

FAMILY PACKET

Family Packet, Grade 5, Cluster 4, Module 1: Building the Argumentative Foundation with Claim, Reasons, and Evidence

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 beginning an opinion and argumentative Extended Constructed Response built with CREATURES. This module focuses on C for Claim, R for Reasons, and E for Evidence. Students take a clear position, give two different reasons, and prove each reason with accurate text evidence. 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.

1 Family Letter

Dear Families,

This week your student is beginning Grade 5 Cluster 4, an opinion and argumentative Extended Constructed Response built with CREATURES. This module focuses on C for Claim, R for Reasons, and E for Evidence. Your student will take a clear position, give two different reasons, and prove each reason with accurate text evidence.

We will read "The Garden That Wouldn't Grow," about Kendrix changing her plan after examining the soil and leaves, and "Words That Changed a Nation," about the 1776 Declaration of Independence, rights, equality, and Abigail Adams's request to "Remember the Ladies." Ask your student what claim a writer could defend, which reasons support it, and which details prove those reasons.

With appreciation,

Your student's teacher

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you one claim, two different reasons, and one piece of evidence for each reason. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to build the foundation of an argument, a claim, reasons, and evidence. A claim is a clear position a writer can defend. A reason explains why the claim makes sense. Evidence is accurate information from the text that proves the reason. The claim, the reasons, and the evidence must all work together.

The standard, in plain words

This week the work connects to two Texas standards. Your student composes argumentative texts using genre characteristics and craft. Your student also develops a focused, structured, coherent piece with specific details. In plain words, your student learns to write a clear opinion and to support it with reasons and evidence.

The C-R-E foundation

Letter	Part	What it does
C	Claim	States a clear position the writer will defend
R	Reasons	Gives two different ideas that explain the claim
E	Evidence	Proves each reason with accurate text details

How to help without giving the answer

- Ask your student to state the claim as a position someone could disagree with.
- Ask for two different reasons, and why each one supports the claim.
- Ask which passage detail proves each reason, and how it connects.
- If your student is stuck, ask the Claim Test question, "Could someone reasonably disagree?"
- Let your student build the case. Your job is to ask good questions, not to supply the answer.

claim

a clear position a writer will defend

Example, Kendrix makes her strongest decision when she changes her plan.

defensible

able to be supported with logical reasons and evidence

Example, a defensible claim is one someone could disagree with.

reason

an idea that explains why a claim makes sense

Example, her first assumption made the growing conditions worse.

evidence

accurate information from a text used as proof

Example, the soil became overly wet and muddy is evidence.

relevant

directly connected to a claim or reason

Example, only relevant evidence stays in the argument.

argue

to present a position and support it with reasons and evidence

Example, writers argue by building a connected case.

support

to strengthen an idea with reasons, evidence, or explanation

Example, the evidence supports the reason.

organize

to arrange ideas so a reader can follow them

Example, organize the claim before the reasons.

Kendrix

the girl in the garden passage who learns to use evidence

Example, Kendrix observed the soil before changing her plan.

Declaration of Independence

the 1776 document announcing the colonies were free

Example, the Declaration named equality and unalienable rights.

unalienable

not able to be taken away

Example, the Declaration called some rights unalienable.

equality

the idea that people should be treated with equal worth

Example, Abigail Adams asked about who was included in equality.

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

This week your student uses one main thinking tool, called CREATURES, the memory map for the full argument. This module highlights the first three parts, C for Claim, R for Reasons, and E for Evidence.

The full CREATURES map

C Claim, a defensible position.

R Reasons, two different ideas that support the claim.

E Evidence, accurate text details that prove each reason.

A Argument, one connected line of reasoning.

T Thinking, sentences that explain how and why evidence supports the claim.

U Understanding Others, a fair statement of another viewpoint.

R Rebuttal, a reasoned response with evidence.

E Ending, a purposeful conclusion.

S Significance, why the position matters.

This week students build the C-R-E foundation. Later modules add the rest.

Mini version to use at home

Try it together

Use the claim, *Careful observation leads to a stronger plan than acting on a first guess*. Have your student give two different reasons and one piece of evidence for each reason using "The Garden That Wouldn't Grow."

Answer for families. Reason 1, the first guess made the soil overly wet and muddy. Reason 2, the new plan responded to what the plants actually needed, watering less and letting the soil dry.

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

- What makes a claim defensible instead of just a fact?
- Why should the reasons for a claim be different from one another?
- In "The Garden That Wouldn't Grow," what evidence shows that Kendrix's first plan made the problem worse?
- In "Words That Changed a Nation," what rights did the Declaration say people are born with?
- Which evidence is strongest, and why does it prove the reason most directly?

Claim, Reason, Proof

Pick an everyday opinion. Take turns stating it as a claim someone could disagree with, giving one reason, and naming one piece of proof. Notice how proof makes the claim stronger.

True but Weak

Name a claim, then find a fact that is true but does not prove it. Talk about why evidence must match the reason, not just come from the same story.

6 What Strong Work Looks Like

Here is a strong C-R-E foundation. The claim is defensible, the reasons are different, and each piece of evidence matches its reason.

Prompt. Defend the position that careful observation should guide decisions.

Claim

Kendrix makes her strongest decision when she changes her plan after examining evidence from the garden.

Reason 1 and evidence

Her first assumption made the growing conditions worse, and the soil became overly wet and muddy.

Reason 2 and evidence

The new plan responds to what the plants actually need, watering less frequently, letting the soil dry, and ensuring enough sunlight.

Explanation

This proves that changing the plan after examining evidence was stronger than acting on the first guess.

Checklist for strong work

- ☐ The claim is a defensible position, not just a fact.
- ☐ The response gives two different reasons.
- ☐ Each reason has accurate, relevant evidence from a passage.
- ☐ Each piece of evidence matches its reason.
- ☐ The response explains which evidence is strongest and why.

7 Progress at Home

My student can...

- ☐ name the claim, reasons, and evidence in an argument
- ☐ write a clear, defensible claim
- ☐ give two different reasons that support one claim
- ☐ match accurate, relevant passage evidence to each reason
- ☐ explain which evidence is strongest and why
- ☐ build one complete C-R-E 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.