained the connection.
- ☐ I used a transition accurately.
- ☐ I revised for clarity.

Score the Reasoning Before Surface Polish

Ticket Part	Secure Evidence	Points
Claim	Answers the decision and includes because with a supportable reason.	2
Evidence	Names an accurate playground, stop sign, local meeting, or civic detail.	2
Transition	Names cause, result, contrast, addition, or example accurately.	2
Thinking	Explains how and why the detail proves the reason.	2
Revision	Combines or rearranges an idea for clearer meaning.	2

My strongest reasoning move and proof from my ticket

TRACKS Evidence Key

Read each clean passage without highlighting. Reread the TRACKS-highlighted copy. Label what each marked detail helps you understand. Star evidence that can support a reason. Write one Thinking note: This matters because...

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

One exact detail, its TRACKS category, and the reason it supports

Support, Stretch, and Pause

Check	Question	Evidence of Control
Claim Check	What decision are you making?	Claim answers the prompt.
Reason Check	What WHY supports that decision?	Reason is not a copied detail.
Evidence Check	Where is the proof?	Student points to an accurate detail.
Transition Check	What relationship does this word show?	Transition matches the relationship.
Thinking Check	How and why does the proof matter?	Explanation adds meaning.
Clarity Check	Where might a reader lose the path?	Student combines or rearranges an idea.

- ☐ Path or Pile: Does each sentence lead logically to the next?
- ☐ Transition Integrity: Does the transition name the relationship I mean?
- ☐ Evidence Match: Does this detail actually prove the reason?
- ☐ Thinking: Did I explain how and why, or merely repeat the evidence?

My pause-point repair

Answer the Essential Question

Strong reasons give the argument distinct support, transitions make relationships visible, and Thinking interprets evidence so the reader can follow the claim from proof to meaning. Purposeful order keeps the path coherent, and clarity revision repairs a break before editing the surface.

My answer in my own words

Argument Path Award and Target

- ☐ I can point to a claim, a reason, evidence, and Thinking that connect.
- ☐ I can name the transition relationship.
- ☐ I can identify one clarity revision.
- ☐ I can build a path from claim to proof to meaning.
- ☐ I will explain how and why my evidence matters.

You turned separate pieces into a path a reader can follow. Strong arguments are built through connection, order, and explanation.

My final Award, proof, and next Target

Auditory Engagement and Fresh Recall

Listen for the four-part path that turns a claim into a coherent argument.

- Keep pencils down while Claim, Reason, Evidence, and Thinking are read aloud.
- Listen again and sketch a road or staircase with four stops.
- Add transitions between stops.
- Compare sketches and explain one relationship.
- Turn the page over and redraw from memory.

Pause Points

Pause Point	Question I Ask
Path or Pile	Does each sentence lead logically to the next?
Transition Integrity	Does the transition name the relationship I mean?
Evidence Match	Does this detail actually prove the reason?
Thinking	Did I explain how and why, or merely repeat the evidence?

My fresh-recall sketch and explanation of one relationship



Write More

Plan, Draft, Revise, Edit, and Share



Build a Coherent Argument

Answer the decision with a claim, two ordered reasons, specific evidence, transitions, Thinking after evidence, a conclusion, and significance.

Identify the decision. Mark the claim, reason, evidence, transition, and Thinking. Explain how each part supports the next.

Explain whether people should participate in civic life even when one person's action seems small.

My Plan

- State a claim with because and two distinct reasons.
- Arrange the reasons in a purposeful order.
- Select specific, accurate evidence from the assigned passages.
- Choose transitions that name cause, result, contrast, addition, or example.
- Write Thinking after evidence to explain how and why the proof matters.
- Acknowledge another viewpoint accurately.
- End with significance.
- Combine or rearrange at least one idea for clarity before editing conventions.

My claim and two ordered reasons

Use labels or symbols so the claim, reasons, evidence, Thinking, transitions, conclusion, and significance are clear without depending on color alone.

[illegible]

My Coherent Argument Draft



Use accurate evidence from the assigned passages. Represent another viewpoint accurately before explaining the claim.

Draft, page 1

One part I will keep because it advances the claim

Revise, Edit, and Share

Revise

- ☐ I combine or rearrange ideas when the path is unclear.
- ☐ I check that every detail proves its exact reason.
- ☐ I check that every transition names a real relationship.
- ☐ I add Thinking that interprets instead of repeats evidence.

Edit

- ☐ I check quotation marks in dialogue.
- ☐ I format titles and emphasis consistently.
- ☐ I check capitalization, punctuation, and sentence boundaries.
- ☐ I check complete sentences and subject-verb agreement.
- ☐ I check grade-appropriate spelling.

The sentence I combined or rearranged and why it is clearer

Share

Read the argument or letter aloud. The listener names one place where the path is easy to follow and one place where a transition or Thinking sentence could make the relationship clearer.

My partner's evidence-based feedback

Final Coherent Argument Check

Score the reasoning before surface polish. A small convention error does not erase accurate argument evidence when meaning remains clear.

Part	I can show...	Check
Argument	Every part advances the claim.	
Reasons and Order	Distinct reasons are arranged purposefully.	
Evidence and Facts	Support is specific, accurate, and relevant.	
Thinking	Explains how and why each detail proves the reason.	
Transitions	Precisely name relationships.	
Revision and Conventions	Includes a purposeful clarity revision and controlled editing.	
Correspondence	Audience, purpose, request, and argument path are controlled.	

Low, Medium, and High Exemplars

Compare a list of ideas, an approaching path, and a secure coherent argument.

Explain whether people should participate in civic life even when one person's action seems small.

Low

People should participate. There are meetings and voting. It can help.

What is working: Names the decision and refers to two forms of participation. What needs improvement: The reasons are not ordered, the evidence is not tied to a source, and no Thinking explains why the details matter. Choose one reason, add the playground detail, and write This proves ____ because ____.

Medium

People should participate because community members can share needs with leaders. For example, the passage says a town may repair a playground after people share ideas. This evidence shows that speaking up can affect a local decision.

What is working: States a decision, gives a reason, uses a relevant detail, and adds an evidence-to-thinking sentence. What needs improvement: Add a distinct reason about informed participation or choices, connect it with in addition, and explain its significance.

One move from the secure exemplar I will use in my own response

Study the High Secure Exemplar

This is the target. Notice how every part advances the claim from proof to meaning.

High

People who are able should participate in civic life because even a small action can give leaders useful information and build change over time. For example, A Voice in the Community explains that a town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. This evidence proves that participation can turn a concern into a practical improvement close to home. In addition, people who learn about issues and listen to more than one viewpoint help a community make more informed choices. Individual action may seem limited at first; however, connected actions create a path toward solutions that leaders and neighbors can follow.

What is working: The response is the secure target. Every part advances the claim, the reasons are purposefully ordered, the evidence is specific, the transitions name real relationships, and Thinking interprets the proof.

Secure Argument Path Key

Argument Part	Evidence From the High Exemplar	Why It Works
Claim	People who are able should participate in civic life because even a small action can give leaders useful information and build change over time.	Answers the decision with distinct reasons.
Evidence	A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas.	Gives a specific detail from the civic passage.
Thinking	This evidence proves that participation can turn a concern into a practical improvement close to home.	Explains how the detail supports the reason rather than repeating it.
Transition and Ending	In addition and however connect informed choices, limited action, and solutions.	Names real relationships and returns to significance.

One secure argument move I will use in my own response



Look Back & Look Forward

Reflect on the Path From Claim to Proof to Meaning



My Progress Tracker

I can...	Not yet	Growing	Got it
Identify A and T in a model.	☐	☐	☐
Build and defend a pathway.	☐	☐	☐
Write evidence and Thinking.	☐	☐	☐
Award strength and target growth.	☐	☐	☐
Teach the pathway from memory.	☐	☐	☐
Arrange reasons in a logical order.	☐	☐	☐
Use transitions that show real relationships.	☐	☐	☐
Combine or rearrange ideas for clarity.	☐	☐	☐

My Argument Path Award

The controlled argument move I can prove with exact words from my writing

My Student Target

One measurable next step that will make my reasoning clearer

Essential Question Answered

How do strong reasons, transitions, and explanation turn evidence into a coherent line of argument?

The answer

Strong reasons give the argument distinct support, transitions make relationships visible, and Thinking interprets evidence so the reader can follow the claim from proof to meaning. Purposeful order keeps the path coherent, and clarity revision repairs a break before editing the surface.

Strong reasons give distinct support, transitions make relationships visible, and Thinking interprets evidence so the reader can follow the claim from proof to meaning.

How My Thinking Changed

At first, I thought a strong argument

Now I understand that a coherent argument

Try Another Argument

Explain which form of community participation could create the most visible local change. Use one reason, one detail, and one Thinking sentence.

My claim, evidence, and Thinking

Connect Across Texts

Argue whether civic participation and Rosa's family journey share an idea about opportunity and responsibility. Argue whether civic participation and Rosa's family journey share an idea about opportunity and responsibility while preserving their differences.

- State a supportable claim.
- Use accurate evidence from both passages.
- Preserve the differences between civic participation and Rosa's journey.
- Choose transitions that name real relationships.
- Explain how and why each detail matters.
- Defend the stronger order of reasons.

My connected argument path

Draw the Path

Draw and label Claim, Reason, Evidence, Thinking, Transition, Ending, and Significance. Show how each part supports the next.

At-Home Connection

Ask a family member for one opinion about a community or family decision, one reason, one specific example, and one transition.

Build a Path

Write Claim, Reason, Evidence, and Thinking on four cards. Arrange them in an order that makes sense, say a transition between each part, and explain why the order works.

Rearrange one card and discuss how the meaning changes.

Family member signature: _____

Transition Hunt

Find because, however, for example, therefore, as a result, or in addition in a book, message, or conversation.

Name whether it shows cause, contrast, example, result, or addition, then make a new sentence about a passage.

Family member signature: _____

Community Decision Talk

Make a small argument about a community or family decision. State a claim, give one reason, identify one specific example, and use a transition.

Explain how the example proves the reason and why it matters.

Family member signature: _____

Family Conversation

How does that example prove your reason, and why does it matter?

Notes

My Progress Tracker

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Coherent Argument and Thinking Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strongest Argument Path Move

I can build a path from claim to proof to meaning and explain how and why my evidence matters.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 6 - Module 3

Understanding, Rebuttal, Ending, and
Significance



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 6 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Understanding, Rebuttal, Ending, and Significance



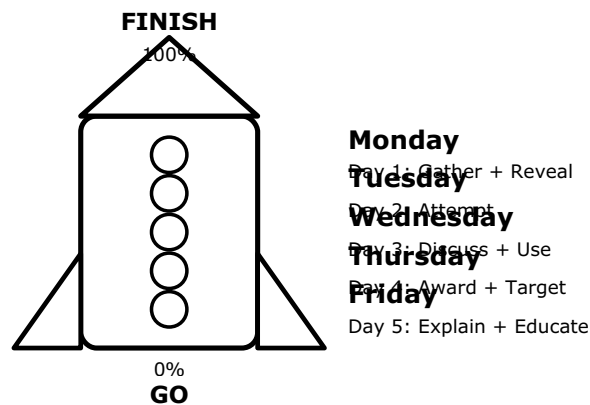
Why This Matters to Me

I may state an opinion but still weaken my argument by attacking a weaker view or repeating my claim at the end. This module completes CREATURES: Understanding others, Rebuttal, Ending, and Significance. Signature habit: If you have to decide, you must declare the WHY.

Essential Question

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

My Week Tracker



Color in one part of the rocket at the **END** of each day, after I finish that day's work.
Watch my argument lift off from **GO** to **FINISH**.

My First Thinking

I Can

- I will complete a focused, structured, coherent argument.
- I can represent another viewpoint accurately.
- I can answer it with evidence and reasoning.
- I can reinforce my claim in an Ending and explain Significance.
- I can transfer my reasoning into a letter whose five parts fit the audience.

I Will

- I will listen, paraphrase, verify, rebut, and explain.
- I will keep evidence matched to the reason.
- I will revise for coherence and clarity.
- I will explain how and why the connection I make is important.
- I will edit for complete sentences, grammar, capitalization, punctuation, and spelling.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to represent another viewpoint fairly and answer it with evidence.	A Voice in the Community and A Gift That Welcomed Millions, at High Stamina.	A focused response with Understanding, Rebuttal, Ending, and Significance.

Where We Are Going

I will listen, paraphrase, verify, rebut, and explain using both passages.

I'll Know I've Got It When...

- ☐ My claim declares a decision and includes because plus reasons.
- ☐ My viewpoint is fair and neutral.
- ☐ My Rebuttal answers the actual viewpoint.
- ☐ My evidence is specific and matched.
- ☐ My Thinking explains how and why.
- ☐ My Ending synthesizes.
- ☐ My Significance explains why the idea matters beyond the paper.
- ☐ My letter has a Greeting, introduction, body, conclusion, and Closing.

Check Myself

- ☐ I can represent another viewpoint fairly.
- ☐ I can answer it with evidence and reasoning.

How I Will Show What I Know

I will show a fair viewpoint, a matched rebuttal, a synthesized ending, and significance.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Identify U and R and catch unsupported reasoning.
Reveal	Day 1	See the CREATURES chart and the moves U, R, E, and S.
Attempt	Day 2	Build U, R, E, and S with a Viewpoint Bridge.
Discuss	Day 3	Write the full response independently.
Use	Day 3	Use "A Voice in the Community" for evidence.
Award	Day 4	Highlight one sentence that shows the CREATURES focus.
Target	Day 4	Revise for coherence and clarity, then edit.
Explain / Educate	Day 5	Teach why U, R, E, and S strengthen a full response.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(i):

5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.

5.11(B)(ii):

5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.

5.11(B)(iii):

5.11(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

5.11(B)(iv):

5.11(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts.

5.11(B)(v):

5.11(B)(v) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details.

5.12(C)(i):

5.12(C)(i) compose argumentative texts, including opinion essays, using genre characteristics.

5.12(C)(ii):

5.12(C)(ii) compose argumentative texts, including opinion essays, using craft.

Call and Response

Read this together as a class before we start.

Teacher asks: "What must a writer do when a prompt asks you to decide?"

Class answers: "Declare the WHY! A claim is a decision plus because plus reasons."

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can name a claim as a decision plus because plus reasons, use TRACKS to find evidence, and explain how a detail proves a reason.

A connection I can make

Remember It!

- ☐ I can name a claim as a decision plus because plus reasons.
- ☐ I can use TRACKS to find evidence in a passage.
- ☐ I can explain how a detail proves a reason.
- ☐ I can write a complete sentence.
- ☐ I can recognize the parts of a letter.

One idea I remember

Ready Check

- ☐ I can state another person's viewpoint fairly, without attacking it.
- ☐ I can answer a viewpoint with a matched piece of evidence.
- ☐ I can write an Ending that gathers my reasons instead of repeating my claim.
- ☐ I can explain why my claim matters beyond the response.

Watch Out! Common Mix-Up

A fair viewpoint is not the same as agreeing with it. Understanding others means stating the real view accurately, not attacking a weaker version of it or combining it with an insult.

Where This Fits in My Writing

Argumentative writing with Understanding, Rebuttal, Ending, and Significance asks a writer to represent another idea fairly, answer it with matched evidence and Thinking, reinforce the claim, and explain why the decision matters beyond the paper before transferring the reasoning into a letter.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread both passages in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Draw a green triangle around the signal word.

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

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	The writer states another viewpoint fairly, without attacking it.
_____	The writer declares a claim as a decision plus because plus reasons.
_____	The writer answers the viewpoint with matched evidence and explains it with Thinking.
_____	The writer ends by synthesizing the reasons and explains why the claim matters beyond the paper.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Communities should make participation easier. Copy one sentence from the civic passage that could prove a reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
fair		honest and reasonable	My view is fair because ____.
listen		pay attention to understand	I listen before I rebut.
answer		respond to an idea	I answer the actual view.
different		not the same	I notice a different idea.
agree		share an opinion	Agreement is not required.
disagree		have another opinion	I can disagree respectfully.
finish		bring to an end	I finish with significance.
bigger		wider in meaning	My idea carries meaning farther.
care		think something matters	I explain why I care.
trust		believe something reliable	I use evidence I trust.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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	Say it	What it means	Sentence frame
viewpoint		a way of thinking about an issue	I state a viewpoint neutrally.
counterargument		a reasonable different view	I answer a counterargument fairly.
rebuttal		a reasoned response	My rebuttal uses evidence.
synthesize		bring ideas together	I synthesize to build an Ending.
significance		why it matters beyond the task	I write a Significance sentence.
credibility		believability	I use evidence with credibility.
responsibility		a duty accepted	I balance access and responsibility.
belonging		feeling part of a place	I connect belonging to Rosa's story.
claim		a defensible position	My claim is a decision plus because.
evidence		specific source proof	My evidence matches my reason.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
civic	SIV-ik	related to community and public life	Voting is part of civic life.
participation	par-tis-uh-PAY-shun	taking part	Participation can happen at any level.
transportation	trans-per-TAY-shun	ways to travel	Transportation can be a barrier.
access	AK-ses	a way to reach what is needed	Some people lack access to information.
opportunity	op-er-TOO-nuh-tee	a chance to achieve	Rosa hoped for a new opportunity.
volunteer	vol-un-TEER	offer help freely	A volunteer can help a community.
liberty	LIB-er-tee	freedom valued in society	The torch stands for liberty.
democracy	dih-MOK-ruh-see	people participate in choosing leaders	Voting is part of a democracy.
immigration	im-uh-GRAY-shun	movement into a country to live	Rosa's family experienced immigration.
inspection	in-SPEK-shun	a careful check before entering	Rosa's family went through inspection at Ellis Island.

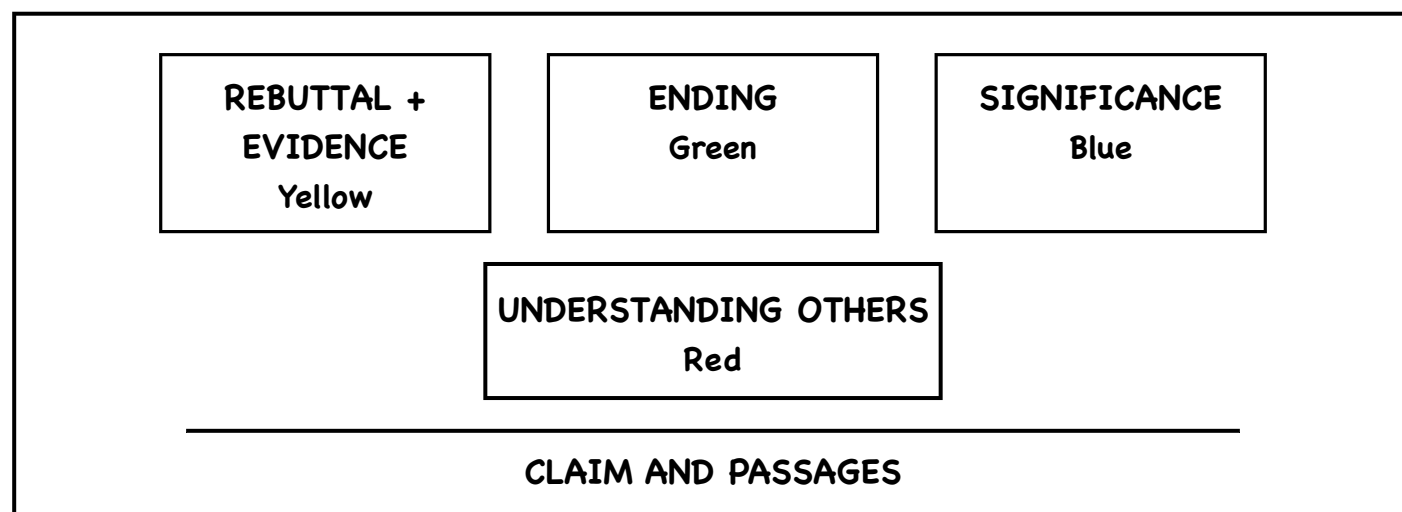
Use one Tier 3 word in a sentence

My Strategy Tools

The CREATURES Framework: Understanding, Rebuttal, Ending, Significance



My argument grows from the passages. The framework shows how Understanding others leads to a Rebuttal, an Ending, and a Significance statement.



A fair writer represents the other viewpoint before answering it.

Building U, R, E, and S

Mark	What it means
Red circle	TOPIC, the noun of importance.
Yellow box	CHARGE, the verb of importance.
Green triangle	SIGNAL WORD, tells me WHY.

A formal sentence-statement prompt often contains the word whether. The word whether tells me that a side must be chosen.

How the CREATURES framework works for me

WHY and HOW

WHY	HOW
A WHY prompt asks for a reason, a purpose, or why something matters. I answer with a claim and because.	A HOW prompt asks how parts work together. I answer with U, R, E, and S in order.
I look for the signal word whether, because, or why.	I look for how the Understanding, Rebuttal, Ending, and Significance connect.
My WHY answer must still match evidence to the reason it proves.	My HOW answer must still deliver every CREATURES move.

Argument is a connected line, not volume. The civic passage separates choosing not to participate from facing a real barrier.

How I Say the Standard!

5.11(B)(i):

5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.

5.11(B)(ii):

5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.

5.11(B)(iii):

5.11(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

5.11(B)(iv):

5.11(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts.

5.11(B)(v):

5.11(B)(v) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details.

5.12(C)(i):

5.12(C)(i) compose argumentative texts, including opinion essays, using genre characteristics.

5.12(C)(ii):

5.12(C)(ii) compose argumentative texts, including opinion essays, using craft.

Check My Writing

- ☐ My claim takes a side and includes because.
- ☐ My viewpoint is fair and neutral.
- ☐ My evidence matches the reason it answers.
- ☐ My Ending synthesizes instead of repeating.
- ☐ My Significance explains why the idea matters beyond the paper.

The Five Thinking Levels

Read from Recall up to Synthesize. Each level names a move I can control.

Level	Color	Move	Prompt	
Recall		Red	Name U, R, E, S.	Which move?
Explain		Orange	Tell what detail means.	How does it support?
Connect		Yellow	Choose a transition.	What relationship?
Analyze		Green	Compare orders.	Which path?
Synthesize		Blue	Build full argument.	Why matter?

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I can try

The Progression of Thinking

From an unfair sentence to a fair one, from disagreement to evidence, from a repeated claim to a synthesized Ending.

From	To	Proof		
Recall		Red	Name U, R, E, S.	Which move?
Explain		Orange	Tell what detail means.	How does it support?
Connect		Yellow	Choose a transition.	What relationship?
Analyze		Green	Compare orders.	Which path?
Synthesize		Blue	Build full argument.	Why matter?

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.
HOW	Analyze how parts work together or how something happens.	Explain whether communities should remove barriers so more people can take part in civic life.

Argument is a connected line, not volume. The civic passage separates choosing not to participate from facing a real barrier.

Where I am in the progression



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

In many communities, people have chances to take part in civic life through voting, meetings, volunteering, or sharing opinions. The two passages ask what it means to participate, to face a barrier, and to become part of a new community.

Background I Need

A Voice in the Community presents civic participation at the local, state, and national levels, including voting, meetings, barriers like time, transportation, and information, and the value of listening to a different view. A Gift That Welcomed Millions follows Rosa's 1907 arrival, her family's inspection at Ellis Island, and their first years in New York. Both texts use civic and immigration details as evidence for a fair, evidence-based response.

Words I dotted while reading

A Voice in the Community

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

My
marks

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

[10] One way people begin participating is by paying attention to what is happening around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

[11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.

[12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

My
marks

[13]Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

[14]Voting is one of the best-known forms of civic participation. In an election, citizens choose leaders or decide questions placed on a ballot. A single vote may seem small, but elections are made up of many individual choices. In close elections, only a few votes may separate the winning side from the losing side. Voting also allows people to show which ideas and leaders they support.

[15]However, voting is not the only way to participate. Some people serve on local boards, help with campaigns, or volunteer for community organizations. Others speak during public meetings or write to elected officials. A person may also participate by helping neighbors understand an issue. Different forms of involvement allow people to use their time and skills in different ways.

[16]Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[17]Reliable information is also important. Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it. They can look for facts, dates, and evidence instead of depending only on strong opinions. Careful reading helps people make choices based on what is known rather than what is guessed.

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

[4] Rosa leaned against the cold metal rail and tried to take in every detail. The statue stood on a small island in the harbor. From far away, it seemed to rise straight out of the water. The morning mist curled around its base, while sunlight touched the crown on its head. Seven long rays stretched from the crown, making it look like a bright star.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby so the child could see. Two boys waved their caps over their heads. An elderly man removed his hat and pressed it against his chest. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] For most of the voyage, the passengers had seen only ocean. Day after day, gray waves had rolled past the ship. Sometimes the wind had been so strong that Rosa could barely stand. At night, her family slept in a crowded room below deck. The air was warm and close, and the sound of coughing often kept her awake.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

My
marks

[7] Rosa had missed her grandmother, the small stone house where she had grown up, and the olive trees near her village. Still, she remembered why her parents had decided to leave. Work had been difficult to find, and her father wanted his children to have more chances than he had. He had heard that people in America could earn money, attend school, and begin again.

[8] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[9] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[10] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother, Marco, held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew exactly what would happen.

[11] Before leaving the ship, Rosa turned once more toward the Statue of Liberty. She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed. Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.

[12] At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

[13]The main building was larger than Rosa had expected. Inside, footsteps echoed across the floor. Officials called names while doctors watched the travelers carefully. Families moved through long lines, stopping at desks where they answered questions about their health, jobs, and plans.

[14]Rosa's mother kept one hand on Marco's shoulder. Her father carried the suitcase and the papers that listed their names. Every few minutes, he checked to make sure the papers were still in his coat pocket. Rosa could tell he was worried, although he tried not to show it.

[15]A doctor looked at Rosa's eyes and listened to her breathing. Another official asked her age and the name of the village where she had been born. Rosa answered in a quiet voice. She worried that she might say something wrong, but her father gave her an encouraging smile.

[16]The hours passed slowly. Rosa's feet ached, and Marco complained that he was hungry. Their mother gave him the last piece of bread from their bag. Rosa watched sunlight move across the tall windows as the lines became shorter.

[17]Finally, an official checked their papers and marked them with a stamp. Her father thanked him again and again. Rosa did not understand every word that was spoken, but she understood her father's smile. They had been allowed to enter the United States.

[18]The family stepped onto a ferry that would take them into New York City. From the water, Rosa saw rows of tall buildings crowded together. Smoke rose from rooftops, and boats moved across the harbor in every direction. The city looked noisy, busy, and full of possibilities.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence.

[19] Their first home was a small apartment shared with relatives. The rooms were crowded, and the street below was loud. Her father found work at a factory, and her mother sewed clothing for a nearby shop. Rosa began school, where she slowly learned to read and speak English.

[20] Life was not easy. The family worked long hours, and money was often scarce. Yet Rosa made friends, helped her brother with school, and learned her way around the city. Each new skill made the unfamiliar place feel more like home.

[21] Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Voice in the Community

Mark exact details about voting, meetings, volunteering, listening, reliable information, barriers, and how small actions can shape a community over time.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Label each exact detail with a TRACKS category and explain which reason or rebuttal it could prove.

My best TRACKS phrase and the reason it could prove

Annotate: A Voice in the Community (continued)

Mark exact details about voting, meetings, volunteering, listening, reliable information, barriers, and how small actions can shape a community over time.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which exact detail could answer a viewpoint, and why is a true but mismatched detail not evidence?

My thinking

My Prompt Marking Notes

The formal sentence-statement prompt gives me a topic, a charge, and a signal word. I use the shapes to slow down and see the job of each part.

Shape	Word	Question I ask myself
Red circle	Topic	Who or what is this about?
Yellow box	Charge	What does the prompt ask me to decide?
Green triangle	Signal word	Does the prompt ask WHY?

Circle the topic in red. Box the charge in yellow. Triangle the signal word in green.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Identify U and R and catch unsupported reasoning

Today's Standards:

TEKS 5.11(B)(iii): organize a purposeful structure, including a conclusion. TEKS 5.12(C)(i): compose an argumentative text with a defensible claim. TEKS 5.11(C)(i): revise ideas for coherence.

Gather

Accuracy comes before disagreement. Today we begin with fair understanding, evidence-based rebuttal, ending, and significance. Listen for the decision the prompt requires before you write.

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

Reveal

Look at the CREATURES chart. Point to U and ask what a fair writer owes to another viewpoint. Point to R and ask what the response must answer. Point to E and ask how a source detail becomes proof. Point to S and ask how meaning can travel beyond the paragraph.

Close your notes and name the one move you can already control

Catch and Correct

Read the civic passage. Identify a barrier and distinguish a choice from a blocked path.

Idea	What the passage says
Choosing not to participate	Some people think one vote will not make much difference, or they are busy with work or family.
Wanting to participate but facing a barrier	Some people lack transportation to a meeting, time to volunteer, or easy access to information.

One barrier and one choice I found in the passage, in my own words

60-Second Retrieval

With notes closed, complete: Understanding others does _____. Rebuttal does _____. Ending does _____. Significance does _____.

- ☐ I can name what Understanding others does.
- ☐ I can name what Rebuttal does.
- ☐ I can name what Ending does.
- ☐ I can name what Significance does.

Name one civic barrier and one detail from Rosa's journey

STUDENT WORKBOOK



VIEWPOINT BRIDGE

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Read each Viewpoint Bridge task card with a partner. Repair the sentence statement, then move through Understand, Rebut, End, and Significance together.

C: Claim	R: Reasons
E: Evidence	A: Argument
T: Thinking	U: Understanding others
R: Rebuttal	E: Ending

VIEWPOINT BRIDGE Self-Check (sheet 1 of 2)

Flip each card after your team has built a fair viewpoint, a matched rebuttal, a synthesized ending, and a significance statement. Point to the exact passage detail you used and explain how it answers the viewpoint.

R: Reasons

Time, transportation, and information can prevent willing people from taking part.

C: Claim

Communities should make participation easier because public decisions are stronger when more residents can contribute informed ideas.

A: Argument

Move from the claim to the barriers to the response.

E: Evidence

"A Voice in the Community" explains that time, transportation, and access to information can be barriers.

U: Understanding others

Some people may believe extra supports are unnecessary because participation is a personal choice.

T: Thinking

This evidence shows that the issue is not always willingness; sometimes people need a practical way to enter civic life.

E: Ending

Communities should remove reasonable barriers while still expecting citizens to learn and contribute.

R: Rebuttal

However, the passage names time, transportation, and information as barriers, so practical support could help more people participate.

STUDENT WORKBOOK



VIEWPOINT BRIDGE

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Read each Viewpoint Bridge task card with a partner. Repair the sentence statement, then move through Understand, Rebut, End, and Significance together.

S: Significance	What must a fair viewpoint do before a writer rebuts it?
Should evidence answer any reason, or one exact reason?	What makes an Ending different from repeating the claim?
What does Significance explain that an Ending does not?	Why is "They are wrong" not a fair Understanding sentence?
What should a writer do before editing conventions?	

VIEWPOINT BRIDGE Self-Check (sheet 2 of 2)

Flip each card after your team has built a fair viewpoint, a matched rebuttal, a synthesized ending, and a significance statement. Point to the exact passage detail you used and explain how it answers the viewpoint.

It must represent the real idea accurately, not a weaker or attacked version of it.	S: Significance When access and responsibility work together, civic decisions can more fairly represent the people who live with their results.
An Ending synthesizes the established reasons instead of adding a new one.	Evidence must match the exact reason it is meant to prove.
It attacks the other view instead of stating it neutrally.	Significance explains why the idea matters beyond the response.
	Revise the idea and the path before editing the surface for conventions.

STUDENT WORKBOOK



Day 2: Attempt

15 minutes: Build U, R, E, and S



Today's Standards:

TEKS 5.11(B)(ii): organize with purposeful transitions. TEKS 5.12(C)(i): compose an argumentative text. TEKS 5.11(B)(iv): develop specific facts.

Attempt: The Viewpoint Bridge

Build the bridge by listening accurately, answering the real idea, and lifting the meaning. Teams advance through UNDERSTAND, REBUT, END, and SIGNIFICANCE.

If a detail is true but it does not prove your reason, place it aside and keep looking.

My team's repaired viewpoint, rebuttal, ending, and significance

Viewpoint Bridge Cards

Card	Sentence statement	Look-for
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.

My answer to one Viewpoint Bridge card and the passage detail I used

Repair an Invented Viewpoint

A team does not advance because it has a strong opinion. It advances after the viewpoint is accurate, the evidence is relevant, the Thinking explains the evidence, and the Ending does not create a new major reason.

If a student says, "People who do not attend meetings do not care," ask what the civic passage says about work, family, time, transportation, and information. The correction should make the idea more accurate, not simply more polite.

My corrected, fair viewpoint sentence

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Write the full response independently

Today's Standards:

TEKS 5.11(B)(i), 5.11(B)(ii), 5.11(B)(iii): organize with an introduction, transitions, and a conclusion. TEKS 5.12(C)(i): compose an argumentative text.

Discuss

Compare two possible orders. One writer may introduce the decision, state a personal-choice viewpoint, answer it with barriers, and end with access plus responsibility. Another may begin with local examples, explain barriers, represent the different view, and rebut it.

Ask which order lets a reader follow the line. A transition is successful only when it names the relationship the writer actually means.

Use

Your response must answer the real viewpoint, not a weaker version of it. Write independently now. Your job is to make the thinking visible, not to copy a model.

- ☐ My claim declares a decision plus because.
- ☐ My viewpoint is fair and neutral.
- ☐ My evidence matches the reason.
- ☐ My Ending synthesizes, and my Significance explains why it matters.

My decision this order will help my reader follow

My Full Response

Use "A Voice in the Community" for evidence. Include Understanding, evidence-based Rebuttal, Ending, and Significance.

My full response: claim, Understanding, Rebuttal, Ending, and Significance

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Revise for coherence and clarity, then edit

Today's Standards:

TEKS 5.11(C)(i), 5.11(C)(ii), 5.11(C)(v), 5.11(C)(vi), 5.11(C)(ix), 5.11(C)(x): revise and edit drafts.

Award

Highlight one sentence that best shows the CREATURES focus. Star one evidence-to-thinking connection. Name the exact move you controlled; evidence of growth is specific.

My highlighted sentence and the award it earns (Fair Listener, Evidence Matcher, Path Builder, Meaning Lifter, or Correspondence Crafter)

Target

Revise the idea before you edit the surface. Ask whether every sentence still serves the claim. Improve sentence structure and word choice; combine or rearrange ideas for coherence and clarity.

My revision target and one sentence I revised

Edit for Conventions

Revise the idea before editing the surface. Check complete compound sentences, agreement, splices, run-ons, fragments, commas, quotation marks in dialogue, spelling patterns, spelling rules, and high-frequency words.

- ☐ I checked complete compound sentences and subject-verb agreement.
- ☐ I checked for splices, run-ons, and fragments.
- ☐ I checked commas in compound and complex sentences.
- ☐ I checked quotation marks in dialogue and spelling patterns.

One sentence I edited for conventions

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach why U, R, E, and S strengthen a full response

Today's Standards:

TEKS 5.11(B)(iii): organize with a conclusion. TEKS 5.12(C)(i), 5.12(C)(ii): compose an argumentative text using genre characteristics and craft. TEKS 5.11(B)(v): develop specific details.

Explain to Others

Round 1 may use notes. Round 2 uses closed notes. The listener asks a clarifying question and names one accurate idea. Use one exact passage detail as you explain the move; a definition alone is not enough.

- ☐ I taught why Understanding matters.
- ☐ I taught why Rebuttal matters.
- ☐ I taught why Ending matters.
- ☐ I taught why Significance matters.

My partner's clarifying question and my answer

Fresh Recall

Close your notes for Fresh Recall, then reconstruct the writing move from memory. If you can teach why each move matters, you can control the full argument.

U, R, E, and S rebuilt from memory



Write More

Plan, Draft, Revise, Edit, and Share



Build a Full Response with U, R, E, and S

Write a claim with because, a fair Understanding of another viewpoint, a Rebuttal with matched evidence, an Ending that synthesizes, and a Significance statement.

Circle the topic in red. Box the charge in yellow. Triangle the signal word in green.

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

My Plan

- Reread the civic passage and mark TRACKS evidence.
- Write a claim with because and two reasons.
- State another viewpoint fairly: Some people may think ____ because ____.
- Write a rebuttal that answers it with an exact detail: However, the passage explains ____.
- Explain the connection with Thinking: This shows ____ because ____.
- Write an Ending that synthesizes: Therefore, ____.
- Write a Significance sentence: This matters beyond the response because ____.
- Plan a Greeting, introduction, body, conclusion, and Closing for the letter.

My claim and my two reasons

The exact detail that best answers the other viewpoint and my Thinking about the match

Label the Parts

Use labels so the claim, Understanding, Rebuttal, Ending, and Significance are clear without depending on color alone.

My claim starter: Communities should make participation easier because

My Argumentative Response Draft



State the claim, represent another viewpoint fairly, answer with evidence and Thinking, then finish with an Ending and Significance.

Draft, page 1

One part I will keep because it makes my reasoning clearer for my reader

Revise, Edit, and Share

Revise

- ☐ I add Thinking that explains how and why the evidence proves the reason.
- ☐ I delete a detail that does not answer the viewpoint.
- ☐ I combine two short sentences so the path is clearer.
- ☐ I rearrange the evidence before the Ending.

Edit

- ☐ I check complete compound sentences and subject-verb agreement.
- ☐ I check commas in compound and complex sentences.
- ☐ I check quotation marks in dialogue.
- ☐ I check spelling patterns and high-frequency words.

One sentence I improved and why

Share

Read your response aloud to a partner. Ask the partner to name the viewpoint, the rebuttal, the Ending, and the Significance.

What my partner noticed

Turn In My Writing Assignment

Use both passages. Include a claim, Understanding, Rebuttal, Ending, and Significance transferred into a letter with a Greeting, introduction, body, conclusion, and Closing.

Part	I can show...	Check		
Claim	Decision, because, reasons.	Mostly clear.	Incomplete.	Topic.
U and R	Fair, matched, reasoned.	Needs explanation.	Weak view or proof.	Attack.
Evidence and Thinking	Specific and explained.	Partial link.	Repetition.	None.
Path	Coherent transitions.	Mostly clear.	Links missing.	Pile.
Ending and Significance	Synthesizes and carries meaning.	Thin significance.	Repeats.	Absent.
Letter craft	All five parts fit audience.	Most parts.	Several incomplete.	Absent.

Low, Medium, and High Samples

Compare the three samples. Notice what each one is missing.

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

Low

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

What is working: The student has a decision. Needs improvement: no because reason, no fair Understanding, no relevant evidence, and no Significance.

Medium

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.

What is working: The viewpoint and evidence are present. Needs improvement: add Thinking, an Ending, and Significance.

One change I will make to move my writing toward the High sample

Study the High Sample

This is the target. Notice how every move earns its place in the response.

High

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.

High Sample CREATURES Key

Move	Evidence from the High sample	Why it works
Claim and reasons	Decision plus because plus defensible reasons.	Names the decision and why.
Understanding	View is accurate and neutral.	Represents the other side fairly.
Rebuttal and evidence	Barriers answer personal choice.	Matches evidence to the exact viewpoint.
Thinking	Evidence shows the issue is not always willingness.	Explains how the evidence proves the reason.
Ending and Significance	Access and responsibility work together.	Synthesizes and carries meaning beyond the paper.

One sentence in my own response I want to make stronger



Look Back & Look Forward

Reflect on Understanding, Rebuttal, Ending, and Significance



My Progress Tracker

I can...	Not yet	Growing	Got it
State a decision plus because plus reasons.	☐	☐	☐
Select exact evidence from an assigned passage.	☐	☐	☐
Explain how and why evidence proves a reason.	☐	☐	☐
Represent another viewpoint fairly.	☐	☐	☐
Write a reasoned rebuttal.	☐	☐	☐
Write an Ending that synthesizes.	☐	☐	☐
Write a Significance statement.	☐	☐	☐
Use the parts of a formal letter.	☐	☐	☐
Revise ideas before editing conventions.	☐	☐	☐

My Student Award

What can I already do? Name one precise move that made my response stronger.

My Student Target

What do I want to practice next?

Essential Question Answered

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

The answer

Understanding another viewpoint shows that I listened accurately instead of attacking a weak version of someone's idea. My Rebuttal answers with reasoning and evidence. My Ending reinforces the claim, and my Significance carries my Thinking beyond the paper. These moves make my argument fairer, stronger, and more meaningful.

Understanding another viewpoint shows that I listened accurately instead of attacking a weak version of someone's idea. My Rebuttal answers with reasoning and evidence. My Ending reinforces the claim, and my Significance carries my Thinking beyond the paper. These moves make my argument fairer, stronger, and more meaningful.

How My Thinking Changed

At first, I thought a rebuttal meant

Now I understand how Understanding, Rebuttal, Ending, and Significance work together because

Try Another Prompt

With another sentence-statement prompt, name the audience, choose a defensible side, write a claim with because, represent another viewpoint fairly, answer with evidence and Thinking, and finish with an Ending and Significance.

[illegible]

Challenge: Connect Across Texts

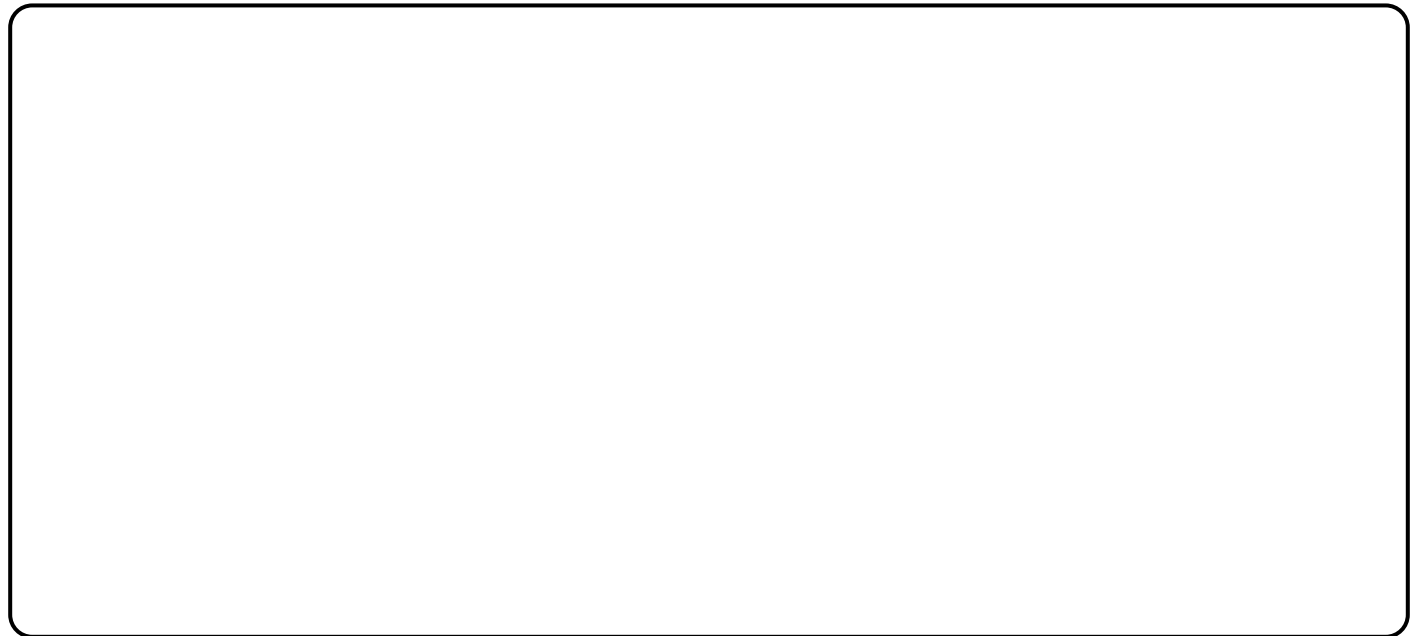
Compare a civic detail from A Voice in the Community with a detail from Rosa's journey while preserving their differences. Explain whether communities should make it easier for people to participate in civic life even when some people choose not to participate.

- Choose one civic detail and one detail from Rosa's journey.
- Explain how each detail could support a reason.
- Explain one difference the two details still preserve.

My two details and what they show

Draw the Bridge

Draw the Viewpoint Bridge and label Understand, Rebut, End, and Significance.



At-Home Connection

Choose a decision with more than one reasonable answer, represent another view, answer it with a reason, and finish with why it matters.

Family Frame

Choose a decision with more than one reasonable answer. Try the frame "Some people may think ____ because ____; however, ____."

Ask how one piece of evidence proves a reason and why that idea matters in a community.

Family member signature: _____

Represent the Other View

Have your student represent another viewpoint fairly before responding to it.

Ask whether the viewpoint sounds like an attack or like a fair, neutral sentence.

Family member signature: _____

Read It Aloud

Read a short part of the response aloud together.

Ask whether the Understanding, Rebuttal, Ending, and Significance help a reader follow the path.

Family member signature: _____

Family Conversation

Ask: How does that evidence prove your reason, and why does it matter?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Understanding, Rebuttal, Ending, and Significance Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 6 - Module 4

Full CREATURES in Argumentative
Correspondence for a Real Audience



Name: _____



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Grade 5 • Cluster 6 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Full CREATURES in Argumentative Correspondence for a Real Audience



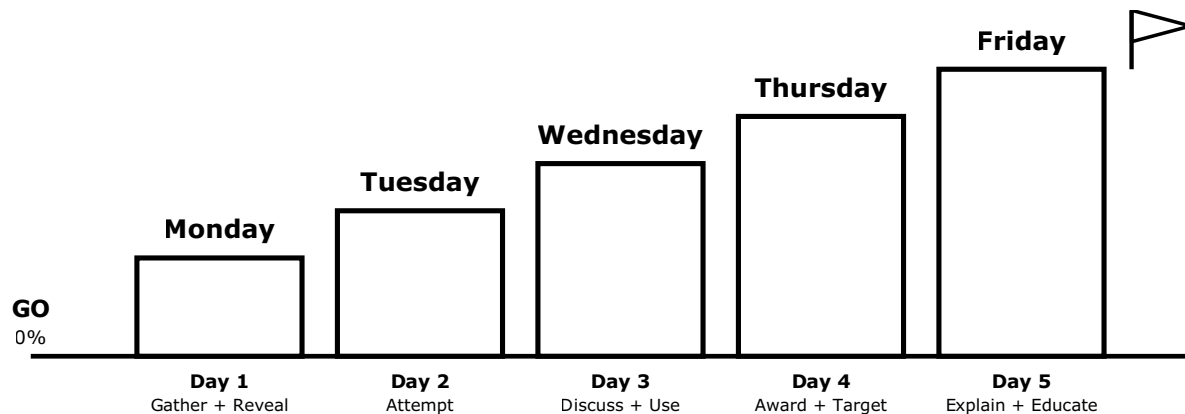
Why This Matters to Me

Students finish this module by making an argument useful to a real reader. The full CREATURES path gives the letter a claim, reasons, evidence, argument path, Thinking, Understanding others, rebuttal, ending, and significance. The correspondence frame gives the argument a greeting, introduction, body, conclusion, and closing. Connection to this week's signature habit: If you have to decide, you must declare the WHY. A claim is a decision plus because plus reasons.

Essential Question

How does writing for a real audience change the way a writer begins, supports, and ends an argumentative letter?

My Week Tracker



Color in one stair at the END of each day, after I finish that day's work. Watch my letter grow from GO to a complete argument delivered to a real audience.

My First Thinking

I Can

- I can identify my real or simulated audience.
- I can use all parts of CREATURES in a connected response.
- I can include a genuine request for information.
- I can explain how one exact passage detail supports a reason.

I Will

- I will keep my tone respectful while defending a position.
- I will use the parts of a formal letter.
- I will connect claim, reasons, evidence, Thinking, Understanding others, rebuttal, ending, and significance.
- I will revise the letter for clarity and organization.
- I will edit dialogue, titles, emphasis, spelling, and sentence boundaries.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to assemble a full CREATURES argument and deliver it as a letter to a real audience.	A Voice in the Community and A Gift That Welcomed Millions, at Very High Stamina.	A full CREATURES letter with a claim, ordered reasons, evidence, Thinking, a rebuttal, and a genuine request.

Where We Are Going

I will read both passages, name my audience, and deliver a full CREATURES letter with a genuine request.

I'll Know I've Got It When...

- ☐ My claim is a decision plus because plus reasons.
- ☐ My reasons are ordered so the reader can follow.
- ☐ My evidence matches the reason it proves.
- ☐ I answer another viewpoint with a fair rebuttal.
- ☐ My letter has a greeting, body, and closing.
- ☐ My request grows from the argument.

Check Myself

- ☐ I can use all of CREATURES.
- ☐ I can include a genuine request.

How I Will Show What I Know

I will show what I know through a claim, ordered reasons, matched evidence, a rebuttal, and a complete letter.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Identify the audience and source texts.
Reveal	Day 1	See a claim and request inside a letter.
Attempt	Day 2	Build a plan with a partner.
Discuss	Day 3	Explain how a detail proves a reason.
Use	Day 3	Compose a complete letter.
Award	Day 4	Identify one strength in my writing.
Target	Day 4	Choose one next step.
Explain / Educate	Day 5	Teach and reconstruct the letter path.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

5.11(B)(i):

5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.

5.11(B)(ii):

5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.

5.11(B)(iii):

5.11(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

5.11(B)(iv):

5.11(B)(iv) develop an engaging idea reflecting depth of thought with specific facts.

5.11(B)(v):

5.11(B)(v) develop an engaging idea reflecting depth of thought with specific details.

5.12(C)(i):

5.12(C)(i) compose argumentative texts, including opinion essays, using genre characteristics.

5.12(C)(ii):

5.12(C)(ii) compose argumentative texts, including opinion essays, using craft.

5.12(D)(i):

5.12(D)(i) compose correspondence that requests information.

Call and Response

Read this together as a class before we start.

Teacher asks: "What must a writer do when a prompt asks you to decide?"



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can identify the claim as a defensible position, distinguish reasons from evidence and Thinking, and use a passage detail accurately.

A connection I can make

Remember It!

- ☐ I can identify the claim as a defensible position.
- ☐ I can distinguish reasons from evidence and Thinking.
- ☐ I can use a passage detail accurately.
- ☐ I can name a reader and choose a respectful register.
- ☐ I can recognize a greeting, introduction, body, conclusion, closing, and signature.

One idea I remember

Ready Check

- ☐ I can name my real or simulated audience.
- ☐ I can state a decision plus because plus reasons.
- ☐ I can select exact evidence from an assigned passage.
- ☐ I can explain how and why evidence proves a reason.
- ☐ I can represent another viewpoint fairly.
- ☐ I can write a reasoned rebuttal.

Watch Out! Common Mix-Up

A letter format is not enough to make writing argumentative. A defensible claim, ordered reasons, passage evidence, Thinking, Understanding others, and rebuttal are still required before the correspondence parts can carry the argument.

Where This Fits in My Writing

Argumentative correspondence is writing with a reader in mind. Students use a decision, because, and reasons to build the claim. They place evidence after the reason it supports, write Thinking after the evidence, acknowledge another viewpoint, answer it with a rebuttal, and finish with significance and a connected request.

What I want to remember before I start

Before I Begin



Show what you already know. This is not for a grade.

Part 1: Read the Full Writing Job

Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

Part 2: Put the Thinking in Order

Read the four sentences. Number them from 1 to 4 to show how a complete argumentative letter is built.

- ☐ The writer names the audience and the purpose for writing.
- ☐ The writer declares a claim as a decision plus because plus reasons.
- ☐ The writer matches exact evidence to a reason and explains the match with Thinking.
- ☐ The writer understands another viewpoint, answers with a rebuttal, and closes with a request that grows from the argument.

The job I think this prompt is asking me to do

Part 3: Write What You Already Know

Write one claim with because and name your audience. You may reread both passages as often as you need.

My audience and my claim with because

One reason that supports my claim

One detail I remember from either passage and the reason it could prove



Words I Need

Tier 1, everyday words



These everyday words help you talk about a reader, a message, a request, and the choices that make writing respectful.

Word	Say it	What it means	Sentence frame
reader		the person who reads writing	My reader needs to know ____.
letter		a written message to a person or group	My letter will explain ____.
ask		to request information or action	I can ask respectfully for ____.
polite		showing respect and good manners	My words sound polite because ____.
purpose		the reason for doing or writing something	My purpose is to ____.
tone		the feeling or attitude a writer's words show	My tone fits my audience because ____.
reply		an answer to a message or request	I hope the reader can reply with ____.
improve		to make something better	I can improve ____ for my reader.
share		to give an idea or information to others	I can share evidence about ____.
decide		to make a choice after thinking	I decide ____ because ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic words name the moves you will make when you build and revise a complete argument.

Word	Say it	What it means	Sentence frame
audience		the person or group the writer is addressing	My audience needs ____.
recipient		the person who receives the letter	My recipient is ____.
request		to ask respectfully for information or action	My request is connected because ____.
reinforce		to strengthen an idea by returning to it with purpose	My ending reinforces ____.
correspondence		written communication between people or groups	This is correspondence because ____.
register		the level of formality chosen for an audience	I chose this register because ____.
conventions		agreed rules for writing, grammar, punctuation, and format	I edited conventions in ____.
claim		the writer's defensible position	My claim is ____ because ____.
rebuttal		a reasoned response to another viewpoint	Some readers may think ____, but ____.
synthesize		to combine important ideas into a clear whole	I synthesize ____ and ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These topic words help you discuss civic participation, opportunity, liberty, and the meaning of your evidence with precision.

Word	Say it	What it means	Sentence frame
civic	SIV-ik	connected to a community and its people	This connects to civic participation because ____.
participation	par-tis-uh-PAY-shun	taking part in an activity or decision	My reason names participation such as ____.
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place	My audience is a leader of my community.
reliable	ri-LY-uh-bul	able to be trusted as accurate	My evidence must be reliable and accurate.
opportunity	op-er-TOO-nuh-tee	a chance to do or learn something	Rosa's family sought a new opportunity.
belonging	bee-LONG-ing	the feeling of being part of a group or place	My ending can connect to belonging.
liberty	LIB-er-tee	freedom to make choices and build a future	The torch stands for liberty and hope.
democracy	dih-MOK-ruh-see	a system connected to people making choices about leaders and decisions	Voting is one part of a democracy.
immigration	im-uh-GRAY-shun	moving to a new country to live	Rosa's family experienced immigration in 1907.
significance	sig-NIF-uh-kuns	why an idea matters	My ending explains the significance of my claim.

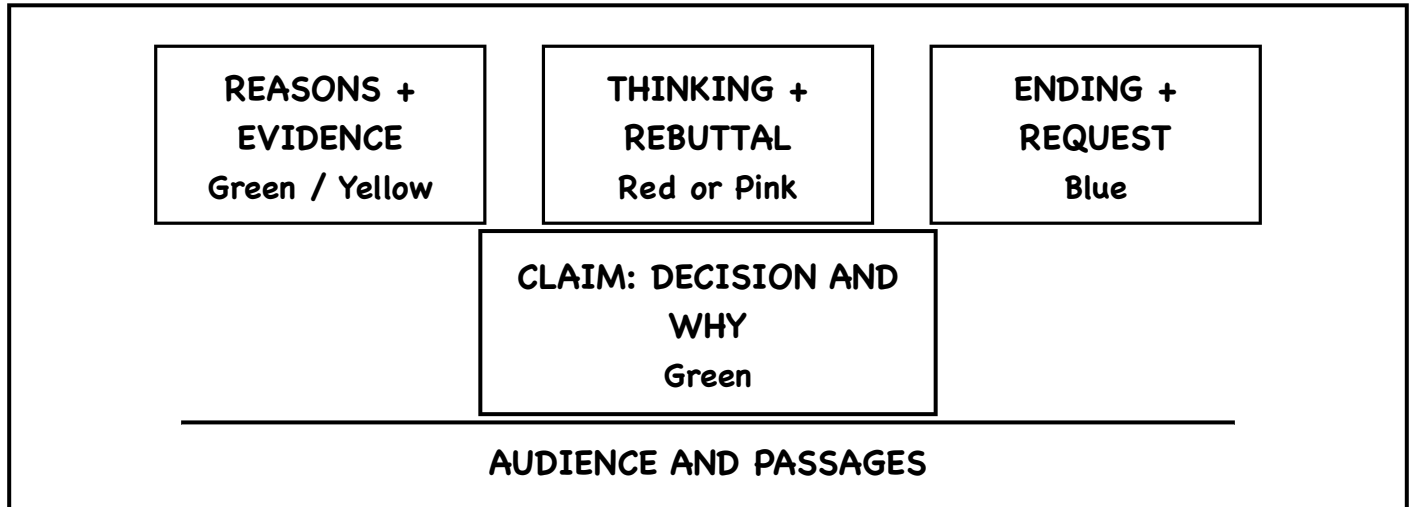
Use one Tier 3 word in a sentence

My Strategy Tools

The Full CREATURES Framework



My argument grows from a real audience and the two passages. The framework shows how a claim moves through reasons, evidence, and Thinking, into a rebuttal, an ending, and a genuine request delivered as a letter.



Nothing in the letter grows until the audience and the ground are ready. The passages supply the evidence, and the real reader supplies the reason the request matters.

Building a Full CREATURES Argument for a Real Audience

Mark	What it means
Red circle	AUDIENCE, the reader of importance.
Yellow box	DECISION, the choice the prompt requires.
Green triangle	SIGNAL WORD, tells me the prompt asks WHY.

A formal sentence-statement prompt usually contains the word whether. The word whether tells me that a side must be chosen before any reason, evidence, or request can be written.

How the full CREATURES framework works for me

WHY and HOW

WHY	HOW
A WHY prompt asks for a reason, a purpose, or why something matters. I answer with a claim and because.	A HOW prompt asks how parts work together. I answer with the correspondence parts in the order a reader needs them.
I look for the signal word whether, because, or why. The signal word tells me that a side must be chosen.	I look for how the greeting, introduction, body, conclusion, and closing carry the argument to the reader.
My WHY answer must still match evidence to the reason it proves and explain the match with Thinking.	My HOW answer must still deliver every CREATURES move inside the letter parts.

Both passages describe people entering or shaping a community and the effects that follow. The signal word decides the shape of my claim, and the evidence must still match the reason it proves before the request can grow from the argument.

How I Say the Standard!

5.11(B)(i):

5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.

5.11(B)(ii):

5.11(B)(ii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including transitions.

5.11(B)(iii):

5.11(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion.

5.11(B)(iv):

5.11(B)(iv) develop an engaging idea reflecting depth of thought with specific facts.

5.11(B)(v):

5.11(B)(v) develop an engaging idea reflecting depth of thought with specific details.

Five Thinking Levels

Read from the top down. Recall names the parts, and Synthesize builds the complete letter.

Level	Symbol	Student Thinking	Thinking Focus	
Recall	○		Name audience, argument, request, and correspondence.	Correct labels.
Explain	◻		Tell what one passage detail means.	Evidence-to-thinking sentence.
Connect	▽		Select a transition that names a relationship.	Coherent link.
Analyze	△		Compare two possible orders for the argument.	Defended sequence.
Synthesize	◊		Build and explain a complete letter.	Independent response.

Use the guide's own Five Thinking Levels rows exactly as printed in Section 22 of the lesson plan.

My Thinking at one level

The Progression of Thinking

From labels, to connections, to argument, to correspondence, to transfer.

From	To	Teacher Look-For	
Labels		Connections	The student can say what each CREATURES letter means.
Connections		Argument	The student can place reasons and evidence in an order a reader can follow.
Argument		Correspondence	The student can make the greeting, request, and closing serve the argument.
Correspondence		Transfer	The student can teach the path and rebuild it with notes closed.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.
HOW	Analyze how parts work together or how something happens.	Explain whether local communities should create more ways for young people to participate, and write to a local leader requesting participation information.

Both passages offer evidence about people entering or shaping a community. The first emphasizes voice, responsibility, access, listening, and service. The second emphasizes hope, liberty, opportunity, belonging, difficulty, and becoming part of a community. Students may connect them, but they must preserve the differences between civic participation and an immigration journey.

Where I am in the progression



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

People write to real readers every day to ask for information, explain a decision, or request a change. The two passages ask what happens when people take part in civic life, and what happens when a family builds a new life and becomes part of a community.

Background I Need

A Voice in the Community presents civic participation at local, state, and national levels. It includes voting, meetings, volunteering, letters, reliable information, respectful disagreement, compromise, and the fact that change can take time. A Gift That Welcomed Millions follows Rosa and her family as they see the Statue of Liberty, complete inspection at Ellis Island, and build a new life while keeping traditions and learning English.

Words I dotted while reading

A Voice in the Community

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

[1] In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time.

[2] At the local level, people may attend a city council meeting, help with a neighborhood cleanup, or speak to school leaders about a concern. These actions may seem small, but they can lead to changes. A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.

[3] Some people believe it is important to take part in civic affairs. They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life. By voting or speaking up, people can have a say in those decisions. For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

[4] People can participate at the state level. They may contact a state representative, learn about proposed laws, or join a group that supports an issue. State governments make decisions about education, transportation, health, and other services. When people share their views, leaders can learn how different groups may be affected by a decision.

[5] Others feel that taking part is not always necessary. They may think one person's vote will not make much of a difference, especially in large elections. Some people are busy with work or family and choose not to get involved. Others may feel unsure because they do not have enough information about the issues.

[6] There are also people who want to participate but face challenges. They may not have transportation to a meeting, time to volunteer, or easy access to information. Some may not know whom to contact or how to begin. Community groups, schools, libraries, and organizations sometimes help by sharing information, holding public events, or explaining how people can take part.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

My
marks

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

[10] One way people begin participating is by paying attention to what is happening around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

[11] For example, imagine that families in a neighborhood are concerned about traffic near a school. Cars may move too quickly. Some parents might want a new stop sign, while others might suggest a crossing guard. Residents could gather information, speak with school leaders, and present their concerns to the city council. Even if the city does not choose the first idea, the discussion could lead to another solution.

[12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

My
marks

[13]Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

[14]Voting is one of the best-known forms of civic participation. In an election, citizens choose leaders or decide questions placed on a ballot. A single vote may seem small, but elections are made up of many individual choices. In close elections, only a few votes may separate the winning side from the losing side. Voting also allows people to show which ideas and leaders they support.

[15]However, voting is not the only way to participate. Some people serve on local boards, help with campaigns, or volunteer for community organizations. Others speak during public meetings or write to elected officials. A person may also participate by helping neighbors understand an issue. Different forms of involvement allow people to use their time and skills in different ways.

[16]Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[17]Reliable information is also important. Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it. They can look for facts, dates, and evidence instead of depending only on strong opinions. Careful reading helps people make choices based on what is known rather than what is guessed.

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

My
marks

[18]Another part of civic life is understanding that change can take time. A problem may not be solved after one meeting, one vote, or one letter. Leaders may need to study the issue, compare choices, and decide how much a plan will cost. Community members may need to return to later meetings or provide more information. Staying involved can show that an issue continues to matter.

[19]Sometimes people work together because a problem affects many parts of a community. For example, a town may need to decide what to do with an empty piece of land. Some residents might want a sports field. Others might prefer a library, garden, or place for local businesses. Each choice could offer benefits, but the town may not have enough space or money for every idea. Public meetings allow residents to explain what they value and hear the reasons behind other choices.

[20]Compromise can be important in situations like this. A compromise happens when people give up part of what they want so that a group can reach an agreement. The final decision may not be anyone's first choice. Still, it may include parts of several ideas. The town might build a smaller sports area beside a community garden, or it might choose a plan that can be completed in stages.

[21]Civic participation can also happen through service. Volunteers may collect food, clean public spaces, visit older neighbors, or help after a storm. These actions do not always involve government, but they still support the community. Service can bring people together and help them notice needs they had not seen before. It can also encourage others to become involved.

[22]People sometimes participate because of an issue that affects them personally. A parent may speak about school safety. A business owner may attend a meeting about road repairs. A student may ask for more recycling bins at school. Personal experiences can help leaders understand how a rule or decision works in daily life. At the same time, leaders must consider how a choice will affect the larger community.

A phrase I want to remember

My Words: One new word I learned today: _____

A Voice in the Community (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

[23]Not every form of participation brings the result a person hopes for. A proposed law may not pass. A candidate may lose an election. A community may choose a different plan. This can be disappointing, but it does not mean the effort had no value. People may have raised awareness, shared new information, or encouraged others to think about the issue. Those effects can influence later decisions.

[24]Respectful disagreement is especially important when emotions are strong. People can question an idea without attacking the person who supports it. They can use evidence, listen without interrupting, and ask for explanations. These habits make it easier for groups to continue working together. When discussions become insulting or threatening, people may stop listening, and finding a solution becomes more difficult.

[25]In the end, civic life depends on people who choose to learn, listen, speak, and help. Their choices, both large and small, can guide a community toward a stronger future.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

My
marks

[1] In the spring of 1907, twelve-year-old Rosa stood on the deck of a crowded steamship as it entered New York Harbor. Her family had traveled for weeks from Italy, hoping to build a new life in the United States. The passengers hurried to the rail, pointing toward a giant statue rising above the water.

[2] "It's even bigger than I imagined," Rosa whispered.

[3] An older passenger smiled. "That's the Statue of Liberty. Many people see it before they ever step onto American soil."

[4] Rosa leaned against the cold metal rail and tried to take in every detail. The statue stood on a small island in the harbor. From far away, it seemed to rise straight out of the water. The morning mist curled around its base, while sunlight touched the crown on its head. Seven long rays stretched from the crown, making it look like a bright star.

[5] Around Rosa, people spoke in many languages. A mother lifted her baby so the child could see. Two boys waved their caps over their heads. An elderly man removed his hat and pressed it against his chest. Rosa did not understand every word, but she could tell that the statue meant something important to them.

[6] For most of the voyage, the passengers had seen only ocean. Day after day, gray waves had rolled past the ship. Sometimes the wind had been so strong that Rosa could barely stand. At night, her family slept in a crowded room below deck. The air was warm and close, and the sound of coughing often kept her awake.

[7] The trip had begun early one morning at a busy port in Italy. Rosa remembered holding her mother's hand while workers carried trunks and boxes onto the ship. Her grandmother stood on the dock, waving a white handkerchief as the ship moved away. Rosa waved back until the people on shore looked like tiny dots.

[8] During the first days at sea, Rosa and Marco explored the deck whenever the weather was calm. They watched sailors pull ropes, raise flags, and check the ship's equipment. Sometimes they counted seabirds or searched the waves for dolphins. On stormy days, however, everyone stayed below deck while dishes rattled and the floor seemed to move beneath their feet.

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

My
marks

[9] Rosa met children whose families came from other parts of Europe. They did not always understand one another's words, but they shared games, traded small pieces of food, and laughed together. Their parents had different reasons for leaving home. Some hoped to find work. Others planned to join relatives who had already settled in American cities. All of them wondered what their new lives would be like.

[10] Rosa had missed her grandmother, the small stone house where she had grown up, and the olive trees near her village. Still, she remembered why her parents had decided to leave. Work had been difficult to find, and her father wanted his children to have more chances than he had. He had heard that people in America could earn money, attend school, and begin again.

[11] As the ship moved closer, Rosa noticed the statue's raised torch shining in the morning light. Her father explained that the torch stood for hope and freedom. The tablet in the statue's arm reminded people of July 4, 1776, the day the United States declared its independence.

[12] Her father also told her that the statue had been a gift from France. It honored the friendship between France and the United States and the idea of liberty shared by both countries. Rosa knew that liberty meant being free to make choices and build a future. That was one reason her parents had left their old home.

[13] The steamship continued toward Ellis Island, where the passengers would be questioned and examined. Rosa's mother smoothed her hair and checked the buttons on her coat. Her younger brother, Marco, held a cloth bag containing the few belongings he had carried during the journey. The family had heard stories about the inspections, and no one knew exactly what would happen.

[14] Before leaving the ship, Rosa turned once more toward the Statue of Liberty. She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed. Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

My
marks

[15]At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation. Some looked excited. Others looked nervous. Even though they spoke different languages, many had smiled when they first caught sight of the statue.

[16]The main building was larger than Rosa had expected. Inside, footsteps echoed across the floor. Officials called names while doctors watched the travelers carefully. Families moved through long lines, stopping at desks where they answered questions about their health, jobs, and plans.

[17]As the family waited, Rosa studied the enormous room. High windows filled it with pale light, and footsteps echoed from the tiled floor. Signs pointed travelers toward different lines. Interpreters moved through the crowd, helping officials speak with people who knew little English.

[18]Marco became frightened when a doctor asked him to open his mouth. He stepped behind his mother and shook his head. Rosa knelt beside him and explained that the doctor only wanted to make sure he was healthy. After a moment, Marco took a deep breath and allowed the examination to continue.

[19]Not every family moved through the building quickly. Some travelers were asked to wait for more questions. Others needed additional health checks. Rosa saw people hug, whisper prayers, and search the room for relatives. She understood why her parents had worried about the inspection.

[20]While they waited, a girl about Rosa's age sat beside her. The girl carried a small book and spoke only a few words Rosa understood. They exchanged names and smiled. When the girl's family was called, she waved goodbye before disappearing into the crowd.

[21]Rosa's mother kept one hand on Marco's shoulder. Her father carried the suitcase and the papers that listed their names. Every few minutes, he checked to make sure the papers were still in his coat pocket. Rosa could tell he was worried, although he tried not to show it.

[22]A doctor looked at Rosa's eyes and listened to her breathing. Another official asked her age and the name of the village where she had been born. Rosa answered in a quiet voice. She worried that she might say something wrong, but her father gave her an encouraging smile.

[illegible]

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

My
marks

[23]The hours passed slowly. Rosa's feet ached, and Marco complained that he was hungry. Their mother gave him the last piece of bread from their bag. Rosa watched sunlight move across the tall windows as the lines became shorter.

[24]Finally, an official checked their papers and marked them with a stamp. Her father thanked him again and again. Rosa did not understand every word that was spoken, but she understood her father's smile. They had been allowed to enter the United States.

[25]The family stepped onto a ferry that would take them into New York City. From the water, Rosa saw rows of tall buildings crowded together. Smoke rose from rooftops, and boats moved across the harbor in every direction. The city looked noisy, busy, and full of possibilities.

[26]Their first home was a small apartment shared with relatives. The rooms were crowded, and the street below was loud. Her father found work at a factory, and her mother sewed clothing for a nearby shop. Rosa began school, where she slowly learned to read and speak English.

[27]At school, Rosa understood only a few words at first. She watched the teacher and copied each lesson from the board. Several students spoke Italian and helped her follow directions. At home, she practiced English with Marco by pointing to objects and repeating their names.

[28]As the months passed, Rosa became more confident. She learned to ask questions, read short stories, and write her address. She also taught her classmates songs and words from Italy. Her teacher explained that students from many places could learn from one another while becoming part of the same community.

[29]The family also kept traditions from their old home. On Sundays, they cooked familiar foods, sang songs, and shared news from Italy. These customs helped them remember where they had come from while they slowly created a new life in America.

[30]Life was not easy. The family worked long hours, and money was often scarce. Yet Rosa made friends, helped her brother with school, and learned her way around the city. Each new skill made the unfamiliar place feel more like home.

A phrase I want to remember

My Words: One new word I learned today: _____

A Gift That Welcomed Millions (continued)

Informational and historical-fiction passages at Very High Stamina. Read every numbered paragraph. Use TRACKS to select accurate evidence for a real audience.

[31]Years later, Rosa often thought about that morning in the harbor. The Statue of Liberty had not promised that life would be easy. Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Voice in the Community

Mark exact details about voting, meetings, volunteering, listening, reliable information, service, and how small actions can shape a community over time.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Label each exact detail with a TRACKS category, name its passage, and explain which reason it could prove.

My best TRACKS phrase and the reason it could prove

Annotate: A Voice in the Community (continued)

Mark exact details about voting, meetings, volunteering, listening, reliable information, service, and how small actions can shape a community over time.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which exact detail could prove a reason for a real audience, and why is a true but mismatched detail not evidence?

My thinking

My Prompt Marking Notes

The formal sentence-statement prompt gives me an audience, a decision, and a signal word. I use the shapes to slow down and see the job of each part.

Shape	Word	Question I ask myself
Red circle	Audience	Who will read this letter?
Yellow box	Decision	What does the prompt ask me to decide?
Green triangle	Signal word	Does the prompt ask WHY?

Circle the audience in red. Box the decision in yellow. Triangle the signal word whether in green.

Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



15 minutes: Name the audience and model the full CREATURES letter

Today's Standards:

TEKS 5.11(B)(i), 5.11(B)(ii), 5.11(B)(iii): organize a purposeful structure. TEKS 5.12(C)(i): compose an argumentative text with a defensible claim. TEKS 5.12(D)(i): compose correspondence that requests information.

Gather

Today we will write for a real or simulated reader. Our formal decision is whether schools should create stronger connections between civic learning and real community participation, and our letter will request information from a school or local leader. Recall one action from A Voice in the Community and one detail from Rosa's journey. Name the signature habit: If you have to decide, you must declare the WHY.

The audience for this letter and one action or detail I recall from each passage

Reveal: The Modeled Letter

Watch how a decision becomes a claim. Model: Schools should create stronger connections between civic learning and real community participation because students can learn how communities work and can practice responsible action.

CREATURES move	Modeled content
C: Claim	Schools should create stronger connections between civic learning and real community participation because students can learn how communities work and can practice responsible action.
R: Reasons	Students can learn how civic participation works; students can practice responsible action.
E: Evidence	The first passage describes students organizing a food drive, writing letters, improving a park, and practicing listening.
A: Argument	Move from learning to action.
T: Thinking	These details show that participation can begin before voting age.
U: Understanding others	Some families or students may face time, transportation, work, or information barriers.
R: Rebuttal	School connections can offer accessible ways to begin without assuming every student can attend every meeting.
E: Ending	End by returning to the reader's role.
S: Significance	Visible opportunities connect learning with belonging and responsibility.

The CREATURES move I want to study again before I write my own letter

Connect the Claim to the Letter

Full CREATURES in a letter: the claim and reasons belong in the introduction and body; evidence and Thinking make the body useful; Understanding others and rebuttal keep the tone fair; the ending, significance, and request give the reader a reason to reply.

Letter part	Job for the reader
Greeting	Names and respects the recipient.
Introduction	States purpose and claim.
Body	Carries reasons, evidence, Thinking, Understanding others, and rebuttal.
Conclusion	Reinforces the position and leads to the request.
Closing and signature	Offers a respectful path for reply.

- ☐ I can point to the audience in the model.
- ☐ I can circle the sentence that asks for information.
- ☐ I can name each CREATURES letter in the model.

The audience and the sentence in the model that asks for information

STUDENT WORKBOOK



FULL CREATURES LETTER LAB

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dotted lines. Read each Letter Lab task card with a partner. Choose the audience and purpose, then build the full CREATURES path together: claim, reasons, evidence, argument order, Thinking, Understanding others, rebuttal, ending, and significance. Place the finished path inside a

C: Claim

R: Reasons

E: Evidence

A: Argument

T: Thinking

U: Understanding others

R: Rebuttal

E: Ending

FULL CREATURES LETTER LAB Self-Check (sheet 1 of 2)

Flip each card after your plan is complete. Point to the exact words that show your audience, claim, reason, evidence, Thinking, another viewpoint, rebuttal, ending, significance, and request. If one move is missing, your partner asks a question that helps you add it.

R: Reasons Students can learn how civic participation works, and students can practice responsible action.	C: Claim Schools should create stronger connections between civic learning and real community participation because students can learn how communities work and can practice responsible action.
A: Argument Move from learning to action.	E: Evidence The first passage describes students organizing a food drive, writing letters, improving a park, and practicing listening.
U: Understanding others Some families or students may face time, transportation, work, or information barriers.	T: Thinking These details show that participation can begin before voting age.
E: Ending End by returning to the reader's role.	R: Rebuttal School connections can offer accessible ways to begin without assuming every student can attend every meeting.

STUDENT WORKBOOK



FULL CREATURES LETTER LAB

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dotted lines. Read each Letter Lab task card with a partner. Choose the audience and purpose, then build the full CREATURES path together: claim, reasons, evidence, argument order, Thinking, Understanding others, rebuttal, ending, and significance. Place the finished path inside a

S: Significance	Which framework letter reminds a writer to acknowledge another viewpoint before answering it?
What must a request for information do to belong in the letter?	Why does a letter format alone not make writing argumentative?
What should a writer do before editing conventions?	How should a writer answer another viewpoint?
What changes when the audience changes from a friend to a school or local leader?	

FULL CREATURES LETTER LAB Self-Check (sheet 2 of 2)

Flip each card after your plan is complete. Point to the exact words that show your audience, claim, reason, evidence, Thinking, another viewpoint, rebuttal, ending, significance, and request. If one move is missing, your partner asks a question that helps you add it.

U: Understanding others, taught before R: Rebuttal.	S: Significance Visible opportunities connect learning with belonging and responsibility.
A defensible claim, ordered reasons, passage evidence, Thinking, Understanding others, and rebuttal are still required.	It must grow from the claim and evidence, not appear as an unrelated final sentence.
Teach Understanding others first, then answer with evidence and reasoning, never by attacking the other viewpoint.	Revise ideas, order, clarity, and reader usefulness before editing conventions.
	The register becomes formal, precise, and evidence-based.

STUDENT WORKBOOK

Day 2: Attempt



15 minutes: Build a full CREATURES letter plan with a partner

Today's Standards:

TEKS 5.11(B)(i), 5.11(B)(ii): organize with purposeful structure. TEKS 5.12(C)(i): compose an argumentative text with a claim. TEKS 5.12(D)(i): compose correspondence that requests information.

Letter Lab Routine

With your partner, choose an audience card and a sentence-statement task. Build the argument first, then place it inside the letter. Your request must ask for information and must grow from your claim.

Partner A names the audience and purpose. Partner B states the claim as a decision plus because plus reasons. Together select an exact passage detail, write Thinking, name another viewpoint, create a rebuttal, and decide the request. Then add greeting, introduction, body, conclusion, closing, and signature.

My card number, my audience, and my purpose

Letter Lab Task Cards

Card	Sentence-Statement Task
1	Explain whether local communities should create more ways for young people to participate, and write to a local leader requesting participation information.
2	Explain whether schools should teach civic participation through real community projects, and request information from a school leader.
3	Explain whether community meetings should provide easier access to reliable information, and request agenda information from a city office.
4	Explain whether volunteering should be taught as civic participation, and request information about youth volunteer roles.
5	Explain whether the Statue of Liberty remains important for studying immigration and belonging, and request exhibit information.
6	Explain whether schools should teach opportunities and challenges of immigration, and request immigrant stories from an archive.
7	Explain whether respectful disagreement should be taught in schools, and request information about discussion opportunities.
8	Explain whether young people should share ideas with local leaders, and request information about youth advisory groups.
9	Explain whether communities become stronger when participation is accessible, and request information about accessibility supports.
10	Explain whether liberty should connect to civic responsibility, and request student resources from an educational organization.

The card number my partner and I chose

Partner Check

Point to the exact words that show your audience, claim, reason, evidence, Thinking, another viewpoint, rebuttal, ending, significance, and request. If one move is missing, your partner asks a question that helps you add it.

Listen for real differences between reasons and evidence. If partners use a detail from the Statue of Liberty passage, ask what the detail proves about opportunity or belonging. If they use the community passage, ask whether the detail shows action, challenge, responsibility, or change.

My partner plan: claim, reason, evidence, Thinking, another viewpoint, rebuttal, ending, significance, and request

STUDENT WORKBOOK



Day 3: Discuss + Use



15 minutes: Write an independent argumentative letter

Today's Standards:

TEKS 5.11(B)(i) to 5.11(B)(v): organize and develop the draft. TEKS 5.12(C)(i), 5.12(C)(ii): compose with genre characteristics and craft. TEKS 5.12(D)(i): compose correspondence that requests information.

Discuss

Before you draft, tell a partner which exact detail proves your reason and why it matters to your audience. A detail is evidence; your explanation of how it proves the reason is Thinking.

Compare one community action with one part of Rosa's journey. Possible connection: both passages show people entering or shaping a community through choices and effort. Preserve the difference: the first focuses on civic participation; the second follows an immigrant family seeking a new life.

Use: Independent Letter

Draft the complete letter now. Keep the source open, use every CREATURES move, and make your request specific enough that the recipient could answer it.

Formal sentence-statement prompt: Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

- ☐ Underline the claim and circle the because reasons.
- ☐ Star the exact passage evidence.
- ☐ Write T beside Thinking.
- ☐ Bracket Understanding others and the rebuttal.
- ☐ Box the request for information.

One evidence detail I plan to use and the reason it proves

My Independent Letter

Require greeting, introduction, body, conclusion, closing, and signature. Require a clear claim, two ordered reasons, exact evidence, Thinking after evidence, Understanding others, rebuttal, ending, significance, and information request.

My complete argumentative letter

STUDENT WORKBOOK



Day 4: Award + Target



15 minutes: Award one strength and revise for clarity

Today's Standards:

TEKS 5.11(C)(vii) to 5.11(C)(x): revise drafts by adding, deleting, combining, and rearranging ideas. TEKS 5.12(C)(ii): compose using craft.

Award

Award one precise move, not a vague compliment. Point to the words that made the argument stronger for the reader.

Identify one strength in a partner letter: a claim that declares the WHY, an evidence detail that matches a reason, a transition that names a relationship, a fair acknowledgment, a reasoned rebuttal, or a request that clearly grows from the argument.

My partner's strength, in their exact words

Target

Target one next step that will make the reasoning clearer for a real reader. Revise the idea before you edit the surface.

Revision practice: add a missing explanation, delete an unrelated detail, combine two sentences, or rearrange a reason and evidence pair. Then revise one sentence for tone, clarity, organization, or register. Keep the original visible and label the change.

My original sentence and my revised sentence, labeled

STUDENT WORKBOOK

Day 5: Explain + Educate



15 minutes: Teach the path and reconstruct it from memory

Today's Standards:

TEKS 5.11(B)(i), 5.12(C)(i), 5.12(D)(i): compose and organize a letter. TEKS 5.11(C)(vii): revise for clarity.

Explain

Teach a partner how full CREATURES reasoning in respectful correspondence with a genuine information request works in your own words. Use one exact passage detail as you explain the move; a definition alone is not enough.

- ☐ The speaker names a real or simulated audience.
- ☐ The speaker states a decision plus because plus reasons.
- ☐ The speaker shows one exact passage detail and explains its Thinking.
- ☐ The speaker represents another viewpoint fairly and answers with a rebuttal.
- ☐ The speaker shows the correspondence parts: greeting, introduction, body, conclusion, request, closing, and signature.

What my partner taught clearly

Educate and Fresh Recall

Close your notes for Fresh Recall, then reconstruct the writing move from memory: audience, greeting, purpose, claim, reasons, evidence, Thinking, another viewpoint, rebuttal, ending, significance, request, closing, and signature. Name your next target clearly so you know what to practice in the next response.

My reconstructed letter path from memory



Write More

Plan, Draft, Revise, Edit, and Share



Build a Full CREATURES Letter for a Real Audience

Write a claim with because, ordered reasons, evidence matched to each reason, Thinking, Understanding others, a rebuttal, an ending with significance, and a genuine request. Then deliver the argument as a complete letter.

Circle the audience in red. Box the decision in yellow. Triangle the signal word whether in green.

Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

My Plan

- Reread both Very High Stamina passages and mark TRACKS evidence.
- Name the audience and the writing decision.
- Complete the frame: Schools should / should not ____ because ____ and ____.
- Select one exact detail for each reason and label the match.
- Write Thinking that explains how and why each detail proves its reason.
- Name another viewpoint and write a fair, reasoned rebuttal.
- End with significance and a request for information that grows from the argument.
- Plan a greeting, introduction, body, conclusion, closing, and signature.

My audience, my claim, and my ordered reasons

The exact detail that best proves a reason and my Thinking about the match

Label the Parts

Use labels so the claim, reasons, evidence, Thinking, rebuttal, ending, and request are clear without depending on color alone.

My claim starter: Schools should create stronger connections between civic learning and real community participation because

My Argumentative Letter Draft



Begin with a greeting, state the claim, add ordered reasons and matched evidence with Thinking, understand another viewpoint, answer with a rebuttal, and finish with an ending, significance, request, closing, and signature.

Draft, page 1

One part I will keep because it makes my reasoning clearer for my reader

Revise, Edit, and Share

Revise

- ☐ I add Thinking that explains how and why the evidence proves the reason.
- ☐ I delete a detail that does not fit the audience or the argument.
- ☐ I check that Understanding others is represented fairly before the rebuttal.
- ☐ I check that my request grows from the claim and evidence.

Edit

- ☐ I check dialogue punctuation, titles, and emphasis.
- ☐ I check capitalization of abbreviations, initials, acronyms, and organizations.
- ☐ I check commas in compound and complex sentences and sentence boundaries.
- ☐ I check quotation marks and underlining or italics when required.
- ☐ I check grade-appropriate spelling.

The sentence I improved and why the revision is clearer for my reader

Share

Read the letter to a partner as if the partner were the recipient. The partner names the claim, evidence, Thinking, rebuttal, significance, and request.

My partner's evidence-based feedback

Final Full CREATURES Check

Score the reasoning and the correspondence together. Confirm that the claim takes a side, the reasons are ordered, the evidence directly matches a reason, and the request grows from the argument.

Part	I can show...	Check
Claim and reasons	A clear, defensible decision with because and ordered reasons.	
Evidence and Thinking	Exact details connected with Thinking that explains the match.	
Understanding others and rebuttal	Another viewpoint is represented fairly and rebutted.	
Correspondence and audience	Letter parts and register fit the real recipient.	
Revision and conventions	Ideas are revised for clarity, then conventions are edited.	

Low, Medium, and High Samples

Compare the three samples. Notice how the High sample connects every CREATURES move inside a complete letter.

Explain whether schools should create stronger connections between civic learning and real community participation, and write an argumentative letter to a school or local leader requesting information about opportunities available to students.

Low

Dear Leader, Students should participate more.
Please send information. From, Student

What is working: The student has a greeting, a decision, and a request. What needs improvement: Evidence, Thinking, another viewpoint, rebuttal, significance, and a purposeful closing are missing, and the claim lacks because reasons.

Medium

Dear Community Leader, Schools should connect learning to participation because students can help their communities. The passage says students may volunteer and write letters. Could you send information about student opportunities?
Respectfully, A Student

What is working: The claim and evidence fit, and the request is connected. What needs improvement: A more precise explanation of how the evidence proves the reason, a second ordered reason, Understanding others, rebuttal, significance, and a complete formal closing.

What I will do differently in my own letter

Study the High Sample

This is the target. Notice how every CREATURES move and every letter part has a job for the reader.

High

Dear Community Leader, I am writing to explain why schools should create stronger connections between civic learning and real community participation. Schools should make these connections because students can learn how communities make decisions and because they can practice responsible action. A Voice in the Community explains that young people can organize a food drive, write letters about an issue, help improve a park, and practice listening to different opinions. These examples show that students can learn civic habits through real work, not only by reading about decisions. Some readers may think students should wait until adulthood, and some students may face transportation, time, or information barriers. However, schools can share accessible opportunities and explain how students can begin. Could you please share information about meetings, volunteer opportunities, or youth advisory groups available to students? Making these paths visible would connect civic learning to responsible action and help students understand that community belonging includes both voice and service. Respectfully, A Grade 5 Student

What is working: Every CREATURES move is visible. The letter uses a formal register, a purposeful argument path, exact evidence, Thinking, Understanding others, a rebuttal, a meaningful request, and a significance-based ending.

High Sample TRAILS Key

CREATURES move	Evidence from the High sample	Why it works
C: Claim	Schools should make these connections because students can learn how communities make decisions and because they can practice responsible action.	Declares the WHY with two reasons.
E: Evidence	A Voice in the Community explains that young people can organize a food drive, write letters about an issue, help improve a park, and practice listening.	Exact passage detail matched to the claim.
U + R: Understanding others + Rebuttal	Some readers may think students should wait until adulthood... However, schools can share accessible opportunities.	Represents another viewpoint fairly, then answers it.
S + Request	Could you please share information about meetings, volunteer opportunities, or youth advisory groups available to students?	Ending and request grow from the argument.

One CREATURES move in my own letter I want to make stronger



Look Back & Look Forward

Reflect on the Full CREATURES Letter



My Progress Tracker

I can...	Not yet	Growing	Got it
Name a real or simulated audience.	☐	☐	☐
State a decision plus because plus reasons.	☐	☐	☐
Select exact evidence from an assigned passage.	☐	☐	☐
Explain how and why evidence proves a reason.	☐	☐	☐
Represent another viewpoint fairly.	☐	☐	☐
Write a reasoned rebuttal.	☐	☐	☐
Use all parts of CREATURES.	☐	☐	☐
Use the parts of a formal letter.	☐	☐	☐
Include a genuine request for information.	☐	☐	☐
Revise ideas before editing conventions.	☐	☐	☐

My Student Award

What can I already do? Name one precise move that made my letter stronger for a real reader.

My Student Target

What do I want to practice next?

Essential Question Answered

How does writing for a real audience change the way a writer begins, supports, and ends an argumentative letter?

The answer

A real audience changes the writer's choices because the letter must be respectful, purposeful, and useful to a specific reader. The writer begins by naming the recipient and purpose, states a decision with because and reasons, supports the argument with accurate evidence and Thinking, understands another viewpoint, and answers it with a reasoned rebuttal. The writer ends by reinforcing significance and asking for information that grows from the argument, then uses a closing and signature that leave a respectful path for reply.

A real audience changes the writer's choices because the letter must be respectful, purposeful, and useful to a specific reader. The writer begins by naming the recipient and purpose, states a decision with because and reasons, supports the argument with accurate evidence and Thinking, understands another viewpoint, and answers it with a reasoned rebuttal. The writer ends by reinforcing significance and asking for information that grows from the argument.

How My Thinking Changed

At first, I thought writing to a real audience

Now I understand how the full CREATURES path and correspondence work together because

Try Another Prompt

With another sentence-statement prompt, name the audience, choose a defensible side, write a claim with because, give ordered reasons, match evidence to a reason, explain Thinking, understand another viewpoint, write a rebuttal, and request information that grows from the argument.

My plan for transferring the full CREATURES letter

[illegible]

Full CREATURES Cross-Passage Challenge

Compare how the two passages describe taking part and opportunity. Use one civic detail from A Voice in the Community and one detail from Rosa's journey while preserving their differences. Explain how each detail could support a reason in an argumentative letter to a real audience.

- Name the audience and the decision the prompt requires.
- Write a claim with because.
- Give ordered reasons that do different jobs.
- Match one exact detail from each passage to a reason and explain the match with Thinking.
- Name another viewpoint and write a fair rebuttal.
- End with significance and a request that grows from the argument.

My defended full CREATURES letter

Map the Argument

Draw and label the audience, the claim, the reasons, one matched detail, the rebuttal, and the request. Show how one part prepares the next.

At-Home Connection

Invite a family member to name a request they might make to a school or local leader. State the audience, purpose, claim, and request.

Audience Switch

Choose a simple request, such as asking about a library opportunity. Say it first to a sibling or friend, then revise it for a librarian or community leader.

Discuss which words, greeting, and closing changed and why the request still needs a clear purpose.

Family member signature: _____

Evidence-to-Request

Choose one detail from either passage. Have your student state a claim, explain why the detail matters, and write one respectful request for related information.

Ask whether the request genuinely grows from the argument or was added only at the end.

Family member signature: _____

Read It Aloud

Read a short part of the letter aloud together.

Ask whether the greeting, register, evidence, rebuttal, ending, and closing help a real reader respond.

Family member signature: _____

Family Conversation

How would your word choice change if you wrote to a friend, a teacher, or a local leader about civic participation?

Notes

My Progress Tracker

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Full CREATURES Letter Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week
