

FAMILY PACKET

Family Packet, Grade 4, Cluster 4, Module 2: From Facts to a Coherent Case

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 develops two parts of the CREATURES roadmap, A, Argument, and T, Thinking. Students connect claims, reasons, evidence, explanations, and transitions so a response reads as one coherent case rather than a list of facts. They also explain how and why each piece of evidence supports the reason and strengthens the claim. 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 is developing two parts of the CREATURES roadmap, A, Argument, and T, Thinking. Students connect claims, reasons, evidence, explanations, and transitions so a response reads as one coherent case rather than a list of facts. They also explain how and why each piece of evidence supports the reason and strengthens the claim.

The class will use *The Wealth of Mansa Musa and Four Regions, One Big Adventure*. At home, ask, What does that evidence prove? or Why does that detail matter to your claim? These questions help your student make T, Thinking, visible while strengthening A, Argument.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE CHAIN

Ask your student to point from evidence to reason and from reason to claim. If your student can explain the connection, the skill is sticking.

Family Tip Sheet

The skill, in plain words

Your student is learning to turn separate facts into one connected case. A, Argument, is the coherent path the whole case follows. T, Thinking, makes the writer's reasoning visible by explaining how and why each piece of evidence supports a reason and strengthens the claim. Transitions show the relationship between ideas.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student develops drafts with coherent organization and composes opinion and argumentative texts with a clear position, genre characteristics, and craft. In plain words, your student learns that every fact must have a job and that the writer must be able to explain the connection from evidence to reason and from reason to claim.

The argument chain

C, Claim

The position the writer defends

R, Reasons

The points that support the claim

E, Evidence

The proof from the text

T, Thinking

The explanation of how and why the evidence supports the claim

How to help without giving the answer

- Ask your student to point from evidence to reason and from reason to claim.
- Ask what a piece of evidence proves.
- Ask why the detail matters to the claim.
- Ask how the ideas connect, with cause, effect, or method.
- Let your student explain the thinking. The explanation is the learning.

Key Words

coherent

organized so ideas connect and make sense together

Example, a coherent case flows from one idea to the next.

argument

a connected line of reasoning that supports a claim

Example, the argument is the whole case.

thinking

the explanation of how and why evidence supports the claim

Example, the T sentence makes thinking visible.

transition

a word or phrase that shows how ideas relate

Example, however is a transition word.

relationship

the way two ideas, events, or conditions connect

Example, the evidence shows a cause-and-effect relationship.

cause

something that helps make an event or result happen

Example, protected trade was a cause of Mali's growth.

effect

a result that happens because of a cause

Example, more merchants was an effect of safe routes.

method

the way something happens or is done

Example, a method shows how something works.

influence

the power to affect a result or decision

Example, resources have a strong influence on jobs.

opportunity

a useful chance or possibility created by conditions or choices

Example, resources create job opportunities.

chain

a connected line from claim to reason to evidence to thinking

Example, each chain links C to R to E to T.

economy

the system of work, trade, and money in a place

Example, trade helped the economy grow.

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 uses the argument chain to turn separate facts into one coherent case. Each chain moves from Claim to Reason to Evidence to Thinking, and transitions connect the chains.

The argument chain

C, Claim

The position the writer defends

R, Reasons

The points that support the claim

E, Evidence

The proof from the text

T, Thinking

The explanation of how and why the evidence supports the claim

What Thinking sounds like

Evidence, the passage names mining and oil work in the Mountains and Basins. **Thinking**, this supports the claim because the jobs exist specifically because the resources are present in the land. Thinking explains the proof instead of repeating it.

Transitions that connect ideas

Transition	Relationship it shows
because, since	Cause and effect
however, although	Contrast
another example, in addition	Adding a point
through, by	Method or way

Mini version to use at home

Try it together

Ask your student to make a small argument about the day, such as, Our family should eat dinner together more often. Have your student give one reason, one exact detail, and one sentence that explains how the detail supports the claim.

Answer for families. Claim, our family should eat dinner together more often. **Reason**, dinner together gives us time to talk. **Evidence**, we talked about the school play at dinner. **Thinking**, this supports the claim because the conversation only happened when we sat down together.

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 for each chain. Ask your student what TRACKS they found in this week's passages.

- What makes an argument sound like one connected case instead of a list?
- How is T, Thinking, different from repeating evidence?
- Which transition could show cause, effect, method, or another relationship?
- How did safer trade routes affect Mali?
- How do natural resources connect to work opportunities across Texas?

Evidence or Thinking?

One person states a passage detail. The other explains what the detail proves by beginning, This supports the claim because. Switch roles and use a detail about protected trade, Timbuktu, the Mountains and Basins, or the Coastal Plains.

Connect the Chain

Give C to R to E to T from memory. Explain how A connects each chain back to C. Finish with the sentence, Together, these details show.

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 climate or natural resources have the greater influence on how people live and work across Texas.

Claim

Natural resources have the greater influence on how Texans live and work.

Chain 1, reason and evidence

Underground resources create specialized work in the Mountains and Basins. The passage explains that people often work in mining and oil because of resources found underground.

Chain 1, thinking

This supports the claim because the jobs exist specifically because the resources are present in the land.

Chain 2 with transition

Another example appears in the Coastal Plains, where several resources support different kinds of work. The passage names farming, fishing, rivers, forests, beaches, and large cities.

Thinking and coherence

Together, these details show that resources can shape multiple parts of a region's economy and daily life.

Checklist for strong work

- ☐ The claim is clear and defensible.
- ☐ Each chain moves from claim to reason to evidence to thinking.
- ☐ Every fact has a job in the argument.
- ☐ Transitions show how the ideas relate.
- ☐ The response reads as one connected case, not a list.

Progress at Home

My student can...

- ☐ explain how and why evidence supports my claim
- ☐ build a chain from claim to reason to evidence to thinking
- ☐ use transitions to show relationships
- ☐ point from evidence to reason and reason to claim
- ☐ tell whether my case sounds like a list or a connected argument
- ☐ make my thinking visible

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.