

T H E W R I T I N G A C A D E M Y ®

Assessment Companion

Grade 3 · Cluster 6

Argument

Passage: Crash

Grade 3 Assessment Companion: Cluster 6

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Module 1 · Declare the WHY Write a real argumentative claim

CLUSTER 6 · MODULE 1 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Write a claim that states a clear decision and declares the WHY with “because” + reasons.
STANDARDS	3.12C(i) compose argument/opinion 3.11B(i) focused piece 3.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE and build a claim (decision + WHY).
EVIDENCE TYPE	Daily Learning Artifact: one claim in the form “___ should ___ because ___.”

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check: a fast grade of claim recognition.

Path B

: Application Artifact Student decides a position on the prompt and writes a claim that declares the WHY.

Path C

: Choice Demonstration Student may say, chart, or write the claim: same target, same scoring.

Grade the target, not everything. Collect the claim. Check that it has all three parts: a decision,

Multiple-Choice Check

Five questions on this module's target: writing a claim (decision + because + reasons).

Crash

Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside. As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke. Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened. Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly. Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to." Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility." Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean. Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard." Amina felt proud. She had made a mistake, but her honesty helped make things right. (Paired with "The Good Citizen.")

Grade 3, Cluster 6 (Scope & Sequence). Writing a claim (decision + because + reasons).

1. What is an argumentative claim?

- A. Just an opinion or feeling.
- B. A decision plus "because" plus reasons.
- C. Only a fact from the story.
- D. A question the reader answers.

2. Which is the **STRONGEST** claim about the prompt?

- A. Amina broke a jar.
- B. I am not sure what Amina should do.
- C. Jars can break easily.
- D. Amina should tell the truth because being honest keeps her family's trust.

3. Which sentence declares the **WHY**?

- A. Kids should help clean up because it teaches responsibility.
- B. Cleaning up is a chore.
- C. Kids clean sometimes.
- D. I like a clean room.

4. How is a claim different from just an opinion?

- A. They are exactly the same.
- B. A claim is always shorter.
- C. A claim gives a decision AND reasons; an opinion may just state a feeling.
- D. An opinion always has evidence.

5. Which sentence has correct subject-verb agreement?

- A. Amina tells the truth about the jar.
- B. Amina tell the truth about the jar.
- C. Amina telling the truth about the jar.
- D. Amina were tell the truth about the jar.

Purpose: a quick, gradeable check of 3.12C(i); building a claim that declares the WHY. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. What is a claim

Correct: B

A claim is a decision + “because” + reasons. The others confuse it with an opinion, a fact, or a question. Picking “just an opinion” shows the student stops at a feeling : reteach “decide AND declare the WHY.”

2. Strongest claim

Correct: D

The correct claim states a decision and a reason. The others are a fact, an undecided sentence, or off-topic. Choosing the “not sure” option shows the student won't commit to a position : practice taking a side.

3. Declares the WHY

Correct: A

This sentence pairs a decision with “because” + a reason. The distractors state a fact, a habit, or a feeling. Choosing a feeling shows opinion, not a claim : require the “because” clause.

4. Claim vs. opinion

Correct: C

A claim adds reasons to a decision; an opinion may just state a feeling. The distractors are false or backwards. Choosing “the same” shows the distinction isn't clear yet : contrast “I feel...” with “___ because ___.”

5. Subject-verb agreement

Correct: A

“tells” agrees with the singular subject “Amina.” The others use wrong verb forms. Wrong verb form : practice singular-subject agreement. makes a claim (decision + WHY) before the argumentative ECR.

If several students miss the same question, Questions 1 or 4 missed widely : more work on what makes a claim (decision + WHY) before the argumentative ECR.

Exemplars & Rubric

Prompt: “Decide the prompt and write a claim that declares the WHY (“___ should ___ because”

4 *“Amina should tell the truth about breaking the jar because being honest keeps her family's trust and helps her feel proud of her choice.”*

SECURE · clear decision + “because” + two reasons · RPLD: Independent 3 “Amina should tell the truth because it is the honest thing to do.” · DEMONSTRATES · decision + one reason · RPLD: Visible 2 “Amina should tell the truth.” ·

DEVELOPING · a decision, but no WHY declared · RPLD: Emergent · Next: add “because...” 1 “Amina broke a jar.” ·

BEGINNING · a fact, not a claim · RPLD: Foundational · Next: model deciding a side + a reason

Which rubric applies? This four-point Targeted Evidence Scale scores the claim. The Multiple-Choice Check uses its own 5-point key. A claim must decide AND declare the WHY.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“If you have to decide, you must declare the WHY. Pick a side about Amina: then finish 'because...'. ”

SAY

SAY

“A claim is a decision plus 'because' plus reasons. 'Amina should tell the truth' is a start; 'because it keeps

► Have students say their claim aloud with the frame “___ should ___ because ___” before writing.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 2 · Choose Strong Reasons Reasons that hold up the claim

CLUSTER 6 · MODULE 2 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Choose reasons that actually support the claim and use precise argument words.
STANDARDS	3.12C(i) reasons for a position 3.11C(ii) word choice
RPLD STAGE THIS WEEK	Visible: students CHOOSE relevant, convincing reasons.
EVIDENCE TYPE	Daily Learning Artifact: a claim + one strong reason that clearly supports it.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on choosing reasons that support the claim.

Path B

: Application Artifact Student adds one strong reason to their claim and explains why it supports the decision.

Path C

: Choice Demonstration Student may chart, say, or write the reason: same target, same scoring.

Grade the target, not everything. Grade whether each reason actually supports the decision: a

Multiple-Choice Check

Five questions on this module's target: choosing strong, relevant reasons.

Crash

Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside. As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke. Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened. Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly. Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to." Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility." Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean. Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard." Amina felt proud. She had made a mistake, but her honesty helped make things right. (Paired with "The Good Citizen.")

Grade 3, Cluster 6 (Scope & Sequence). Writing a claim (decision + because + reasons).

1. Which reason BEST supports the claim that Amina should tell the truth?

- A. Jars are made of glass.
- B. Amina has brown hair.
- C. Telling the truth keeps her family's trust, even when it is hard.
- D. The kitchen was messy.

2. Which is NOT a strong reason for the claim?

- A. The jar was on a high shelf.
- B. Honesty helps people trust her.
- C. Telling the truth is the right thing to do.
- D. She will feel proud of her choice.

3. Which reason is most convincing in an argument?

- A. I just think so.
- B. Because.
- C. Everyone knows that.
- D. Being honest now will help Amina be trusted later.

4. Which precise word best completes: "A strong reason ____ the writer's claim"?

- A. has
- B. supports
- C. does
- D. goes

5. Which sentence pairs a decision with a reason?

- A. Amina broke something.
- B. The jar fell down.
- C. It was an accident maybe.
- D. Amina should apologize because honesty repairs trust.

Purpose: a quick, gradeable check of 3.12C(i); choosing reasons that support the claim. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Best reason

Correct: C

The correct reason backs the decision (keeping trust). The others are facts about the setting or Amina, not reasons. Choosing a setting fact shows fact/reason confusion : ask “does this back the decision?”

2. NOT a strong reason

Correct: A

Where the jar sat doesn't support telling the truth. The others all back the claim. Missing it : practice testing each reason against the claim.

3. Most convincing

Correct: D

A reason with a consequence (trusted later) convinces. The others are empty (“I just think so,” “because,” “everyone knows”). Choosing an empty reason : practice giving a real WHY, not a filler.

4. Precise word

Correct: B

“supports” names what a reason does for a claim; “has/does/goes” are vague. Choosing a vague verb : trade for the precise argument word.

5. Decision + reason

Correct: D

This sentence pairs a decision (apologize) with a reason (repairs trust). The others state facts only. Choosing a fact : require the “because” + reason. fact; Question 3 : practice giving reasons with a real consequence.

If several students miss the same question, Question 1 or 2 missed widely : reteach reason vs. fact; Question 3 : practice giving reasons with a real consequence.

Exemplars & Rubric

Prompt: “Add one strong reason to your claim, and explain why it supports your decision.” 3.12C(i)

4 “Amina should tell the truth because honesty keeps her family's trust. If she hides it, her parents may stop believing her, but the truth shows she can be trusted.”

SECURE · a reason that clearly backs the decision + explanation · RPLD: Independent 3 “Amina should tell the truth because it keeps her family's trust.” · DEMONSTRATES · a relevant reason, light explanation · RPLD: Visible 2 “Amina should tell the truth because the jar broke.” · DEVELOPING · reason doesn't back the decision · RPLD: Emergent · Next: “how does this support the claim?” 1 “Amina should tell the truth.” · BEGINNING · a claim with no reason · RPLD: Foundational · Next: add one reason with “because”

Which rubric applies? The four-point Targeted Evidence Scale scores the claim + reason. The MC Check keeps its 5-point key. A reason must actually back the decision.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“A strong reason holds up your claim. Ask yourself: does this reason really back my decision?”

SAY

SAY

“‘Because the jar broke’ isn't a reason to tell the truth. ‘Because honesty keeps trust’ is.”

► Have students test each reason: “Does this back my decision: yes or no?” before writing.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 3 · Evidence & the Other Side Support the claim; consider the counter

CLUSTER 6 · MODULE 3 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Support the claim with evidence from the story and consider the other side; combine sentences and edit.
STANDARDS	3.12C(ii) support with evidence 3.11C(i) combine 3.11D(ix) proper nouns
RPLD STAGE THIS WEEK	Independent: students SHOW evidence and OWN the other side (CREATURES: Understanding Others).
EVIDENCE TYPE	Daily Learning Artifact: one piece of evidence for the claim + one sentence naming the other side.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on evidence, the counterargument, combining, and proper nouns.

Path B

: Application Artifact Student adds evidence from the story and writes one sentence about what someone on the other side might say.

Path C

: Choice Demonstration Student may chart, say, or write the evidence + counter: same target, same scoring.

Grade the target, not everything. Grade whether the evidence supports the claim and the student

Multiple-Choice Check

Five questions on this module's target: evidence, the counterargument, combining, and proper

Crash

Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside. As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke. Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened. Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly. Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to." Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility." Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean. Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard." Amina felt proud. She had made a mistake, but her honesty helped make things right. (Paired with "The Good Citizen.")

Grade 3, Cluster 6 (Scope & Sequence). Writing a claim (decision + because + reasons).

1. Which sentence uses **EVIDENCE** from the story to support the claim?

- A. In the story, Amina worries after the jar breaks, which shows honesty matters to her.
- B. Jars are breakable.
- C. I think honesty is good.
- D. Stories are fun to read.

2. Best way to combine: "Amina broke the jar. She felt worried."

- A. Amina broke the jar she felt worried.
- B. Amina. Broke. Jar. Worried.
- C. When Amina broke the jar, she felt worried about what to do.
- D. No change is needed.

3. Which sentence names the **OTHER SIDE** of the argument (**CREATURES: Understanding Others**)?

- A. Amina is a good person.
- B. Some might say Amina should stay quiet to avoid getting in trouble, but honesty matters more.
- C. The jar was blue.
- D. Honesty is the best.

4. In "Amina" and "The Good Citizen," which are proper nouns?

- A. truth and jar
- B. story and reason
- C. claim and side
- D. Amina and The Good Citizen

5. Which precise word signals the **OTHER SIDE** in an argument?

- A. and
- B. also
- C. however
- D. so

Purpose: a quick, gradeable check of 3.12C(ii) / 3.11C(i): supporting with evidence and considering the other side.

Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Evidence

Correct: A

The correct sentence uses a story detail (Amina worrying) as proof. The others are general or opinions. Choosing a general statement shows evidence/opinion confusion : point back to the story.

2. Best combine

Correct: C

The correct answer joins the two with “when” and stays correct. The others are a run-on, fragments, or unchanged. Choosing “no change” : model “combine + keep correct.”

3. The other side

Correct: B

The correct sentence names what an opponent might say, then answers it (CREATURES: Understanding Others + Rebuttal). The others just agree or state facts. Choosing an agreement shows the student isn’t considering the counter : practice “Some might say..., but...”.

4. Proper nouns

Correct: D

“Amina” and “The Good Citizen” name a specific person and a specific title. The others are common nouns. Choosing common nouns : specific names/titles are proper.

5. Other-side signal

Correct: C

“however” signals a turn to the other side; “and/also/so” add or conclude. Choosing “and” : practice contrast signal words (however, but, some might say). opinion and naming the other side (CREATURES); Questions 2/4 : combining and proper nouns.

If several students miss the same question, Question 1 or 3 missed widely : reteach evidence vs. opinion and naming the other side (CREATURES); Questions 2/4 : combining and proper nouns.

Exemplars & Rubric

Prompt: “Add one piece of evidence from the story to your claim, then name what the other side”

4 “The story shows Amina worrying after the jar breaks, which proves honesty matters to her. Some might say she should stay quiet to avoid trouble, but telling the truth keeps her family's trust.””

SECURE · story evidence + names and answers the other side · RPLD: Independent 3 “In the story Amina feels worried, so honesty matters to her.” · DEMONSTRATES · uses evidence, no counter yet · RPLD: Visible

2 “Honesty is important.”

DEVELOPING · a general statement, not story evidence · RPLD: Emergent · Next: point to a detail in the story 1 “Amina.” · BEGINNING · no evidence · RPLD: Foundational · Next: find one story detail that supports the claim

Which rubric applies? The four-point Targeted Evidence Scale scores the evidence + counter. Proper- noun editing is scored on the Standards Sweep tracking sheet.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Prove it from the STORY. What does Amina do or feel that shows honesty matters?”

SAY

SAY

“Strong arguers also think about the other side: ‘Some might say..., but...’.”

► Have students point to a story detail, then say one sentence starting “Some might say...” before writing.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 4 · Own & Defend: Argumentative ECR The independent argument

CLUSTER 6 · MODULE 4 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Write a complete argumentative ECR: a claim, reasons, evidence, and a significant ending: then check spelling.
STANDARDS	3.12C(i-ii) argumentative ECR 3.11B(i-iii) develop 3.11D(xxxii) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND a full argument (CREATURES).
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating argumentative ECR (claim : reasons : evidence : significance).

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on organizing and finishing an argument.

Path B

: Application Artifact Student writes the full argument: claim, two reasons, evidence, and a significant ending.

Path C

: Choice Demonstration Student may plan-then-write or dictate-then-write: same target, same scoring.

Grade the target, not everything. This is the cluster's anchor evidence. Score the full argumentative

Multiple-Choice Check

Five questions on this module's target: organizing the argument, a significant ending, and

Crash

Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside. As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke. Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened. Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly. Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to." Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility." Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean. Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard." Amina felt proud. She had made a mistake, but her honesty helped make things right. (Paired with "The Good Citizen.")

Grade 3, Cluster 6 (Scope & Sequence). Writing a claim (decision + because + reasons).

1. Which is the BEST significant ending for the argument?

- A. That's the end of my argument.
- B. I hope you agree with me.
- C. Amina is a name in a story.
- D. Telling the truth was the right choice because honesty keeps the trust that friendships and families depend on.

2. Which sentence does NOT belong in an argumentative ECR?

- A. Amina should tell the truth.
- B. This story has a blue cover and nice pictures.
- C. Honesty keeps her family's trust.
- D. The story shows Amina worrying.

3. Which sentence is spelled correctly?

- A. Amina should tell the truth becuase honesty is important.
- B. Amina should tell the truth because honisty is importent.
- C. Amina should tell the truth because honesty is important.
- D. Amina shoud tell the truth because honesty is important.

4. Which sentence has correct subject-verb agreement?

- A. Her reasons support the claim clearly.
- B. Her reasons supports the claim clearly.
- C. Her reasons is support the claim clearly.
- D. Her reasons supporting the claim clearly.

5. Which order BEST organizes an argumentative ECR?

- A. Just a list of facts.
- B. A claim, reasons with evidence, and a significant ending.
- C. One sentence with no reason.
- D. The ending first, then random facts.

Purpose: a quick, gradeable check of 3.12C(ii) / 3.11D(xxxii): organizing and finishing an argumentative response.

Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Significant ending

Correct: D

The correct ending restates the claim and gives it significance (why honesty matters). The others just stop or plead. Choosing “the end”/“I hope you agree” : model endings that show significance (CREATURES: Significance).

2. Does not belong

Correct: B

A note about the book's cover doesn't argue anything. The others are claim, reason, or evidence. Missing it : practice keeping only claim/reasons/evidence in an argument.

3. Correct spelling

Correct: C

This sentence spells “because,” “honesty,” and “important” correctly. The others misspell them. Repeated misses : a high-frequency spelling sweep (11D(xxxii)).

4. Subject-verb agreement

Correct: A

“support” agrees with the plural subject “reasons.” The others use wrong forms. Wrong verb form : agreement practice (11D(i)).

5. Best organization

Correct: B

The argument shape is claim : reasons + evidence : significant ending. The distractors are a list, one sentence, or backwards. Choosing a list : require a claim-first plan before drafting. on 1 or 5 : reteach argument structure (claim : reasons : significance) before the anchor ECR; miss on 3 : a spelling sweep.

If several students miss the same question, This is the pre-assessment check. Widespread misses on 1 or 5 : reteach argument structure (claim : reasons : significance) before the anchor ECR; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Should Amina have told the truth about breaking the jar? Write a full argument: claim,”

4 “Amina should have told the truth about breaking the jar. First, honesty keeps her family’s trust, which matters more than avoiding trouble. The story shows Amina worrying after the jar breaks, which proves she knows the truth is important. Some might say she should stay quiet, but hiding it would only make things worse. Telling the truth was the right choice because honesty is what friendships and families depend on.”
SECURE · claim + reasons + evidence + counter + significant ending (CREATURES) · RPLD: Independent

3 “Amina should tell the truth because honesty keeps trust. In the story she feels worried, which shows it matters. Telling the truth is the right choice.”
DEMONSTRATES · claim + a reason + evidence + short ending · RPLD: Visible

2 “Amina should tell the truth because it is good.”
DEVELOPING · claim + weak reason; no evidence · RPLD: Emergent · Next: add a reason that backs it + story evidence 1 “Amina broke a jar.” · BEGINNING · a fact, no argument · RPLD: Foundational · Next: decide a side + declare the WHY

Which rubric applies? The four-point Targeted Evidence Scale scores this anchor argumentative ECR: the cluster’s strongest single piece of evidence, and the score to record if you take a Cluster 6 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“This is your full argument. State your claim, give reasons with evidence from the story, and finish with a

SAY

SAY

“Remember CREATURES: Claim, Reasons, Evidence... all the way to Significance. Declare the WHY and

► Give a plan box (claim / reason 1 / reason 2 / evidence / significance). Independent write; conference after the

“ ” = say word-for-word · ► = teacher direction (do not read aloud)