

T H E W R I T I N G A C A D E M Y ®

Assessment Companion

Grade 4 · Cluster 6

Argument (Choose a Side)

Passage: A Day That Changed

Grade 4 Assessment Companion: Cluster 6

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Module 1 · Choose a Side, Write a Claim Take a position on the prompt

C L U S T E R 6 · M O D U L E 1 · M O D U L E A S S E S S M E N T M A P

What to Assess This Week

ASSESSMENT TARGET	Choose a side on the prompt and write a clear claim the passages can support.
STANDARDS	4.12C(i) compose argument 4.11B develop an idea 4.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE a side and build a claim.
EVIDENCE TYPE	Daily Learning Artifact: one clear claim that takes a side and can be defended from the texts.

Three Ways to Gather the Evidence

Path A

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

Path B

: Application Artifact Student chooses a side and writes a claim the passage can support.

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 takes a clear side AND can be

Multiple-Choice Check

Five questions on this module's target: taking a side and writing a claim.

A Day That Changed

Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school. By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this. But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked. Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain. "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours." Jayden thought about how different the morning had been. "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers." After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

Grade 4, Cluster 6 (Scope & Sequence). Students choose a side and write a clear claim that gives the reasons behind it, supported by evidence.

1. What must a claim do?

- A. List every fact in the passage.
- B. Take a clear side that the writer will defend with reasons.
- C. Ask the reader a question.
- D. Repeat the prompt word for word.

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

- A. Weather changes a lot.
- B. I can't decide about weather or climate.
- C. Texas has four regions.
- D. Understanding climate is more important than daily weather because it helps people plan for the long term.

3. Which claim can the passage best **DEFEND?**

- A. Knowing the climate helps people prepare for the usual weather over time.
- B. Weather never changes at all.
- C. Climate means today's forecast.
- D. Texas has no climate.

4. How is a claim different from a fact?

- A. They are exactly the same.
- B. A claim is always shorter.
- C. A claim takes a side you can argue; a fact simply states what is true.
- D. A fact always has reasons.

5. Which sentence has correct subject-verb agreement?

- A. Climate describes the usual weather over time.
- B. Climate describe the usual weather over time.
- C. Climate describing the usual weather over time.
- D. Climate were describe the usual weather over time.

Answer Key & Error Analysis

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

1. What a claim does**Correct: B**

A claim takes a side defended with reasons. The others confuse it with a summary, a question, or the prompt. Picking “list every fact” : reteach “a claim takes a side.”

2. Strongest claim**Correct: D**

The correct claim takes a side and gives a reason. The others are a fact, an undecided sentence, or off-topic. Choosing the “can't decide” option : practice committing to a side.

3. Defensible claim**Correct: A**

A claim the passage supports (climate helps people prepare). The others contradict the text. Choosing a false claim : the claim must be one the text can defend.

4. Claim vs. fact**Correct: C**

A claim can be argued; a fact just states truth. The distractors are false or backwards. Choosing “the same” : contrast a fact with a side you must prove.

5. Subject-verb agreement**Correct: A**

“describes” agrees with the singular subject “Climate.” The others use wrong forms. Wrong verb : singular- subject agreement practice. a defensible side before adding reasons.

If several students miss the same question, Questions 1 or 3 missed widely : more work choosing a defensible side before adding reasons.

Exemplars & Rubric

Prompt: “Choose a side and write a claim: Is it more important to understand climate or daily”

4 *“Understanding climate is more important than understanding daily weather because climate reveals the usual pattern over time, which helps people plan ahead.”*

SECURE · clear side + a reason; defensible · RPLD: Independent 3 “Understanding climate is more important because it helps people plan.” · DEMONSTRATES · clear claim, general reason · RPLD: Visible 2 “Weather and climate are different.” · DEVELOPING · a fact, not a claim · RPLD: Emergent · Next: choose a side 1 “Weather.” · BEGINNING · a topic only · RPLD: Foundational · Next: model choosing a side

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 take a side AND be defensible.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Choose a side, then declare it. Is it more important to understand climate or daily weather: and why?”

SAY

SAY

“‘Weather and climate are different’ is a fact. ‘Understanding climate matters more’ is a claim you can

► Have students state a side aloud and check: “Can the passage defend this?” before writing.

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

Module 2 · Give Reasons Reasons that back the side

C L U S T E R 6 · M O D U L E 2 · M O D U L E A S S E S S M E N T M A P

What to Assess This Week

ASSESSMENT TARGET	Add logical reasons that support the claim.
STANDARDS	4.12C(i) reasons for a position 4.11C(ii) word choice
RPLD STAGE THIS WEEK	Visible: students CHOOSE logical reasons for their side.
EVIDENCE TYPE	Daily Learning Artifact: a claim + one logical reason that 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 logical reason to their claim and explains why it fits.
- 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 logically supports the side: a reason

Multiple-Choice Check

Five questions on this module's target: reasons that support the side.

A Day That Changed

Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school. By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this. But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked. Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain. "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours." Jayden thought about how different the morning had been. "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers." After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

Grade 4, Cluster 6 (Scope & Sequence). Students choose a side and write a clear claim that gives the reasons behind it, supported by evidence.

1. Which reason BEST supports the claim that climate matters more than daily weather?

- A. Weather can be sunny.
- B. Texas is large.
- C. Climate shows the usual pattern over time, so people can plan what to grow or build.
- D. Clouds are white.

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

- A. Weather forecasts appear on television.
- B. Climate helps farmers plan for the season.
- C. Climate shapes what jobs a region has.
- D. Climate patterns last a long time.

3. Which reason is most CONVINCING?

- A. I just think climate is better.
- B. Because.
- C. Everyone knows that.
- D. Because climate stays steady over years, communities can prepare for it.

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

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

5. Which sentence pairs a claim with a logical reason?

- A. Weather is on TV.
- B. Texas has regions.
- C. It rained last week.
- D. Climate matters more because it reveals the pattern people rely on.

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 side (planning over time). The others are facts, not reasons. Choosing a fact : ask “does this back the claim?”

2. NOT a logical reason

Correct: A

Where forecasts appear doesn't support the claim. The others do. Missing it : test each reason against the claim.

3. Most convincing

Correct: D

A reason tied to an effect (communities can prepare) convinces. The others are empty. Choosing an empty reason : give a real, logical WHY.

4. Precise word

Correct: B

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

5. Claim + reason

Correct: D

This sentence pairs a claim with a reason (a pattern people rely on). The others state facts only. Choosing a fact : require the “because” + reason. fact; Question 3 : reasons tied to a real effect.

If several students miss the same question, Question 1 or 2 missed widely : reteach reason vs. fact; Question 3 : reasons tied to a real effect.

Exemplars & Rubric

Prompt: “Add one logical reason to your claim, and explain why it supports it.” 4.12C(i) 4.12C(i)

4 “Understanding climate matters more because it reveals the usual pattern over years, and that steadiness lets people plan what to grow, how to build, and what jobs a region can support.”

SECURE · a reason that clearly backs the claim + explanation · RPLD: Independent 3 “Understanding climate matters more because it helps people plan ahead.” · DEMONSTRATES · a logical reason, light explanation · RPLD: Visible

2 “Understanding climate matters more because weather changes.”

DEVELOPING · reason doesn't clearly back the side · RPLD: Emergent · Next: “how does that support my side?” 1 “Climate matters more.” · 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 logically back the claim.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“A logical reason holds up your side. Ask: does this really support that climate matters more?”

SAY

SAY

“‘Because weather changes’ isn’t enough. ‘Because climate stays steady so people can plan’ is a real reason.”

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

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

Module 3 · Prove It With Evidence Text proof for the reason

CLUSTER 6 · MODULE 3 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Support the reason with text evidence, then combine and edit.
STANDARDS	4.12C(ii) support with evidence 4.11C(i) combine 4.11D(ix) proper nouns
RPLD STAGE THIS WEEK	Independent: students SHOW evidence and
EVIDENCE TYPE	Daily Learning Artifact: one piece of text evidence that proves the reason.

Three Ways to Gather the Evidence

Path A

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

Path B

: Application Artifact Student adds one detail from the text that proves the reason.

Path C

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

Grade the target, not everything. Grade whether the evidence comes from the text and proves the

Multiple-Choice Check

Five questions on this module's target: proving the reason and building the chain.

A Day That Changed

Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school. By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this. But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked. Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain. "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours." Jayden thought about how different the morning had been. "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers." After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

Grade 4, Cluster 6 (Scope & Sequence). Students choose a side and write a clear claim that gives the reasons behind it, supported by evidence.

1. Which sentence uses EVIDENCE from the text to support the reason?

- A. The passage explains that climate is the usual pattern of weather over a long time.
- B. Weather is interesting.
- C. I think climate is better.
- D. Texas is far away.

2. Best way to combine: "Weather changes fast. Climate stays steady."

- A. Weather changes fast climate stays steady.
- B. Weather. Fast. Climate. Steady.
- C. Weather changes fast, but climate stays steady over time.
- D. No change is needed.

3. What completes a strong claim : reason : evidence chain?

- A. A claim and nothing else.
- B. A claim, a logical reason, and text evidence that proves it.
- C. A reason with no claim.
- D. Only a fact.

4. In "Jayden" and "Texas," what kind of nouns are these?

- A. Common nouns: they name general things.
- B. Verbs: they show action.
- C. Adjectives: they describe.
- D. Proper nouns: they name a specific person and place.

5. In "the usual pattern," which word is a singular noun?

- A. the
- B. usual
- C. pattern
- D. slowly

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 points to the text (climate = usual pattern over time). The others are general or opinions. Choosing a general statement : point back to the text.

2. Best combine**Correct: C**

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

3. Complete chain**Correct: B**

A full chain is claim : reason : evidence. The distractors are missing parts. Choosing an incomplete option : require all three.

4. Proper nouns**Correct: D**

“Jayden” and “Texas” name a specific person and place : proper nouns. The others are wrong types. Choosing another type : specific names are proper.

5. Singular noun**Correct: C**

“pattern” names one thing. “the” is an article; “usual” describes; “slowly” is an adverb. Choosing a non-noun : sort words into noun vs. not-a-noun. the complete chain; Questions 2/4 : combining and proper nouns.

If several students miss the same question, Questions 1 or 3 missed widely : reteach evidence + the complete chain; Questions 2/4 : combining and proper nouns.

Exemplars & Rubric

Prompt: “Add one piece of text evidence that proves your reason, completing a claim : reason :”

4 “*Claim: Understanding climate matters more. Reason: it lets people plan over time. Evidence: the passage explains that climate is the usual pattern of weather over a long time: which is exactly what people can prepare for.*”

SECURE · a complete claim : reason : evidence chain · RPLD: Independent

3 “*Climate matters more because it helps people plan, and the passage says climate is the usual pattern over time.*”

DEMONSTRATES · claim + reason + a light evidence · RPLD: Visible 2 “Climate matters more because weather changes.”
· DEVELOPING · claim + reason; no text evidence · RPLD: Emergent · Next: add a detail from the passage 1 “Climate is a pattern.” · BEGINNING · a fact, no chain · RPLD: Foundational · Next: build claim : reason : evidence

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

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Now prove it. Find a detail in the passage that shows your reason is true.”

SAY

SAY

“A complete chain has all three: your Claim, your Reason, and Evidence from the text.”

► Have students label claim, reason, and evidence in their own sentences before combining.

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

Module 4 · Own & Defend: Full Argument The independent argumentative ECR

C L U S T E R 6 · M O D U L E 4 · M O D U L E A S S E S S M E N T M A P

What to Assess This Week

ASSESSMENT TARGET	Write a complete argument: claim, reasons, and evidence, with a conclusion: then check spelling.
STANDARDS	4.12C(i-ii) argumentative ECR 4.11B develop 4.11D(xxxv) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND a full argument.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating argumentative ECR (claim : reasons : evidence : conclusion).

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, reasons, evidence, and a conclusion.

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 argument on

Multiple-Choice Check

Five questions on this module's target: organizing the argument and spelling.

A Day That Changed

Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school. By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this. But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked. Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain. "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours." Jayden thought about how different the morning had been. "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers." After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

Grade 4, Cluster 6 (Scope & Sequence). Students choose a side and write a clear claim that gives the reasons behind it, supported by evidence.

1. Which is the BEST conclusion for this argument?

- A. That's the end of my argument.
- B. I hope you agree with me.
- C. Texas is a place.
- D. Because climate reveals a steady pattern people can plan for, understanding it matters more than knowing any single day's weather.

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

- A. Climate is the usual pattern over time.
- B. Honestly, weather reports are kind of boring to watch.
- C. Climate helps people plan ahead.
- D. The passage explains the difference.

3. Which sentence is spelled correctly?

- A. Climate is the usual wether pattern over a long time.
- B. Climate is the usual weather pattern over a long tyme.
- C. Climate is the usual weather pattern over a long time.
- D. Climite is the usual weather pattern over a long time.

4. Which sentence has correct subject-verb agreement?

- A. Climate patterns help communities prepare.
- B. Climate patterns helps communities prepare.
- C. Climate patterns is help communities prepare.
- D. Climate patterns helping communities prepare.

5. Which order BEST organizes an argument?

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

Answer Key & Error Analysis

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

1. Best conclusion

Correct: D

The correct conclusion restates the claim with its reason. The others just stop, plead, or name a place. Choosing “the end” : model conclusions that restate the claim.

2. Does not belong

Correct: B

An opinion that reports are boring isn't an argument. The other three are claim/reason/evidence. Missing it : keep only claim, reasons, and evidence.

3. Correct spelling

Correct: C

This sentence spells “climate,” “weather,” and “time” correctly. The others misspell them. Repeated misses : a spelling sweep (11D(xxxv)).

4. Subject-verb agreement

Correct: A

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

5. Best organization

Correct: B

The argument shape is claim : reasons : evidence : conclusion. The distractors are a list, one sentence, or backwards. Choosing a list : require a claim-first plan. on 1 or 5 : reteach the argument structure; 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 the argument structure; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Is it more important to understand climate or daily weather? Write a full argument.”

4 “Understanding climate is more important than knowing daily weather. First, climate reveals the usual pattern of weather over a long time, so people can plan. The passage explains that while weather changes quickly, climate stays steady over years. This steadiness is why farmers, builders, and whole communities depend on climate to prepare. Because it guides long-term choices, understanding climate matters more than any single day’s forecast.”

SECURE · claim + reasons + evidence + conclusion · RPLD: Independent

3 “Understanding climate matters more because it stays steady and helps people plan. The passage says climate is the usual pattern over time, which proves it.”

DEMONSTRATES · claim + reason + evidence + ending · RPLD: Visible

2 “Climate matters more because weather changes.”

DEVELOPING · claim + weak reason; no evidence · RPLD: Emergent · Next: add a reason that fits + text evidence 1
“Weather changes.” · BEGINNING · a fact, no argument · RPLD: Foundational · Next: choose a side + give a reason

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, and prove them with evidence from the passage: then conclude.”

SAY

SAY

“Choose a side and defend it: Claim, Reasons, Evidence.”

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

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