

# Cluster 6, Module 3: Week 27

The Writing Academy, LLC  
Randi Whitney

3rd Grade Weekly Pacing Guide | Completing the Argumentative Paper with CREATURES | ECR: Argumentative

**Essential Question:** How can a writer combine all the parts of an argument into one complete, convincing paper?

**Passages:** "Crash" and "The Good Citizen" (High Stamina)

**TEKS:** 3.11B(i), 3.11B(ii), 3.11B(iii), 3.12C(i), 3.12C(ii); Editing: 3.11D (i), (vi), (viii), (xxxii); Spiral: 3.7A-G

**ELPS:** 4(C)(ii), 4(D)(i)-(iii), 4(E)(i)-(ii), 4(F)(i) | **Framework:** CREATURES, HABIT

| Strand                                                                | Monday                                                                                                                                                                           | Tuesday                                                                                                                | Wednesday                                                                                                                | Thursday                                                                                                                                           | Friday                                                                                                                       |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADUATE Lesson</b><br>(15 min/day)                                | <b>G R</b> Gather + Reveal<br>Introduce CREATURES and model Amina.<br><a href="#">TLP p. 118</a><br><a href="#">Deck Slide 1</a>                                                 | <b>A</b> Attempt<br>Assemble the card argument.<br><a href="#">TLP p. 118</a>                                          | <b>D U</b> Discuss + Use<br>Discuss connections and draft.<br><a href="#">TLP p. 119</a>                                 | <b>A T</b> Award + Target<br>Recognize and revise.<br><a href="#">TLP p. 119</a>                                                                   | <b>E</b> Educate + Explain<br>Teach the skill and complete the transfer.<br><a href="#">TLP p. 120</a>                       |
| <b>Reading Passage*</b>                                               | Read aloud the passage. DOT unfamiliar words.<br><a href="#">Passage text (TLP p. 116)</a>                                                                                       | Guided practice with the passage. Mark key vocabulary.<br><a href="#">Passage text (TLP p. 116)</a>                    | Return to passages for discussion and independent practice.<br><a href="#">Passage text (TLP p. 116)</a>                 | Reread for evidence: identify key details and connections.<br><a href="#">Passage text (TLP p. 116)</a>                                            | Apply passage evidence to the writing assignment. Exit ticket.<br><a href="#">Passage text (TLP p. 116)</a>                  |
| <b>Writing*</b><br>(Student Workbook)                                 | Gather + Reveal: Tuesday<br><a href="#">Workbook p. 114</a>                                                                                                                      | Attempt: BUILD-A-CREATURE<br><a href="#">Workbook p. 153</a>                                                           | Discuss + Use: Evidence, thinking, and order<br><a href="#">Workbook p. 158</a>                                          | Award + Target: Recognize and revise<br><a href="#">Workbook p. 160</a>                                                                            | Explain/Educate: Turn and Teach<br><a href="#">Workbook p. 161</a>                                                           |
| <b>Standards Block</b><br>(20 min: 4 Triplets)                        | Writing Wk 27 Triplet 1<br>Editing Wk 27 Triplet 1<br><a href="#">Writing Slides</a><br><a href="#">Editing Slides</a>                                                           | Writing Wk 27 Triplet 2<br>Editing Wk 27 Triplet 2<br><a href="#">Writing Slides</a><br><a href="#">Editing Slides</a> | Writing Wk 27 Triplet 3<br>Evidence Wk 27 Triplet 1<br><a href="#">Writing Slides</a><br><a href="#">Evidence Slides</a> | Writing Wk 27 Triplet 4<br>Evidence Wk 27 Triplet 2<br><a href="#">Writing Slides</a><br><a href="#">Evidence Slides</a>                           | Editing Wk 27 Triplet 3-4<br>Evidence Wk 27 Triplet 3-4<br><a href="#">Editing Slides</a><br><a href="#">Evidence Slides</a> |
| <b>Writing Workout</b><br>(optional)                                  | Introduce thesis (central idea) building with the passage prompt.<br><a href="#">Check MATE</a>                                                                                  | Practice thesis (central idea) with a second prompt.<br><a href="#">Check MATE</a>                                     | Select evidence from the passage to support a thesis (central idea).<br><a href="#">Evidence Detective</a>               | Main idea thinking levels with passage content.<br><a href="#">OnRAMP</a>                                                                          | DEEP FACTS explanation for the writing assignment.<br><a href="#">Explanation Station</a>                                    |
| <b>Stations / Small Group</b><br>(optional)                           | Set up station rotation for the week. Introduce four stations.<br><a href="#">Station Rotation Guide</a>                                                                         | Correct It station / Prove It station (rotation begins).<br><a href="#">Correct It</a><br><a href="#">Prove It</a>     | Shape It station / Create It station.<br><a href="#">Shape It</a><br><a href="#">Create It</a>                           | Continue rotations. Teacher pulls small group for reteaching.<br><a href="#">Station Rotation Guide</a>                                            | Complete all stations. Finish drafts in stations if needed.<br><a href="#">Print All Four Stations</a>                       |
| <b>Assessment / Check the Learning</b><br>(per district requirements) | Embedded Check: oral analysis (listen for key skill identification).<br><a href="#">TLP p. 118</a>                                                                               | Practice accuracy check; guided application review.<br><a href="#">TLP p. 118</a>                                      | Day 3 Practice: independent application with accuracy check.<br><a href="#">Cluster 6 Assessment</a>                     | Identified strength, next step, and reflection recorded.<br><a href="#">TLP p. 119</a>                                                             | Day 5 Exit Ticket + Module Writing Assignment.<br><a href="#">Cluster 6 Assessment</a><br><a href="#">WB p. 161</a>          |
| <b>Home Connection</b>                                                | Send Family Letter home (English and Spanish). Introduce the week's focus. Conversation starters.<br><a href="#">Family Letter (TLP p. 94)</a><br><a href="#">Homework C6 M3</a> |                                                                                                                        | Family Activity: practice the week's skill at home with a real-world connection.<br><a href="#">TLP p. 95</a>            | Family Activity: discuss the passage topics. Connect learning to family experience.<br><a href="#">TLP p. 95</a><br><a href="#">Homework C6 M3</a> |                                                                                                                              |

\* Reading Passage and Student Workbook work happen within the 15 minutes of the GRADUATE Lesson.

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