

Good Morning Board: Grade 5, Cluster 6, Module 1

The Writing Academy | Decision Prompts: 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 used color coding to control whole-paper quality in paired-passages responses.	Meet the argumentative-correspondence cluster. State the signature habit. Model the C-R-E foundation for a real audience.	"A Voice in the Community" and "A Gift That Welcomed Millions"	Passage, Pencil, Highlighter	How is writing an argument for a real reader different from writing one for a test?	Foundational
2	Attempt	We met the argumentative-correspondence cluster and modeled the C-R-E foundation for a real audience.	Listen for a defensible C-R-E foundation, then build a claim, distinct reasons, and matched evidence with a partner.	"A Voice in the Community" and "A Gift That Welcomed Millions"	Passage, Pencil, Interactive Notebook	What makes reasons 'distinct' in an argument, and why does that matter?	Emergent
3	Discuss + Use	We listened for defensible C-R-E foundations and built claim, reasons, and evidence sets with partners.	Discuss why evidence matches a reason. Build a C-R-E response about reliable information before community decisions.	"A Voice in the Community" and "A Gift That Welcomed Millions"	Passage, Pencil, Workbook	Why should a community have reliable information before making an important decision?	Visible
4	Award + Target	We discussed evidence-reason alignment and built C-R-E responses about reliable community information.	Award a precise C-R-E move and target one next step. Revise reasoning for a real reader.	"A Voice in the Community" and "A Gift That Welcomed Millions"	Passage, Pencil, Workbook	What changes about your word choice when you know a real person will read your argument?	Independent
5	Educate + Explain	We awarded precise C-R-E moves and revised reasoning with a real reader in mind.	Apply the Grade 5 standards check, explain C-R-E to a partner, and transfer the argument into argumentative correspondence.	"A Voice in the Community" and "A Gift That Welcomed Millions"	Passage, Pencil, Workbook, Exit ticket	How does the standards check help you make sure your argument meets Grade 5 expectations?	Reflective