

Good Morning Board: Grade 5, Cluster 4, Module 1

The Writing Academy | Building the Argumentative Foundation with Claim, Reasons, and Evidence

Day	GRADUATE Stage	Yesterday We Learned	Today We Will...	Passage(s)	Supplies	Quick Think	Thinking Level
1	Gather + Reveal	Last cluster, we mastered proof chains with reason, evidence, and explanation in informative ECRs.	Discover the CREATURES frame. Learn C-R-E: Claim, Reasons, and Evidence. Model a defensible claim.	"The Garden That Wouldn't Grow" and "Words That Changed a Nation"	Passage, Pencil, Highlighter	What makes a claim defensible instead of just an opinion?	Foundational
2	Attempt	We discovered the CREATURES frame and learned how Claim, Reasons, and Evidence build a foundation.	Listen and label Claim, Reason, and Evidence. Record CREATURE CASE BUILDER sets in the Interactive Notebook.	"The Garden That Wouldn't Grow" and "Words That Changed a Nation"	Passage, Pencil, Interactive Notebook	How is a reason different from a piece of evidence?	Emergent
3	Discuss + Use	We labeled Claim, Reason, and Evidence in examples and recorded CREATURE CASE BUILDER sets.	Complete My C-R-E Foundation. Write a claim, two reasons, and matching evidence from both passages.	"The Garden That Wouldn't Grow" and "Words That Changed a Nation"	Passage, Pencil, Workbook	Why do you need at least two reasons to build a strong argument?	Visible
4	Award + Target	We built a complete C-R-E foundation with a claim, two reasons, and matched evidence.	Judge the strongest evidence and revise a mismatched set. Set a precise revision target.	"The Garden That Wouldn't Grow" and "Words That Changed a Nation"	Passage, Pencil, Workbook	How do you know when evidence does not actually match the reason it is supposed to support?	Independent
5	Educate + Explain	We judged evidence quality and revised mismatched C-R-E sets with precise targets.	Explain the C-R-E foundation to a partner. Transfer to an opinion about the Declaration of Independence.	"The Garden That Wouldn't Grow" and "Words That Changed a Nation"	Passage, Pencil, Workbook, Exit ticket	How is building C-R-E for an argument similar to building a thesis (central idea) for an informative piece?	Reflective