

FAMILY PACKET

Family Packet, Grade 4, Cluster 6, Module 3: Finishing 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 finishes an argumentative paper by connecting every part of CREATURES. The letters stand for Claim, Reasons, Evidence, Argument in logical order, Thinking, Understanding Others, Rebuttal, Ending, and Significance.

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

Inside this packet

1 Family Letter

A note from the classroom about the week's learning.

2 Family Tip Sheet

The skill and standard in plain words, plus how to help.

3 Key Words

This week's words with student friendly meanings and examples.

4 Our Thinking Tool

The organizer students use, with a mini version for home.

5 Conversation Starters and a Family Activity

Easy ways to talk about the week's learning.

6 What Strong Work Looks Like

A short model and a checklist to see progress.

7 Progress at Home

A "my student can..." checklist to sign and send back.

En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student is finishing an argumentative paper by connecting every part of CREATURES. The letters stand for Claim, Reasons, Evidence, Argument in logical order, Thinking, Understanding Others, Rebuttal, Ending, and Significance. Your student will use "A Day That Changed" and "Understanding the Texas Regions" to practice matching evidence to reasons, explaining what evidence proves, acknowledging another reasonable viewpoint, rebutting it respectfully, and ending with a meaningful big-picture idea.

At home, ask your student to teach you the CREATURES jobs in order. Then ask, "Does every piece belong?" Ask how a piece supports the reason and helps the whole argument fit together.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to teach you the CREATURES jobs in order. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to complete a focused, structured, coherent argumentative paper by connecting every part of CREATURES, growing one claim into three strong reasons through the magnifying process, and delivering the argument as a persuasive letter.

The standard, in plain words

This week the work connects to Texas standards. Your student develops drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. In plain words, your student learns to make every part of an argument fit together.

The color map your student uses



C - Claim

The position the writer will support



R - Reasons

Three strong reasons that support the claim



E - Evidence

Text proof that supports each reason

How to help without giving the answer

- Ask your student to teach you the CREATURES jobs in order. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you one piece of evidence and explain what it proves.
- Ask how the writer acknowledges another viewpoint and rebuts it respectfully.
- Ask what the ending and significance add to the argument.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

CREATURES

an organizer for argumentative writing

Example, C equals Claim, R equals Reasons, E equals Evidence, and so on.

claim

the position the writer will support

Example, all four Texas regions should be valued.

reasons

broad explanations that support the claim

Example, each region contributes distinct features, resources, and communities.

evidence

specific text proof for a reason

Example, the passage describes coastal plains, mountains, and deserts.

rebuttal

a respectful response to another viewpoint

Example, some may say one region matters more, but each region contributes something unique.

significance

the big-picture meaning

Example, understanding all four regions helps people see how geography shapes the way Texans live and work.

argument path

the logical order of the parts

Example, the argument moves from claim to reasons to evidence to significance.

understanding others

acknowledging another reasonable viewpoint

Example, the writer acknowledges that some people may prefer one region over another.

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.

4 Our Thinking Tool

The CREATURES organizer

Letter	Stands for	What it does
C	Claim	States the position the writer will support
R	Reasons	Gives three strong reasons that support the claim
E	Evidence	Provides text proof for each reason
A	Argument path	Organizes the parts in logical order
T	Thinking	Explains what the evidence proves
U	Understanding others	Acknowledges another reasonable viewpoint
R	Rebuttal	Respectfully responds to the other viewpoint
E	Ending	Reinforces the claim
S	Significance	Gives the reader a big-picture idea

Mini version to use at home

Try it together

Choose a friendly decision, such as "Our class should have more recess time." Have your student build a complete CREATURES argument with a claim, three reasons, evidence, thinking, understanding others, rebuttal, ending, and significance.

Answer for families. C, our class should have more recess time. R, students need breaks to focus. E, the passage says exercise improves concentration. T, this shows recess helps learning. U, some may say recess takes time from instruction. R, but breaks actually improve learning. E, more recess helps students return to class ready to learn. S, healthy students learn better.

TRACKS While reading, students also look for evidence in the passage using TRACKS, which stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Ask your student what TRACKS they found in this week's passages.

5 Conversation Starters and a Simple Family Activity

- How is explanation different from evidence?
- Why should a writer acknowledge another reasonable viewpoint?
- How can a rebuttal return the argument to the writer's chosen side?
- What makes an ending meaningful instead of repetitive?
- Which CREATURES job helps the reader see the big picture?

Build the Chain

Name a friendly decision. Take turns giving a claim, a reason, proof, an explanation, another viewpoint, a respectful rebuttal, and a meaningful ending. Listen for whether every piece belongs.

Find the Missing Job

One person says a short argument but omits one CREATURES job. The listener names what is missing and explains what that missing piece would do for the reader.

6 What Strong Work Looks Like

Here is a strong CREATURES argument to this week's writing prompt. Every part has its own job.

Prompt. Explain whether or not all four Texas regions should be valued as important parts of the state.

Claim

All four Texas regions should be valued because each region contributes distinct natural features, resources, economic activities, and communities to the state.

Reasons and Evidence

Each region provides different natural features. The passage describes coastal plains, mountains, and deserts. Each region offers distinct resources. The passage explains how different regions support different industries.

Thinking, Understanding Others, Rebuttal

This evidence shows that each region contributes something unique. Some may say one region matters more, but each region supports different communities and industries.

Ending and Significance

All four regions should be valued. Understanding all four regions helps people see how geography shapes the way Texans live and work.

Checklist for strong work

- ☐ The claim makes a decision and says because with reasons.
- ☐ The three reasons are distinct and arranged in a logical order.
- ☐ The evidence comes from the passages and the thinking explains what it proves.
- ☐ The writer acknowledges another viewpoint and rebuts it with text-based reasoning.
- ☐ The ending reinforces the claim and the significance provides the big picture.

7 Progress at Home

My student can...

- ☐ build a complete argumentative response with CREATURES
- ☐ organize reasons and evidence in a logical argument path
- ☐ acknowledge another viewpoint and rebut it respectfully
- ☐ write a persuasive letter using Greeting, SET, TREES, RRR, and Closing
- ☐ explain why the significance matters beyond one detail

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.