

FAMILY PACKET

Family Packet, Grade 3, Cluster 6, Module 3: Completing the Argumentative Paper with CREATURES

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

Welcome, families. This week your student is completing a full argumentative paper using CREATURES, Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance. The paper states a position, supports it with reasons and evidence, answers the other side with respect, and explains why the idea matters.

Ask your student to teach you the nine jobs of CREATURES. Teaching them out loud is part of how the learning sticks.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student is completing a full argumentative paper using CREATURES, Claim, Reasons, Evidence, Argument (logical order), Thinking, Understanding Others, Rebuttal, Ending, and Significance.

We are practicing with Crash, about Amina and honesty, and The Good Citizen, about Maya and responsibility. Your student will state a position, support it with reasons and evidence, explain the proof, consider what someone who disagrees might say, answer that viewpoint respectfully, and explain why the idea matters to families, classrooms, and communities.

Please ask your student, what might someone who disagrees say, and then, how would you answer them. Oral practice helps a complete paper grow from a clear claim.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to name the other side of an argument and answer it respectfully. Answering the other side is one of the hardest and most important jobs in CREATURES.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to complete a full argumentative paper with nine jobs. CREATURES stands for Claim, Reasons, Evidence, Argument (logical order), Thinking, Understanding Others, Rebuttal, Ending, and Significance. Each job has its own work, and the paper is complete only when all nine appear.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student composes an argumentative text with a claim, develops it with reasons and evidence, and uses craft that guides the reader. In plain words, your student writes a complete argument that states a position, proves it, answers the other side, and explains why it matters.

Three big moves in CREATURES



Claim and Reasons

State the position and why it makes sense



Evidence and Thinking

Prove each reason and explain the proof



Other Side and Rebuttal

Understand and answer the other side with respect

How to help without giving the answer

- Ask your student to state a claim and then give the reasons that support it.
- Ask what might someone who disagrees say. Then ask how your student would answer respectfully.
- Ask why the idea matters beyond the story.
- Ask your student to teach you the nine jobs of CREATURES.
- Let your student write the paper. Your job is to ask good questions, not to supply the answer.

claim

the decision or position

Example, my claim is Amina should have told the truth.

reason

why the writer believes the claim

Example, one reason is honesty builds trust.

evidence

a detail from the passage that supports a reason

Example, my evidence is Amina admitted what happened.

thinking

how the evidence proves the reason

Example, this shows honesty because she admitted it.

counterargument

a reasonable idea from someone who disagrees

Example, someone might say stay quiet, but.

rebuttal

a respectful answer that returns to the claim

Example, however, staying quiet would not solve the problem.

ending

the closing that reinforces the claim

Example, for these reasons, telling the truth was right.

significance

why the idea matters beyond the story

Example, this matters because communities depend on trust.

argument

the logical order of the reasons

Example, my argument moves from trust to responsibility.

honesty

telling the truth

Example, honesty builds trust.

responsibility

doing a job carefully and owning your choices

Example, responsibility means owning mistakes.

decision

a choice a person makes

Example, telling the truth was the decision.

Tip for reading together. When your student makes an argument, ask for the other side too. Hearing the other side with respect is what makes an argument strong and fair.

4 Our Thinking Tool

This week your student uses one big thinking tool, CREATURES, to build a complete argumentative paper. Here are the nine jobs.

The nine jobs of CREATURES

Letter	Job	What it does
C	Claim	States the position
R	Reasons	Tells why the position makes sense
E	Evidence	Gives proof from the text
A	Argument	Puts the reasons in logical order
T	Thinking	Explains how the evidence proves the reason
U	Understanding Others	Names a reasonable idea from the other side
R	Rebuttal	Answers the other side respectfully and returns to the claim
E	Ending	Reinforces the claim
S	Significance	Explains why the idea matters beyond the story

Mini version to use at home

Try it together

Ask your student to argue one side of any family choice and then answer the other side with respect. Five sentences are enough, a claim, one reason, one piece of evidence, the other side, and a respectful answer.

Answer for families. The other side gets a fair turn in every strong argument. A respectful rebuttal names the other idea, then returns to the claim with a reason.

The argument path Establish the claim and reasons, prove with evidence, thinking, and order, address the other side with understanding and rebuttal, and bring it together with ending and significance.

5 Conversation Starters and a Simple Family Activity

- Ask your student what a claim is and how it is different from an opinion.
- What does it mean to declare the WHY after making a decision?
- What reasons support Amina telling the truth about the jar?
- What might someone who disagrees say about Maya returning to the shelter?
- How can evidence prove a reason?
- Why do an ending and a significance not do the same job?

Decide and Declare

Ask your student to finish, I decide blank because blank and blank. Remind the student that a claim is a decision plus because plus reasons.

Build CREATURES

Use Crash or The Good Citizen. Your student says the claim, one reason, one piece of evidence, the explanation, the other side, the respectful answer, the ending, and the significance.

6 What Strong Work Looks Like

Here is a strong CREATURES response to this week's writing prompt. Every job appears.

Prompt. Explain if Amina should have told the truth about breaking the jar.

Claim and Reasons

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

Evidence and Thinking

The teacher thanked Amina for telling the truth. This shows that honesty rebuilt trust because Amina admitted what happened.

Understanding Others

Some might argue Amina should have stayed quiet to avoid trouble.

Rebuttal, Ending, Significance

However, staying quiet would not solve the problem or protect trust. For these reasons, telling the truth was the right choice. Honesty matters because communities depend on trust.

Checklist for strong work

- ☐ The paper states a clear claim with reasons.
- ☐ Every reason has evidence and a thinking sentence that explains the proof.
- ☐ The paper names the other side and answers it respectfully.
- ☐ The ending reinforces the claim, and the significance explains why it matters.
- ☐ All nine CREATURES jobs appear in the paper.

7 Progress at Home

My student can...

- ☐ state a claim with reasons
- ☐ give evidence for each reason
- ☐ explain how the evidence proves the reason
- ☐ name the other side of the argument
- ☐ answer the other side respectfully
- ☐ end with an ending and a significance

Student name

Family signature

Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.