

FAMILY PACKET

Family Packet, Grade 5, Cluster 6, Module 2: Coherent Argument and 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.**

This week your student learns that an argument is a connected path, not a pile of facts. A claim leads to reasons, evidence, and Thinking that explains why the evidence matters. Students read the Medium stamina versions of "A Voice in the Community" and "A Gift That Welcomed Millions" and use purposeful transitions so the reader can follow each idea.

This module focuses on the A and T of the CREATURES framework, Argument and Thinking. Ask your student to trace an argument path out loud, claim, reason, evidence, and Thinking. 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 student will read the Medium stamina versions of "A Voice in the Community" and "A Gift That Welcomed Millions." Students are learning that an argument is a connected path, a claim leads to reasons, evidence, and Thinking that explains why the evidence matters. They will use purposeful transitions so the reader can follow their ideas rather than encounter a pile of disconnected facts.

As students discuss civic participation and Rosa's family's journey, they will choose accurate evidence and explain how it supports a reason. We will also practice revising for clarity by combining or rearranging ideas when a paragraph does not yet make sense.

At home, invite your student to share an opinion about a community or family decision. Ask for one reason, one specific example, and a transition that connects the ideas. Then ask, "How does that example prove your reason, and why does it matter?"

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE PATH

Ask your student to trace the argument path out loud, claim, reason, evidence, and Thinking. If one part is missing, ask where it belongs and what transition would connect it.

The skill, in plain words

Your student is learning to build a coherent argument, an argument where every sentence helps the reader follow the claim. The A and T of CREATURES do this work. A stands for Argument, the connected line from claim to reasons to evidence. T stands for Thinking, the sentence that explains how and why the evidence supports the claim.

The standard, in plain words

This week the work connects to Texas standards for argumentative writing. Your student develops a focused, structured, and coherent draft with purposeful transitions and composes an argumentative text with genre characteristics and craft. In plain words, your student learns to make every idea move the argument forward instead of listing facts that do not connect.

The three moves your student uses**Red circle, the claim**

The decision the writer defends

**Yellow box, the evidence**

An exact detail that proves a reason

**Green triangle, the Thinking**

Explains how and why the evidence supports the claim

How to help without giving the answer

- Ask your student to name the claim, one reason, one detail, and the Thinking that connects them.
- Ask for a transition word that connects two ideas and what relationship it names.
- Ask, "How does that example prove your reason, and why does it matter?"
- If a paragraph does not make sense, ask which sentence could be moved or combined.
- Let your student write. Your job is to ask good questions, not to supply the answer.

claim

the writer's clear, defensible position

Example, people who are able should participate in civic life.

reason

a logical why that supports the claim

Example, one reason is that a small action can give leaders useful information.

evidence

specific proof from a source

Example, the passage explains that a town might repair a playground after people share ideas.

transition

a word or phrase that connects ideas

Example, for example introduces the playground detail as evidence.

explanation

reasoning that tells what evidence means

Example, this proves that one voice can begin a practical change close to home.

coherent

clear and logical, with parts that work together

Example, my response is coherent because each sentence helps the reader follow the claim.

argument

a connected line from claim to proof to meaning

Example, the argument is a path, not a list of separate facts.

Thinking

the part that explains how and why evidence supports the claim

Example, the Thinking sentence shows why the detail matters.

path

the order of ideas in an argument

Example, claim, reason, evidence, and Thinking form the path.

revision

changing writing to make the meaning clearer

Example, the revision combined two ideas that belonged together.

civic life

the shared life of a community and its decisions

Example, meetings and local projects are part of civic life.

opportunity

a chance to build a better life

Example, Rosa's family hoped for opportunity even when the inspection was uncertain.

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 A and T of the CREATURES framework. A stands for Argument, the connected line of thinking. T stands for Thinking, the explanation that shows how and why the evidence supports the claim.

The argument path

Part	What the writer does
Claim	States the decision with because plus a reason.
Reason	Gives a logical why that supports the claim.
Evidence	Names an exact detail from the passages that proves the reason.
Thinking	Explains how and why the evidence supports the claim.

Mini version to use at home

Try it together

Ask your student to share an opinion about a community or family decision, give one reason, name one specific example, and say a transition that connects them. Then ask, "How does that example prove your reason, and why does it matter?"

Answer for families. A claim might be, "We should clean the park because it helps everyone." The reason is that a clean park is safe to enjoy. The evidence is that the playground was repaired after families shared ideas. The Thinking is that one small action can begin a practical change close to home.

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 5 Conversation Starters and a Simple Family Activity

- What makes an argument feel like a path instead of a pile of facts?
- Which transition best connects a reason to evidence about civic participation, and what relationship does it name?
- How does a detail about Rosa's journey prove a reason instead of merely repeating the passage?
- Why might an idea about opportunity or responsibility matter to a community?

Build a Path

Write Claim, Reason, Evidence, and Thinking on four cards. Arrange them in an order that makes sense, say a transition between each part, and explain why the order works. Rearrange one card and discuss how the meaning changes.

Transition Hunt

Find a transition in a book, message, or conversation, because, however, for example, or therefore. Ask what relationship it signals. Together, make a new sentence about the passages using that transition and explain whether the connection is accurate.

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 people should participate in civic life even when one person's action seems small.

Claim

People who are able should participate in civic life because even a small action can give leaders useful information and build change over time.

Reason and evidence

For example, "A Voice in the Community" explains that a town might repair a playground, add a stop sign, or create a new program because community members shared their ideas.

Thinking and ending

This evidence proves that participation can turn a concern into a practical improvement close to home. In addition, people who learn about issues and listen to more than one viewpoint help a community make more informed choices. Individual action may seem limited at first, yet connected actions create a path toward solutions that leaders and neighbors can follow.

Checklist for strong work

- ☐ The claim states a decision with because plus reasons.
- ☐ Each reason has exact evidence from the passages.
- ☐ A Thinking sentence explains how and why the evidence supports the claim.
- ☐ Transitions connect the ideas and name the relationship.
- ☐ The argument reads like a path, and every sentence helps the reader follow it.

7 Progress at Home

My student can...

- ☐ name the claim, a reason, the evidence, and the Thinking
- ☐ explain how a detail proves a reason and why it matters
- ☐ use a transition that names the relationship between ideas
- ☐ order reasons so the argument moves forward
- ☐ revise by combining or rearranging ideas for clarity
- ☐ keep the argument coherent from claim to ending

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.