

FAMILY PACKET

Family Packet, Grade 4, Cluster 4, Module 1: CREATURES Foundation

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 begins the CREATURES roadmap for argumentative writing. CREATURES stands for Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance. In Module 1, students build the foundation, Claim, take a side you can defend, Reasons, tell why your side makes sense, and Evidence, prove it from the text. This packet shows you what is happening in class, the words your student is learning, the thinking tool your student uses, and simple ways to help from home.

Ask your student to teach you what they learned. Teaching it out loud is part of how the learning sticks.

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En español

Todo este paquete también está disponible en español.

Family Letter

Dear Families,

This week your student begins the CREATURES roadmap for argumentative writing. CREATURES stands for Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, Rebuttal, Ending, and Significance. In Module 1, students concentrate on the foundation, Claim, take a side you can defend, Reasons, tell why your side makes sense, and Evidence, prove it from the text.

Students will use *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure* to practice choosing a defensible position, giving logical reasons, and matching each reason with relevant passage evidence.

At home, invite your student to explain a claim and ask which exact detail proves the reason.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE CLAIM

Ask your student to state a claim in one sentence, give one reason, and point to the exact words from the passage that prove it. If your student can make the match, the skill is sticking.

Family Tip Sheet

The skill, in plain words

Your student is learning the foundation of argumentative writing, Claim, Reasons, and Evidence. A claim takes a side the writer can defend. Reasons logically support the claim. Evidence comes from the text and directly proves a reason. A defensible claim must answer the argument of the prompt, not just state an opinion.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student develops drafts with purposeful structure, including a conclusion, and composes opinion and argumentative texts with a clear central position, using genre characteristics and craft. In plain words, your student learns to take a defensible position, support it with logical reasons, and prove each reason with relevant evidence.

The CREATURES foundation



C, Claim

Take a side you can defend



R, Reasons

Tell why your side makes sense



E, Evidence

Prove it from the text

How to help without giving the answer

- Ask your student to state their claim in one sentence.
- Ask why the claim makes sense.
- Ask which exact words from the passage prove the reason.
- Ask whether the detail proves this reason or just any idea.
- Let your student make the case. Your job is to ask good questions, not to supply the answer.

Key Words

CREATURES

the nine-part argumentative-writing roadmap

Example, CREATURES begins with Claim, Reasons, and Evidence.

claim

a clear position that directly answers the prompt

Example, protecting trade had the greater impact on Mali.

defensible

able to be supported with logical reasons and evidence

Example, a claim is defensible when evidence supports it.

reason

a logical idea that explains why the claim should be accepted

Example, safe routes encouraged more merchants.

evidence

accurate information from the text used as proof

Example, the passage says traders could move safely.

relevant

directly connected to the claim or reason being proved

Example, a relevant detail proves the exact reason.

argument

a connected case built from a claim, reasons, evidence, and thinking

Example, the argument grows from C to R to E.

position

the side or conclusion a writer chooses to defend

Example, the writer takes a position they can defend.

fit explanation

the sentence that names how the evidence proves the reason

Example, the fit explanation shows why the detail matters.

distractor

a choice that does not do the required job

Example, a true detail can still be a distractor.

trade

the exchange of goods

Example, safer trade routes brought more goods into Mali.

region

an area with shared features, such as one of the four Texas regions

Example, the Coastal Plains is one region.

Tip for reading together. When a new word appears in a passage, pause and let your student use the sentence around it to figure out the meaning before you explain. Naming the guess out loud builds confidence.

Our Thinking Tool

This week your student begins the CREATURES roadmap. CREATURES has nine parts, and this module builds the first three, Claim, Reasons, and Evidence.

The full CREATURES roadmap

Letter	Move	What it does
C	Claim	Take a side you can defend
R	Reasons	Tell why your side makes sense
E	Evidence	Prove it from the text
A	Argument	Connect the case so it flows
T	Thinking	Explain how and why the evidence supports the claim
U	Understanding Others	State another viewpoint fairly
R	Rebuttal	Answer that viewpoint with reasoning
E	Ending	Close the case
S	Significance	Explain why the opinion matters

Building the foundation in steps

Step 1 Take a side you can defend. **Step 2** Give logical reasons that support the claim. **Step 3** Choose evidence from the text that directly proves each reason. **Step 4** Explain how the evidence fits the reason.

A claim is not a topic

Topic	Claim
Trade in Mali	Protecting trade had the greater impact on Mali.
Work in Texas	The Coastal Plains offers the strongest combination of work opportunities.

Mini version to use at home

Try it together

Pick a family question, such as, Which is better for our family, cooking at home or eating out? Have your student state a claim, give one reason, and give one exact detail that proves the reason.

Answer for families. A claim could be, Cooking at home is better for our family because it is healthier. A reason could be, home cooking uses less salt and oil. The exact detail proves the reason instead of naming a different idea.

TRACKS While reading, students use TRACKS, which stands for **T**ime, **R**eactions, **A**ctions, **C**haracter or **C**oncept, **K**ey **K**nowledge, and **S**cenery or **S**etting, to find evidence they can use in an argument. Ask your student what TRACKS they found in this week's passages.

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

C, R, or E?

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

Prove the Reason

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

What Strong Work Looks Like

Here is a strong response to this week's writing prompt. Each part has its own job.

Prompt. Argue whether protecting trade or supporting learning had the greater impact on Mali.

Claim

Protecting trade had the greater impact on Mali.

Reason

Safe routes encouraged more merchants and goods to enter Mali.

Evidence

The passage says Mansa Musa made sure traders could move safely, which brought more people and goods into Mali.

Fit explanation

This evidence directly proves that safe trade routes helped the kingdom grow.

Checklist for strong work

- ☐ The claim takes a side the student can defend.
- ☐ Each reason logically supports the claim.
- ☐ Evidence comes from the text and proves the reason.
- ☐ The fit explanation names how the evidence does its job.
- ☐ The response avoids true but irrelevant details.

Progress at Home

My student can...

- ☐ take a side I can defend
- ☐ give logical reasons for my claim
- ☐ choose relevant evidence from the text
- ☐ explain how the evidence proves my reason
- ☐ tell a true detail from strong evidence
- ☐ build a claim, reason, evidence foundation

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.