

FAMILY PACKET

Family Packet, Grade 5, Cluster 4, Module 2: Turning Parts into a Coherent Line of Argument with Thinking

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 learning that correct parts are not enough if a response reads like a pile of separate sentences. This module focuses on A for Argument and T for Thinking in the CREATURES framework. Students connect a claim, reasons, and evidence into one clear line of reasoning, then write Thinking sentences that explain how and why a piece of evidence supports 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.

1 Family Letter

Dear Families,

This week your student is learning that correct parts are not enough if a response reads like a pile of separate sentences. This module focuses on A for Argument and T for Thinking. Your student will connect a claim, reasons, and evidence into one clear line of reasoning, then write Thinking sentences that explain how and why a piece of evidence supports the claim.

We are reading "The Garden That Wouldn't Grow," about Kendrix, who learns that observing the soil leads to a stronger plan than a first guess. We are also reading "Words That Changed a Nation," about the 1776 Declaration of Independence and questions about who was included in the promise of equality.

At home, ask, "How does that piece of evidence support your claim, and why does it matter?" Invite your student to use a transition such as therefore or because when it shows a real relationship.

With appreciation,

Your student's teacher

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to read one evidence sentence and explain, with Thinking, how and why it supports the claim. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to turn separate parts into one connected argument. A line of argument moves from claim to reason to evidence to Thinking. Thinking is the sentence that explains how and why the evidence supports the claim. Transitions such as therefore and however show a real relationship between the parts.

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 connect every part of an argument into one clear line of reasoning.

The line of argument

Part	What it does
Claim	States the position to defend
Reason	Explains why the claim makes sense
Evidence	Gives a detail from the text
Thinking	Explains how and why the evidence supports the claim
Transition	Shows a real relationship to the next part

How to help without giving the answer

- Ask your student to read the argument aloud and hear whether it flows.
- Ask what each piece of evidence means and why it matters.
- Ask whether a transition shows a real relationship, not just decoration.
- If your student is stuck, ask the Thinking question, "How does that evidence support the claim?"
- Let your student build the line. Your job is to ask good questions, not to supply the answer.

argument

a connected case that supports a position

Example, the argument moves from claim to evidence to Thinking.

coherence

the quality of ideas fitting together in a clear order

Example, coherence means each sentence leads to the next.

reasoning

logical thinking that connects ideas and evidence

Example, the reasoning explains why the evidence matters.

transition

a word or phrase that shows how ideas relate

Example, therefore signals the result.

connection

a meaningful relationship between ideas

Example, the Thinking shows the connection.

explain

to tell how or why evidence supports an idea

Example, explain why the soil detail matters.

support

to strengthen an idea with reasons, evidence, or explanation

Example, the evidence supports the claim.

organize

to arrange ideas so a reader can follow them

Example, organize the parts into one line.

elaborate

to add Thinking that makes an idea clearer

Example, elaborate on what the detail proves.

observation

information noticed carefully by watching or examining

Example, observation showed Kendrix the soil was wet below.

consent of the governed

the people's agreement to be governed

Example, government power comes from the consent of the governed.

grievance

a complaint about something believed to be unfair

Example, one grievance against the king was taxation without representation.

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 the CREATURES framework, focusing on A for Argument and T for Thinking. The Argument is one connected line of reasoning. Thinking is the sentence that makes the evidence work harder.

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 focus on A and T while keeping the complete framework visible.

Mini version to use at home

Try it together

Use the claim, *Evidence-based problem solving is stronger than acting on a first assumption*. Have your student state the claim, add one reason, one piece of evidence from "The Garden That Wouldn't Grow," and a Thinking sentence that starts with "This supports the claim because..."

Answer for families. One reason is that observation reveals information an assumption can miss. Evidence, Kendrix's grandmother shows that the soil remains wet below the surface. This supports the claim because the actual condition of the soil, not the first guess, explains why the plants are struggling.

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 is the difference between a list of facts and a connected argument?
- Why is evidence incomplete without Thinking that explains it?
- In "The Garden That Wouldn't Grow," how does observing the soil support the claim that evidence beats a first guess?
- In "Words That Changed a Nation," what does consent of the governed mean?
- How do the two passages show people changing an approach after noticing evidence?

Because and So

Ask your student to state a claim and name one piece of proof from either passage. The student adds a Thinking sentence that starts with "This matters because..." or "Therefore..." Then ask the student to name the relationship between the proof and the claim.

Build the Line

Take a claim and put the parts in order, reason, evidence, Thinking, and a transition to the next connected reason. Say the full line aloud and check that each sentence leads to the next.

6 What Strong Work Looks Like

Here is a strong line of argument. The claim, reason, evidence, Thinking, and transition form one coherent line in which every sentence pushes the same claim forward.

Prompt. Defend the position that evidence should guide decisions.

Claim

Evidence-based problem solving is stronger than acting on a first assumption.

Reason

One reason is that observation reveals information an assumption can miss.

Evidence

Kendrix's grandmother shows her that the soil remains wet below the surface even when the top appears different.

Thinking

This supports the claim because the actual condition of the soil, not Kendrix's first guess, explains why the plants are struggling. Therefore, the stronger solution begins when evidence guides the next action.

Checklist for strong work

- ☐ The claim states a clear position to defend.
- ☐ Each reason is followed by evidence.
- ☐ Thinking follows the evidence and explains how and why it supports the claim.
- ☐ A transition shows a real relationship, not decoration.
- ☐ Every sentence pushes the same claim forward.

7 Progress at Home

My student can...

- ☐ state a clear claim
- ☐ order claim, reason, evidence, and Thinking
- ☐ follow evidence with Thinking that explains it
- ☐ use a transition that shows a real relationship
- ☐ explain how and why the evidence supports the claim
- ☐ build one coherent line of argument

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.