

# Cluster 6, Module 3: Week 27

4th Grade Weekly Pacing Guide | Finishing the Argumentative Paper with CREATURES | ECR: Argumentative

The Writing Academy, LLC  
Randi Whitney

**Essential Question:** How do the parts of CREATURES work together to make an argumentative response clear, supported, logical, and meaningful?

**Passages:** "A Day That Changed" and "Understanding the Texas Regions" (High Stamina) **TEKS:** 4.11B(i), 4.11B(ii), 4.11B(iii), 4.11B(iv), 4.12C, 4.12C(i), 4.12C(ii), 4.12D(i); Editing: 4.11D (xxx); Spiral: 4.7A-G

**ELPS:** 1(E), 1(C), 2(E), 2(F), 3(E), 4(D), 4(E) | **Framework:** CREATURES, TREES

| Strand                                                                | Monday                                                                                                                                                                                                                              | Tuesday                                                                                                                                                                   | Wednesday                                                                                                                                                                                                                                             | Thursday                                                                                                                                                                                | Friday                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GRADUATE Lesson</b><br>(15 min/day)                                | <b>G R</b> Gather + Reveal<br>Gather claim-worthy ideas from both informational passages and reveal how the nine CREATURES jobs connect into one argumentative paper.<br><a href="#">TLP p. 140</a><br><a href="#">Deck Slide 1</a> | <b>A</b> Attempt<br>Grow one claim into three strong reasons and match evidence and Thinking to each reason.<br><a href="#">TLP p. 141</a><br><a href="#">Deck Slides</a> | <b>D U</b> Discuss + Use<br>Discuss why evidence and Thinking must fit, then independently build a compact CREATURES argument with a reasonable counterargument and respectful rebuttal.<br><a href="#">TLP p. 141</a><br><a href="#">Deck Slides</a> | <b>A T</b> Award + Target<br>Recognize accurate connections, revise for coherence, and strengthen Ending and Significance.<br><a href="#">TLP p. 142</a><br><a href="#">Deck Slides</a> | <b>E</b> Educate + Explain<br>Teach the complete framework to a partner, finish the argumentative paper, and deliver the argument as Argumentative Correspondence.<br><a href="#">TLP p. 143</a><br><a href="#">Deck Slides</a> |
| <b>Reading Passage*</b>                                               | Read aloud the passage. DOT unfamiliar words.<br>NOTICE/WONDER.<br><a href="#">Passage text (TLP p. 135)</a>                                                                                                                        | Return to passage for guided practice. Mark key evidence.<br><a href="#">Passage text (TLP p. 135)</a>                                                                    | Reread passage for discussion and independent application.<br><a href="#">Passage text (TLP p. 135)</a>                                                                                                                                               | Reread for evidence: identify key details and connections.<br><a href="#">Passage text (TLP p. 135)</a>                                                                                 | Apply passage evidence to the writing assignment. Exit ticket.<br><a href="#">Passage text (TLP p. 135)</a>                                                                                                                     |
| <b>Writing*</b><br>(Student Workbook)                                 | Gather + Reveal: Tuesday<br><a href="#">Workbook p. 120</a>                                                                                                                                                                         | Attempt: CREATURES BUILD-A-PAPER CHALLENGE CARDS<br><a href="#">Workbook p. 147</a>                                                                                       | Discuss + Use Again: I talk about what made a card combination strong or weak<br><a href="#">Workbook p. 154</a>                                                                                                                                      | Award + Target: I name the paper piece I am most proud of and set a goal<br><a href="#">Workbook p. 157</a>                                                                             | Explain to Others: I teach a partner the CREATURES framework in order<br><a href="#">Workbook p. 159</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 during Gather + Reveal.<br><a href="#">TLP p. 140</a>                                                                                                                                                 | Practice accuracy check: guided partner activity.<br><a href="#">TLP p. 141</a>                                                                                           | Day 3 independent application with accuracy check.<br><a href="#">Cluster 6 Assessment</a>                                                                                                                                                            | Identified strength, next step, and reflection recorded.<br><a href="#">TLP p. 142</a>                                                                                                  | Day 5 Exit Ticket + Module Writing Assignment.<br><a href="#">Cluster 6 Assessment</a><br><a href="#">WB p. 159</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. 111)</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. 112</a>                                                                                                                                        | Family Activity: discuss the passage topics. Connect learning to family experience.<br><a href="#">TLP p. 112</a><br><a href="#">Homework C6 M3</a>                                     |                                                                                                                                                                                                                                 |

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