

FAMILY PACKET

Family Packet, Grade 5, Cluster 6, Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience

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 completes Cluster 6 with the Very High Stamina versions of "A Voice in the Community" and "A Gift That Welcomed Millions." Students use the full CREATURES framework to write an argumentative letter for a real or simulated audience, with a clear claim, accurate evidence, a respectful acknowledgment of another viewpoint, a reasoned rebuttal, a purposeful ending, and a genuine request for information.

Students learn how audience changes word choice, tone, and organization. Ask your student who will read the letter and what information the writer needs. Explaining it out loud is part of how the learning sticks. You can work through this packet together in about ten minutes.

Inside this packet

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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 1 Family Letter

Dear Families,

This week your fifth-grade student completes Cluster 6 with the Very High Stamina versions of "A Voice in the Community" and "A Gift That Welcomed Millions." Students will use full CREATURES to write an argumentative letter for a real or simulated audience. Their letters will include a clear claim, accurate evidence, a respectful acknowledgment of another viewpoint, a reasoned rebuttal, a purposeful ending, and a genuine request for information.

Students will consider how audience changes word choice, tone, and organization. A letter to a school or local leader should be respectful and specific, even when the writer disagrees or asks for change. The request for information must connect to the topic rather than appear as an unrelated final sentence.

At home, invite your student to draft a polite request to a teacher, librarian, or community leader. Ask who will read it and which evidence makes the request more convincing.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK ABOUT THE READER

Ask your student to name the reader of the letter and explain how the word choice changes for that reader. A respectful letter stays specific even when the writer disagrees.

The skill, in plain words

Your student is learning to deliver a complete argument as a letter. The writer names the reader, keeps a respectful register, builds the claim with reasons and evidence, acknowledges another viewpoint fairly, answers it with a rebuttal, ends with purpose, and closes with a genuine request for information. Audience changes word choice, tone, and organization, and the request must grow from the argument.

The standard, in plain words

This week the work connects to Texas standards for argumentative writing and correspondence. Your student organizes 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 write a respectful, specific letter that argues a position and asks for real information.

The three things your student balances**Red circle, the audience**

The reader who changes word choice and tone

**Yellow box, the argument**

Claim, reasons, evidence, and rebuttal in the body

**Green triangle, the request**

A genuine ask for information that grows from the argument

How to help without giving the answer

- Ask who will read the letter and what that reader cares about.
- Ask which words and greeting fit the reader, a friend or a leader.
- Ask which evidence makes the request more convincing.
- If the request appears only at the end, ask how it grows from the argument.
- Let your student write. Your job is to ask good questions, not to supply the answer.

audience

the person or group the writer is addressing

Example, my audience is a school or local leader.

claim

the writer's defensible position

Example, my claim is a decision because reasons.

evidence

proof from a passage

Example, my evidence supports my reason.

request

a respectful ask for information or action

Example, my request grows from the argument.

register

the level of formality chosen for an audience

Example, my register fits my reader.

rebuttal

a reasoned response to another viewpoint

Example, my rebuttal answers fairly.

letter

a written message with a greeting, body, and closing

Example, the letter carries the whole argument.

greeting

the opening that names the reader

Example, Dear Community Leader is a greeting.

closing

the respectful sign-off at the end of a letter

Example, Sincerely is a formal closing.

tone

the feeling the words carry

Example, a respectful tone keeps the letter fair.

word choice

the words selected for the reader

Example, word choice changes from friend to leader.

purpose

the reason the letter exists

Example, the request gives the letter a clear purpose.

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.

This week your student uses the full CREATURES framework inside a letter. The letter has its own structure, and each part carries one piece of the argument.

The letter structure

Part	What the writer does
Greeting	Names the reader, such as Dear Community Leader.
Introduction	States the issue and the decision.
Body	Builds the claim, reasons, evidence, Thinking, Understanding, and Rebuttal.
Conclusion	Reinforces and synthesizes the argument.
Request and Closing	Asks for genuine information, then signs off with purpose.

Mini version to use at home

Try it together

Choose a simple request, such as asking about a library opportunity. Say it first to a sibling or friend, then revise it for a librarian or community leader. Ask which words, greeting, and closing changed and why the request still needs a clear purpose.

Answer for families. To a friend, "Hey, when is the library open?" To a leader, "Dear Librarian, I would like to know the hours for the teen reading group so my family can plan to attend. Sincerely, A Student." The second version is respectful, specific, and asks for real information.

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

- How would your word choice change if you wrote to a friend, a teacher, or a local leader about civic participation?
- What information might a student respectfully request about ways young people can participate in community decisions?
- Which detail from Rosa's journey could help a writer explain why opportunity and belonging matter?
- How can a writer disagree with another viewpoint while still sounding fair and respectful?

Audience Switch

Choose a simple request, such as asking about a library opportunity. Say it first to a friend, then revise it for a librarian. Discuss which words and greeting changed and why the request needs a clear purpose.

Evidence-to-Request

Choose one detail from either passage. Have your student state a claim and write one respectful request for related information. Ask whether the request grows from the argument or was added only at the end.

6 What Strong Work Looks Like

Here is a strong argumentative letter written for a real audience. Every part of the letter has its own job.

Letter model. A fifth-grade student writes to a community leader about civic learning.

Greeting and introduction

Dear Community Leader, I am writing to explain why schools should create stronger connections between civic learning and community participation.

Body with claim, evidence, and rebuttal

Schools should make these connections because students can learn how communities make decisions and because they can practice responsible action. "A Voice in the Community" explains that young people can organize a food drive, write letters about an issue, help improve a park, and practice listening to different opinions. Some people may think civic learning should wait until adulthood, yet practicing service now builds habits that last.

Request and closing

When students learn and serve, communities gain thoughtful young residents. Please share information about volunteer opportunities. Sincerely, A Student

Checklist for strong work

- ☐
- ☐ The claim includes because and the reasons are distinct.
- ☐
- ☐ Another viewpoint is acknowledged fairly and answered with a rebuttal.
- ☐ The request for information grows from the argument.
- ☐ The ending explains significance and the closing is purposeful.

7 Progress at Home

My student can...

- ☐ identify the real or simulated audience of a letter
- ☐ use all parts of CREATURES in the letter
- ☐ keep a respectful tone while defending a position
- ☐ acknowledge another viewpoint fairly and answer it
- ☐ write a request for information that grows from the 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.