

T H E W R I T I N G A C A D E M Y ®

Assessment Companion

Grade 5 · Cluster 6

ECR: Argumentative

Passage: A Voice in the Community

Grade 5 Assessment Companion: Cluster 6

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Module 1 · Decision Prompts: Claim, Reasons, and Evidence

Decide, then defend with evidence

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	Write a claim that answers a decision prompt and support it with reasons and evidence.
STANDARDS	5.11B(ii) paired 5.11C(i) word choice 5.11C(vii-viii) compare 5.12C(i-ii) argumentative 5.12D(i) decision
RPLD STAGE THIS WEEK	Emergent to Visible: students NOTICE how a decision prompt asks them to take a side.
EVIDENCE TYPE	Daily Learning Artifact: a claim answering a decision prompt.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on decision prompts.

Path A : Application Artifact

Student writes a claim that answers the decision prompt.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the claim answers the decision prompt and the reason supports it.

Multiple-Choice Check

Five questions on decision prompts and claims.

A Voice in the Community

"A Voice in the Community." In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time. (Paired with "A Gift that Welcomed Millions," about a 1907 immigrant's arrival at the Statue of Liberty.)

Grade 5, Cluster 6 (Scope & Sequence). Students write argumentative ECRs with decision prompts using the CREATURES framework.

1. The decision prompt asks: "Should every citizen take part in civic life?" Which is a CLAIM?

- A. Civic life exists.
- B. Every citizen should take part in civic life because community decisions affect everyone.
- C. Some people vote.
- D. Laws are written.

2. Which evidence BEST supports this claim?

- A. The passage states that when citizens speak up, communities become stronger and fairer.
- B. People live in communities.
- C. Voting happens on Tuesday.
- D. Meetings are held indoors.

3. Which sentence shows the STRONGEST thinking?

- A. History demonstrates that civic participation strengthens communities by giving everyone a voice in decisions that affect daily life.
- B. Civic stuff matters.
- C. People do things in communities.
- D. Laws are about rules and things.

4. Which word is spelled correctly?

- A. participashun
- B. participacion
- C. participation
- D. participasion

5. Which sentence has correct subject-verb agreement?

- A. Citizens participates in civic life.
- B. Citizens participate in civic life.
- C. Citizens participating in civic life.
- D. Citizens was participate in civic life.

Purpose: a quick, gradeable check of 5.11B(ii) paired. 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. Claim

Correct: B

The claim takes a position (every citizen should participate). The others are facts.

2. Evidence

Correct: A

The evidence directly supports the claim.

3. Strongest thinking

Correct: A

"demonstrates that civic participation strengthens" is precise.

4. Spelling

Correct: C

"participation" is correct.

5. Agreement

Correct: B

"participate" agrees with plural "citizens."

Questions 1 or 2 missed widely: practice writing claims that answer decision prompts.

Exemplars & Rubric

Prompt: "Write a claim that answers the decision prompt: "Should every citizen take part in civic life?" Support it with evidence." 5.12C(i)

4 *"Every citizen should take part in civic life because community decisions affect everyone, and history shows that when people speak up, their communities become stronger and fairer."*

SECURE: claim + reason + evidence · RPLD: Independent

3 *"Yes, citizens should take part because it helps communities."*

DEMONSTRATES: claim + reason, lighter · RPLD: Visible

2 *"Civic life is important."*

DEVELOPING: fact, not a claim · RPLD: Emergent · Next: answer the decision prompt

1 *"Community."*

BEGINNING: topic only · RPLD: Foundational · Next: model a claim

This four-point scale scores the claim answering the decision prompt.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"A decision prompt asks you to CHOOSE. Take a side, then prove it."

SAY

"'Civic life is important' is a fact. 'Every citizen should participate because...' is a claim."

► Students read the decision prompt, take a side, write a claim, add evidence.

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

Module 2 · Coherent Argument and Thinking

Make the argument flow

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	Connect the claim, reasons, and evidence into a coherent argument.
STANDARDS	5.11B(i-v) structure 5.11C(ix-x) develop 5.12C(i-ii) argumentative 5.12D(i) decision
RPLD STAGE THIS WEEK	Visible: students CONNECT their argument.
EVIDENCE TYPE	Daily Learning Artifact: two connected reasons with evidence.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on coherent arguments.

Path A : Application Artifact

Student writes two connected reasons.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the reasons connect to the claim.

Multiple-Choice Check

Five questions on coherent argument building.

A Voice in the Community

"A Voice in the Community." In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time. (Paired with "A Gift that Welcomed Millions," about a 1907 immigrant's arrival at the Statue of Liberty.)

Grade 5, Cluster 6 (Scope & Sequence). Students write argumentative ECRs with decision prompts using the CREATURES framework.

1. Which transition BEST connects a reason to the claim?

- A. However
- B. One key reason is that
- C. But
- D. Instead

2. Which sentence uses the STRONGEST language?

- A. Community participation ensures that rules reflect everyone's needs, not just those of a few.
- B. People do stuff.
- C. It matters.
- D. Things happen.

3. Which revision UPGRADES "People should help"?

- A. People should really help.
- B. People should do stuff.
- C. Citizens should actively participate in civic decisions because their voices shape the rules that govern daily life.
- D. People should help more.

4. Which sentence is spelled correctly?

- A. Comunity desicions affect evryone.
- B. Community decisions affect everyone.
- C. Communety decishuns afect evrywon.
- D. Communitie decisians affect evreone.

5. Which sentence correctly uses a comma after an introductory clause?

- A. When citizens speak up communities improve.
- B. When citizens speak up, communities improve.
- C. When, citizens speak up communities improve.
- D. When citizens, speak up communities improve.

Purpose: a quick, gradeable check of 5.11B(i-v) structure. 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. Transition

Correct: B

"One key reason is that" introduces a supporting reason.

2. Strongest language

Correct: A

"ensures that rules reflect everyone's needs" is precise.

3. Upgrade

Correct: C

The upgrade names the specific action and reason.

4. Spelling

Correct: B

"Community," "decisions," "affect," and "everyone" are correct.

5. Comma

Correct: B

A comma follows the introductory clause.

Questions 1 or 2 missed widely: practice connecting reasons to claims.

Exemplars & Rubric

Prompt: "Write two reasons that support your claim, with evidence from the passage." 5.12C(ii)

4 "One key reason citizens should participate is that community decisions affect everyone's daily life. The passage shows that voting, attending meetings, and volunteering shape rules that govern neighborhoods. Another reason is that history proves participation works; when citizens speak up, communities become stronger and fairer."

SECURE: two connected reasons + evidence · RPLD: Independent

3 "People should participate because decisions affect them. Also, speaking up helps."

DEMONSTRATES: two reasons, lighter · RPLD: Visible

2 "Civic life matters."

DEVELOPING: no connected reasons · RPLD: Emergent · Next: name two specific reasons

1 "Voting."

BEGINNING: topic only · RPLD: Foundational · Next: model a reason

This four-point scale scores the connected reasons.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"Connect each reason back to your claim. The argument should flow like a river, not scatter like raindrops."

SAY

"Each reason needs evidence. Without it, a reason is just another claim."

► Students write two reasons with evidence, then check the connection.

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

Module 3 · Understanding, Rebuttal, Ending, and Significance

Complete the argument

C L U S T E R 6 · M O D U L E 3 · 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	Address the counterargument, write a rebuttal, and conclude with significance.
STANDARDS	5.11B(i-v) structure 5.11C(i-x) develop 5.12C(i-ii) argumentative
RPLD STAGE THIS WEEK	Independent: students ADDRESS counterarguments and conclude.
EVIDENCE TYPE	Daily Learning Artifact: counterargument + rebuttal + conclusion.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on rebuttals and conclusions.

Path A : Application Artifact

Student writes a counterargument, rebuttal, and conclusion.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the rebuttal addresses the counterargument and the conclusion states significance.

Multiple-Choice Check

Five questions on rebuttals and conclusions.

A Voice in the Community

"A Voice in the Community." In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time. (Paired with "A Gift that Welcomed Millions," about a 1907 immigrant's arrival at the Statue of Liberty.)

Grade 5, Cluster 6 (Scope & Sequence). Students write argumentative ECRs with decision prompts using the CREATURES framework.

1. Which sentence acknowledges an opposing view?

- A. Everyone should participate.
- B. Some people may feel that their voice does not make a difference because one person seems too small to change a system.
- C. Participation is easy.
- D. Everyone agrees.

2. Which is a strong REBUTTAL?

- A. No.
- B. However, the passage shows that when citizens speak up together, communities become stronger, proving that every voice contributes to change.
- C. That is wrong.
- D. I disagree.

3. Which concluding sentence states significance?

- A. The end.
- B. I liked the passage.
- C. Because civic participation gives people the power to shape fair rules, it is one of the most important rights a citizen has.
- D. Participation exists.

4. Which word is spelled correctly?

- A. signifigance
- B. significanse
- C. significance
- D. signifcence

5. Which sentence correctly uses an apostrophe?

- A. The citizen's voice matters.
- B. The citizens voice matters.
- C. The citizen's's voice matters.
- D. The citizens' voice matters's.

Purpose: a quick, gradeable check of 5.11B(i-v) structure. 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. Opposing view

Correct: B

The correct sentence names what someone else might think.

2. Rebuttal

Correct: B

The rebuttal uses evidence to counter the opposing view.

3. Conclusion

Correct: C

The conclusion states lasting significance.

4. Spelling

Correct: C

"significance" is correct.

5. Apostrophe

Correct: A

The singular possessive is correct.

Questions 1 or 2 missed widely: practice acknowledging the other side.

Exemplars & Rubric

Prompt: “Write a counterargument, rebuttal, and conclusion for your argumentative ECR.” 5.12C(ii)

4 *“Some may argue that one person’s voice cannot change a whole community. However, the passage proves that when citizens speak up together, communities become stronger and fairer. Because civic participation gives people the power to shape the rules they live by, it is one of the most important rights a citizen has.”*

SECURE: counterargument + rebuttal + conclusion · RPLD: Independent

3 *“Some think it does not matter, but the passage shows speaking up helps. That is why participation is important.”*

DEMONSTRATES: lighter · RPLD: Visible

2 *“People should help.”*

DEVELOPING: no counterargument or conclusion · RPLD: Emergent · Next: name the other side

1 *“Help.”*

BEGINNING: not a rebuttal · RPLD: Foundational · Next: model the pattern

This four-point scale scores the counterargument + rebuttal + conclusion.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

“Address the OTHER side, then respond with evidence. End by telling the reader WHY it matters.”

SAY

“Some may argue...’ ‘However, the passage shows...’ ‘Because...it matters.”

► Students write all three sections; conference after.

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

Module 4 · The Full Decision-Prompt Argumentative ECR

The independent argumentative response

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 argumentative ECR that answers a decision prompt.
STANDARDS	5.12C(i-ii) argumentative 5.12D(i) decision 5.11B structure 5.11D(xxix) spelling
RPLD STAGE THIS WEEK	Independent to Reflective: students OWN the full argument.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating argumentative ECR.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on the full ECR.

Path A : Application Artifact

Student writes the full argumentative ECR.

Path C : Choice Demonstration

Same target, same scoring.

This is the cluster's anchor evidence. Reward precise thinking.

Multiple-Choice Check

Five questions on the full argumentative ECR.

A Voice in the Community

"A Voice in the Community." In many communities across the United States, people have chances to take part in civic life. This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws. These actions can happen at the local, state, or national level, and they can affect how a community changes over time. (Paired with "A Gift that Welcomed Millions," about a 1907 immigrant's arrival at the Statue of Liberty.)

Grade 5, Cluster 6 (Scope & Sequence). Students write argumentative ECRs with decision prompts using the CREATURES framework.

1. Which is the BEST concluding sentence?

- A. The end.
- B. I hope you agree.
- C. Communities exist.
- D. Because civic participation ensures that rules are fair and communities are strong, every citizen has both the right and the responsibility to speak up.

2. Which sentence does NOT belong?

- A. Citizens shape rules by participating.
- B. My favorite sport is soccer.
- C. Speaking up makes communities fairer.
- D. Voting gives citizens a voice.

3. Which sentence is spelled correctly?

- A. The responsibilty is importent.
- B. The responsibility is important.
- C. The responsibillity is importint.
- D. The responsibilitee is importent.

4. Which sentence has correct subject-verb agreement?

- A. Communities becomes stronger.
- B. Communities become stronger.
- C. Communities becoming stronger.
- D. Communities was become stronger.

5. Which order BEST organizes a decision-prompt argumentative ECR?

- A. Random opinions.
- B. A claim answering the prompt, reasons with evidence, a rebuttal, and a conclusion.
- C. One sentence.
- D. The rebuttal first.

Purpose: a quick, gradeable check of 5.12C(i-ii) argumentative. 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 conclusion

Correct: D

The conclusion restates the claim and states significance.

2. Does not belong

Correct: B

A sport preference is irrelevant.

3. Spelling

Correct: B

"responsibility" and "important" are correct.

4. Agreement

Correct: B

"become" agrees with plural "communities."

5. Organization

Correct: B

Decision-prompt ECR: claim, reasons, rebuttal, conclusion.

This is the anchor check. Widespread misses: reteach decision-prompt structure.

Exemplars & Rubric

Prompt: “Should every citizen take part in civic life? Write an argumentative ECR using evidence from both passages.” 5.12C(i-ii)

4 *“Every citizen should take part in civic life because the decisions a community makes affect everyone. The passage explains that voting, attending meetings, and volunteering shape the rules that govern daily life. When citizens speak up, communities become stronger and fairer. Some may argue that one voice does not matter, but the passage proves that voices working together create real change. Because civic participation gives people the power to shape fair rules, every citizen has both the right and the responsibility to speak up.”*
SECURE: full decision-prompt ECR · RPLD: Independent

3 *“Yes, citizens should participate because decisions affect everyone. Speaking up helps. That is why it matters.”*
DEMONSTRATES: claim + reasons + conclusion, lighter · RPLD: Visible

2 *“People should help their community.”*
DEVELOPING: general · RPLD: Emergent · Next: answer the decision prompt + add evidence

1 *“Community.”*
BEGINNING: does not answer · RPLD: Foundational · Next: plan claim + reasons

This four-point scale scores the anchor argumentative ECR.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

“Answer the decision prompt with a clear claim. Give reasons, address the other side, and conclude.”

SAY

“Make every sentence count. Argue with evidence, not just opinions.”

► Give a plan box. Independent write; conference after.

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