

FAMILY PACKET

Family Packet, Grade 5, Cluster 6, Module 1: Decision Prompts, 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.**

This week your student begins argumentative writing. Students learn that a decision statement, a question that asks the writer to choose a side, creates an argumentative task. The class reads "A Voice in the Community" and "A Gift That Welcomed Millions" to choose a defensible position, write a claim with because, develop three different reasons, and match specific evidence to each reason.

Your student learns the first three parts of the CREATURES framework, Claim, Reasons, and Evidence, which the class calls C-R-E. Ask your student to teach you the habit. Explaining it out loud is part of how the learning sticks. You can work through this packet together in about ten minutes.

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En español

Todo este paquete también está disponible en español.

1 1 Family Letter

Dear Families,

This week your fifth grader begins Cluster 6, argumentative Extended Constructed Response writing. Students will learn the first three parts of the CREATURES framework, Claim, Reasons, and Evidence. They will read "A Voice in the Community" and "A Gift That Welcomed Millions" first for meaning and again with TRACKS annotations to locate exact evidence.

Your student will choose a defensible position, write a claim with because, develop three different reasons, and select details that truly prove each reason. The goal is an accurate argument grounded in the passages.

At home, invite your student to make a claim about a familiar decision, name two reasons, and explain which fact supports each one. Ask how that detail proves the reason.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE BECAUSE

Ask your student to state a claim and finish it with because plus one reason. The because is what makes it an argument.

The skill, in plain words

Your student is learning to recognize a decision statement and answer it with an argument. A decision statement asks the writer to choose a side. The writer then writes a claim with because, gives reasons that do not repeat one another, and matches each reason to specific evidence from the passages. This is the C-R-E foundation, Claim, Reasons, and Evidence, that begins every strong argument.

The standard, in plain words

This week the work connects to Texas standards for argumentative writing. Your student develops a focused, structured, and coherent argument, composes an argumentative text using genre characteristics and craft, and writes correspondence that requests information. In plain words, your student learns to take a clear side, defend it with reasons, and prove each reason with evidence instead of collecting random facts.

The three parts your student builds**Red circle, the claim**

The writer's clear side, stated with because

**Yellow box, the reasons**

Three different logical whys that support the claim

**Green triangle, the evidence**

Exact proof from the passages that matches each reason

How to help without giving the answer

- Ask your student to state the decision and name the side chosen. Let your student give the reason.
- Ask for two different reasons. If both reasons repeat the same idea, ask for a new one.
- Ask, "How does that detail prove your reason?" This builds the evidence match.
- If your student is stuck, ask which passage detail fits the reason and why.
- Let your student write. Your job is to ask good questions, not to supply the answer.

claim

the writer's clear, defensible position

Example, community participation should be treated as an important responsibility.

reason

a logical why that supports the claim

Example, one reason is that people can affect decisions near them.

evidence

specific proof from a source

Example, the passage names voting, meetings, and volunteering as evidence.

defensible

able to be supported with reasoning and evidence

Example, a defensible side can be argued with proof, not just feeling.

decision statement

a question that asks the writer to choose a side

Example, the prompt asks whether participation is an important responsibility.

argument

a claim supported by reasons and evidence

Example, the argument grows stronger with each matched detail.

because

the word that turns a claim into a reason

Example, participation matters because people can influence decisions.

civic participation

taking part in the life of a community

Example, voting and attending meetings are forms of civic participation.

opportunity

a chance to build a better life

Example, Rosa's family hoped for opportunity in a new land.

freedom

the ability to make one's own choices

Example, the Statue of Liberty stood for freedom and hope.

responsibility

a duty a person accepts

Example, participating in a community is a responsibility some people choose.

match

the way evidence fits the reason it proves

Example, the detail about local decisions is a match for the reason about influence.

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, the first three letters of the CREATURES framework, which the class calls C-R-E. The full framework is remembered with the word CREATURES, and this module builds its foundation, Claim, Reasons, and Evidence.

The C-R-E foundation

Letter	Part	What the writer does
C	Claim	Chooses a defensible side and states it with because, declaring the WHY.
R	Reasons	Gives three different reasons that do not repeat one another.
E	Evidence	Selects exact passage details that truly prove each reason.

Mini version to use at home

Try it together

Pick a small family decision, such as where to eat dinner this week. Ask your student to state a claim with because, give two different reasons, and name one real detail that supports each reason. Ask, "How does that detail prove your reason?"

Answer for families. A claim might be, "We should try the new diner because it is close and affordable." One reason is the short drive, and the detail is that the diner is five minutes away. The second reason is the price, and the detail is the family budget.

TRACKS While reading, students also look for evidence in the passages 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

- In "A Voice in the Community," which way of participating seems most important to you, and what detail supports that choice?
- Why might one person believe civic participation matters while another person decides not to participate?
- In "A Gift That Welcomed Millions," what did the Statue of Liberty represent to Rosa's family before they knew what would happen at Ellis Island?
- Which exact detail would you use to support a claim about opportunity, freedom, or responsibility?

Claim, Reason, Evidence

Choose a small family decision, such as how to spend a free afternoon. Have your student make a clear claim, give two different reasons, and name one real detail that supports each reason. Ask which detail fits each reason best and why.

Evidence Match

Read one sentence from either passage together. Ask your student to name a claim the sentence could support, then explain why it does not support every possible claim. Finish with, "What would make this evidence match even more clearly?"

6 What Strong Work Looks Like

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

Prompt. Explain whether community participation should be treated as an important responsibility for people who are able to take part.

Claim

Community participation should be treated as an important responsibility because people can influence decisions that affect daily life, contribute through more than one form of participation, and help communities hear different voices.

Reasons and evidence

Decisions can affect schools, roads, safety, and daily life. People can vote, attend meetings, volunteer, or share opinions. "A Voice in the Community" names these actions and explains that every action can still have an effect over time.

Why it works

The response chooses a side, declares the WHY with because, gives nonrepeating support, and uses passage evidence that directly matches the reasons.

Checklist for strong work

- ☐ The student recognizes the decision statement and chooses a defensible side.
- ☐ The claim states the side and includes because plus reasons.
- ☐ Three different reasons appear, and no reason repeats another.
- ☐ Each reason has evidence from the passages that truly proves it.
- ☐ The evidence names the source before the detail.

7 Progress at Home

My student can...

- ☐ recognize a decision statement as an argumentative task
- ☐ choose a defensible side and state a claim with because
- ☐ generate three different reasons that do not repeat
- ☐ match exact passage evidence to each reason
- ☐ explain how a detail proves a reason
- ☐ name the source before naming the 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.