

5th Grade — Clusters at a Glance

Teach BIG® Writing Curriculum • The Writing Academy®, LLC • Grade 5

A year-at-a-glance view of all Grade 5 clusters, their response genres, and the four-module instructional arc.

CLUSTER	OVERARCHING IDEA	MODULES	MAIN FOCUS OF EACH MODULE
Prepare <i>Genre Selection & Personal Narrative</i>	Writers identify the writing job, then choose a response genre and planning strategy that fit the topic, purpose, and audience.	M1 - The Writing Job Comes Before the Format M2 - Purpose and Audience Change the Response M3 - Choose the Route and the Planning Strategy M4 - Independent Genre Decision and Transfer	Use the Genre Compass to identify topic, purpose, and audience before selecting a response genre. See how the same topic leads to different writing choices when the job or audience changes. Select a genre route and a planning strategy: brainstorming, freewriting, or mapping. Make, defend, revise, edit, and transfer an independent genre decision.
Cluster 1 <i>Short Constructed Response (SCR)</i>	Students develop a precise WHY or HOW SCR through thinking levels, a strong thesis, CSI evidence, and explanation.	M1 - Understanding and Upgrading Thinking Levels M2 - TOPIC, CHARGE, and ANSWER M3 - Using Evidence to Support Thinking M4 - Writing the Explanation Sentence	Upgrade WHY and HOW responses with precise language and deeper explanation. Build a thesis that matches the WHAT, WHY, or HOW writing job. Choose and introduce evidence that passes CSI. Explain what the evidence means and why it matters.
Cluster 2 <i>Informative ECR - TREE</i>	Students grow an informative ECR from a shaped prompt through thesis, reasons or ways, CSI evidence, and explanation.	M1 - TREE Model and Prompt Analysis M2 - Strong Thesis Statements M3 - Reason/Way Branch and Baskets M4 - Evidence Branch with CSI	Shape a sentence-statement prompt and identify the reason or process/way it requires. Build a thesis from the Noun of Importance, Verb of Importance, and an original answer. Magnify, group, and narrow ideas into focused body-paragraph directions. Select specific evidence, explain what it supports, and infer its meaning.

Cluster 3 <i>Informative ECR through Poetry & Drama</i>	Students use poetry and drama to build a full informative ECR about conflict, rights, fairness, voice, and evidence.	M1 - Building the Full ECR M2 - Hidden WHY and HOW Prompt Clues M3 - Magnifying WHY Reasons M4 - Proving Reasons	Connect prompt, thesis, reasons or ways, CSI evidence, explanation, and TREES response work. Find clue words and align a thesis to the true prompt job. Narrow many possible ideas into three distinct, connected topic sentences. Build reason-to-evidence-to-explanation proof chains with signal markers and CSI.
Cluster 4 <i>Argumentative ECR - CREATURES</i>	Students build an evidence-based argument that develops from a C-R-E foundation into a complete CREATURES response.	M1 - Claim, Reasons, and Evidence M2 - Argument and Thinking M3 - Understanding Others and Rebuttal M4 - Ending, Significance, and Full CREATURES	Build a defensible argument foundation from claim, logical reasons, and relevant evidence. Turn correct parts into one coherent line of reasoning. Represent another viewpoint fairly and answer it with evidence. Finish a complete argument with a purposeful ending and Bluebird Moment.
Cluster 5 <i>Paired-Passage Informative ECR</i>	Students synthesize a nonfiction and historical-fiction pair, balancing source evidence and controlling the whole paper.	M1 - Balanced Evidence Across Paired Passages M2 - HOW Responses: Similarities, Differences, Relationships M3 - Building a Conclusion That Finishes the Thinking M4 - Color Coding the Exemplar and Controlling the Whole Paper	Use evidence from both texts to establish a shared, defensible explanation. Explain how two texts connect, differ, and develop a related idea. Close with R1 restatement, R2 evidence reference, and R3 Bluebird reflection. Use color-coded sentence jobs to revise structure, coherence, and source balance.

Cluster 6 <i>Argumentative Correspondence - CREATURES</i>	Students apply CREATURES in an evidence-based, audience-aware argumentative letter with a genuine request for information.	M1 - Decision Prompts, Claim, Reasons, Evidence M2 - Coherent Argument and Thinking M3 - Understanding, Rebuttal, Ending, Significance M4 - Full CREATURES for a Real Audience	Choose a defensible side and establish the C-R-E foundation. Use transitions, facts, and explanation to build a purposeful line of argument. Complete the U-R-E-S moves of CREATURES. Craft, revise, and edit an argumentative letter for an authentic or simulated audience.
Cluster 7 <i>Narrative Writing & Poetry - TRAILS / LEAVES</i>	Students use narrative and poetic craft to explore voice, informed decisions, evidence, and responsible change.	M1 - NOTICE, QUESTION, SPEAK M2 - Voices and Responses M3 - Evidence Can Change the Story M4 - Informed Voices Create Responsible Change	Develop setting, a meaningful topic or experience, and an informed question. Develop relationship, action, thought, dialogue, emotion, and voice. Create an Important Moment, show a Lasting Effect, and use artistic language and sound. Use full TRAILS and LEAVES to revise a meaningful narrative or poem.
Cluster 8 <i>Monthlong Cumulative Research Paper</i>	Students synthesize research to explain how challenges, questions, evidence, choices, actions, consequences, and revision create change.	M1 - Challenge and Question M2 - Evidence and Choice M3 - Action, Consequence, and Revision M4 - Synthesis and Publication	Turn a noticed problem into a focused research question and Body Paragraph 1. Compare evidence, evaluate explanations, and develop Body Paragraph 2. Study effects, viewpoints, and whether a change improved the situation in Body Paragraph 3. Organize evidence into a complete research paper, revise, edit, and present.