

THE WRITING ACADEMY®

Assessment Companion

Grade 3 · Cluster 5

Paired Passages

Passage: Henry Ford: Visionary of Travel

Grade 3 Assessment Companion: Cluster 5

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Module 1 · The Connecting Idea One idea that fits BOTH texts

CLUSTER 5 · MODULE 1 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Find the one central idea that fits BOTH passages: not just one of them.
STANDARDS	3.12B(i) central idea across two texts 3.11B(i) focused piece 3.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE the idea that connects both texts.
EVIDENCE TYPE	Daily Learning Artifact: a one-sentence connecting idea in the form “Both ____ because ____.”

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check: a fast grade of connecting-idea recognition.

Path B

: Application Artifact Student writes one connecting idea that fits BOTH Ford and Walton and names a detail from each.

Path C

: Choice Demonstration Student may map, say, or write the connecting idea: same target, same scoring.

Grade the target, not everything. Collect the connecting-idea sentence. Check that it fits BOTH texts,

Multiple-Choice Check

Five questions on this module's target: the paired-passage rule: one idea that fits BOTH texts.

Henry Ford: Visionary of Travel

Text 1: Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families. Before buying a car, many families had to preplan long trips because travel took much more time. In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one. Henry Ford also introduced a new way of building cars called the assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States. Text 2 ("Sam Walton: Visionary of Retail"): Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar. As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

Grade 3, Cluster 5 (Scope & Sequence). The paired-passage rule: one idea that fits BOTH texts.

1. Which idea fits BOTH passages?

- A. Henry Ford built cars.
- B. Sam Walton opened stores.
- C. Both men created solutions that helped everyday families.
- D. Cars and stores are different.

2. Which sentence connects the two texts correctly?

- A. Both Ford and Walton solved a problem that made life better for families.
- B. Ford built the Model T.
- C. Walton sold goods for less.
- D. Families like to shop.

3. A connecting idea must fit BOTH texts. Which does NOT?

- A. Both men helped everyday families.
- B. Both men solved a real problem.
- C. Both created something new and useful.
- D. Sam Walton opened Walmart to sell goods for less.

4. Which is the BEST connecting central idea for a paired-passage response?

- A. I like cars more than stores.
- B. Both Ford and Walton found new ways to make things families needed more affordable.
- C. Henry Ford lived long ago.
- D. Stores sell many things.

5. Which sentence has correct subject-verb agreement?

- A. Both men were problem-solvers.
- B. Both men was problem-solvers.
- C. Both men is problem-solvers.
- D. Both men be problem-solvers.

LCUBOTBOTHMENISPROBLEMSOLVERS1 · MULTIPLE-CHOICECHECK

Answer Key & Error Analysis

Purpose: a quick, gradeable check of 3.12B(i): finding the idea that connects two texts. Administration: ~10 minutes, depends on how many questions are asked. Scoring: 5 points (1 each). Answer Key & Error Analysis on the next page.

1. Connecting idea

Correct: C

The correct idea fits BOTH men (helping families). The others describe only one text or state a difference. Picking a one-text option shows the student isn't connecting : reteach "does this fit BOTH?"

2. Correct connection

Correct: A

The correct sentence names what both men did (solved a problem for families). The others are single-text facts or off-topic. Choosing a single-text fact : practice "one idea = two texts."

3. Does NOT fit both

Correct: D

The correct answer is true of only Walton: so it can't be the connecting idea. The others fit both. Missing it means the student accepts a one-text idea as the connection : test every idea against BOTH texts.

4. Best connecting idea

Correct: B

The correct idea captures what both did (made things affordable). The distractors are an opinion, a one-text fact, and an off-topic statement. Picking the opinion signals opinion/informational confusion : contrast "I like..." with "Both found..."

5. Subject-verb agreement

Correct: A

"were" agrees with the plural subject "men." The others use singular or non-standard forms. Wrong verb : practice plural-subject agreement. connecting ideas that fit BOTH texts before drafting the paired ECR.

If several students miss the same question, Questions 1 or 3 missed widely : more work on connecting ideas that fit BOTH texts before drafting the paired ECR.

Exemplars & Rubric

Prompt: “Write one connecting idea that fits BOTH Henry Ford and Sam Walton. Use the frame”

4 *“Both Henry Ford and Sam Walton helped everyday families because each one found a new way to make something they needed more affordable.”*

SECURE · one idea that clearly fits BOTH texts · RPLD: Independent 3 “Both men helped families because they solved problems.” · DEMONSTRATES · connects both, slightly general · RPLD: Visible

2 *“Henry Ford built cars and Sam Walton opened stores.”*

DEVELOPING · names both but states no connecting idea · RPLD: Emergent · Next: “what is ONE idea for both?” 1 “Henry Ford built cars.” · BEGINNING · one text only · RPLD: Foundational · Next: model finding an idea that fits both

Which rubric applies? This four-point Targeted Evidence Scale scores the connecting-idea response. The Multiple-Choice Check uses its own 5-point key. The paired-passage target: the idea must fit BOTH texts.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“A paired-passage answer needs ONE idea that fits BOTH texts. What is one thing that is true of Henry Ford

SAY

SAY

“Use the frame: ‘Both ____ because ____.’ If your idea only fits one of them, it isn’t the connection yet.”

► Draw two circles (Ford, Walton) that overlap; the connecting idea goes in the middle. Give think time before

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 2 · Evidence From BOTH Texts One detail from each

CLUSTER 5 · MODULE 2 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Choose relevant evidence from EACH passage: one detail from Ford and one from Walton: to support the connecting idea.
STANDARDS	3.12B(ii) support with details from both 3.11C(ii) word choice
RPLD STAGE THIS WEEK	Visible: students CHOOSE one relevant detail from EACH text.
EVIDENCE TYPE	Daily Learning Artifact: one detail from Text 1 + one detail from Text 2 that both support the connecting idea.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on choosing evidence from both texts.

Path B

: Application Artifact Student underlines one supporting detail in each passage and labels which text it came from.

Path C

: Choice Demonstration Student may highlight, chart, or list one detail per text: same target, same scoring.

Grade the target, not everything. Grade whether the student pulls one RELEVANT detail from

Multiple-Choice Check

Five questions on this module's target: pulling one relevant detail from EACH passage.

Henry Ford: Visionary of Travel

Text 1: Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families. Before buying a car, many families had to preplan long trips because travel took much more time. In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one. Henry Ford also introduced a new way of building cars called the assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States. Text 2 ("Sam Walton: Visionary of Retail"): Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar. As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

Grade 3, Cluster 5 (Scope & Sequence). The paired-passage rule: one idea that fits BOTH texts.

1. Which detail from Text 1 (Ford) supports the connecting idea?

- A. Cars have four wheels.
- B. Ford's Model T made cars affordable for everyday families.
- C. Ford was a person.
- D. Roads can be long.

2. Which detail from Text 2 (Walton) supports the connecting idea?

- A. Stores have doors.
- B. Walton had a name.
- C. Shopping carts roll.
- D. Walton opened Walmart to sell goods for less so families could afford them.

3. A paired-passage answer needs evidence from BOTH texts. Which pair does that?

- A. Two details about Ford only.
- B. Two details about Walton only.
- C. One detail about Ford's affordable cars AND one about Walton's lower prices.
- D. No details, just an opinion.

4. Which detail does NOT belong as evidence for the connecting idea?

- A. Some families take road trips in the summer.
- B. Ford made cars families could afford.
- C. Walton made goods families could afford.
- D. Both helped everyday families.

5. Which precise word best completes: “Both men ____ a problem for everyday families”?

- A. did
- B. had
- C. went
- D. solved

CLUSTER 5 · MODULE 2 · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

Purpose: a quick, gradeable check of 3.12B(ii): choosing relevant evidence from BOTH texts. Administration: ~10 minutes, dependent on the number of questions. Scoring: 5 points (1 each). Answer Key & Error Analysis on the next page.
Not just the right answer, what a wrong choice reveals, and what to do about it.

1. Evidence from Text 1

Correct: B

The Ford detail (affordable Model T) supports the shared idea. The others are generic or off-topic. Choosing a generic detail : practice pulling the detail that proves the connecting idea.

2. Evidence from Text 2

Correct: D

The Walton detail (lower prices) supports the shared idea. The others are generic or off-topic. Choosing a generic detail : same practice, Text 2.

3. Evidence from BOTH

Correct: C

A paired answer needs one detail from EACH text. The distractors use only one text or none. Choosing a one-text pair shows the student isn't meeting the paired rule : require one detail per text.

4. Does not belong

Correct: A

A summer-road-trips aside isn't evidence for the shared idea. The others all support it. Missing it : test each detail against the connecting idea.

5. Precise verb

Correct: D

“solved” names exactly what both men did; “did/had/went” are vague. Choosing a vague verb : trade a general verb for a precise one. passage evidence rule (one detail from EACH text); Questions 1-2 : relevant-detail practice per text.

If several students miss the same question, Question 3 missed widely : reteach the paired- passage evidence rule (one detail from EACH text); Questions 1-2 : relevant-detail practice per text.

Exemplars & Rubric

Prompt: “Give one detail from EACH passage that supports your connecting idea.” 3.12B(ii) 3.12B(ii)

4 “From Text 1, Ford’s Model T made cars affordable for families. From Text 2, Walton’s Walmart sold goods for less. Both details show the men helped everyday families.”

SECURE · one relevant detail from EACH text, tied to the idea · RPLD: Independent 3 “Ford made cars cheaper and Walton made goods cheaper.” · DEMONSTRATES · a detail from each, lightly connected · RPLD: Visible 2 “Ford made the Model T and it was a car.” · DEVELOPING · evidence from one text only · RPLD: Emergent · Next: add a detail from the OTHER text 1 “There were cars and stores.” · BEGINNING · no clear evidence from either text · RPLD: Foundational · Next: find one detail in each passage

Which rubric applies? The four-point Targeted Evidence Scale scores this evidence artifact. The paired rule: one detail from EACH text: is the target. The MC Check keeps its 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Prove your idea from BOTH texts. Give me one detail about Ford AND one detail about Walton.”

SAY

SAY

“Label them: ‘From Text 1...’ and ‘From Text 2...’ so we can see you used both.”

► Have students point to one detail in each passage before writing. Two texts, two pieces of evidence.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 3 · Connect & Explain Tie the two texts together

CLUSTER 5 · MODULE 3 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Explain HOW the two texts connect, organize the response, and edit nouns.
STANDARDS	3.11B(i) structured piece 3.11C(i) combine 3.11D(vi)/(ix) nouns
RPLD STAGE THIS WEEK	Independent: students SHOW and OWN the connection and structure.
EVIDENCE TYPE	Daily Learning Artifact: one sentence explaining how the two texts connect + one combined sentence.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on explaining the connection, combining, and editing nouns.

Path B

: Application Artifact Student writes a sentence explaining how the two ideas connect and combines two short sentences.

Path C

: Choice Demonstration Student may use strips, a chart, or writing: same target, same scoring.

Grade the target, not everything. Grade whether the student EXPLAINS the connection (not just

Multiple-Choice Check

Five questions on this module's target: connecting the texts, combining, and noun editing.

Henry Ford: Visionary of Travel

Text 1: Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families. Before buying a car, many families had to preplan long trips because travel took much more time. In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one. Henry Ford also introduced a new way of building cars called the assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States. Text 2 ("Sam Walton: Visionary of Retail"): Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar. As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

Grade 3, Cluster 5 (Scope & Sequence). The paired-passage rule: one idea that fits BOTH texts.

1. Which sentence best EXPLAINS how the two texts connect?

- A. Both men connect because each one found a new way to make life more affordable for families.
- B. Ford is in Text 1 and Walton is in Text 2.
- C. There are two texts.
- D. Cars and stores both exist.

2. Best way to combine: "Ford helped families. Walton helped families."

- A. Ford helped families Walton helped families.
- B. Ford. Walton. Families helped.
- C. Both Ford and Walton helped families by making things more affordable.
- D. No change is needed.

3. Which sentence uses a transition to connect the texts?

- A. Ford and then Walton and stuff.
- B. Like Ford, Walton also solved a problem for everyday families.
- C. Two texts and also families.
- D. Ford Walton families problem.

4. In "everyday families," which word is a common noun?

- A. everyday
- B. the
- C. because
- D. families

5. In “Henry Ford” and “Sam Walton,” what kind of nouns are these?

A. Common nouns: they name general people.

B. Verbs: they show action.

C. Proper nouns: they name specific people.

D. Adjectives: they describe.

Answer Key & Error Analysis

Purpose: a quick, gradeable check of 3.11B(i) / 3.11C(i) / 3.11D: explaining the connection, combining, and editing nouns.

Administration: 10 minutes; independent; Scoring: 5 points (each); Answer Key & Error Analysis on the next page.

1. Best explanation

Correct: A

The correct sentence explains WHY the texts connect (both made life affordable). The others just note there are two texts. Choosing a “there are two texts” option shows listing, not explaining : model “they connect because...”.

2. Best combine

Correct: C

The correct answer joins the two into one idea correctly. The others are a run-on, fragments, or unchanged. Choosing “no change” : model “combine two into one connected idea.”

3. Transition

Correct: B

“Like Ford, Walton also...” links the two texts. The distractors are vague or ungrammatical. Choosing a vague option : practice comparison transitions (like, also, both).

4. Common noun

Correct: D

“families” names general people (common noun). “everyday” is an adjective; “the/because” aren’t nouns. Choosing a non-noun : sort words into noun vs. not-a-noun.

5. Proper nouns

Correct: C

“Henry Ford” and “Sam Walton” name specific people, so they’re proper nouns. Choosing “common nouns” shows proper/common confusion : specific names are proper. EXPLAINING the connection (not just listing both); Questions 4-5 : noun practice before Module 4.

If several students miss the same question, Questions 1 or 3 missed widely : reteach EXPLAINING the connection (not just listing both); Questions 4-5 : noun practice before Module 4.

Exemplars & Rubric

Prompt: “In one sentence, explain HOW the two texts connect. Then combine two short sentences”

4 “The two texts connect because both Henry Ford and Sam Walton found new ways to make what families needed more affordable: Ford with cars and Walton with everyday goods.”

SECURE · explains the connection and names both · RPLD: Independent 3 “Both men connect because they both helped families afford things.” · DEMONSTRATES · explains the connection, lighter detail · RPLD: Visible

2 “Ford is in one text and Walton is in the other.”

DEVELOPING · lists both but doesn’t explain the connection · RPLD: Emergent · Next: “they connect because…” frame 1 “There are two texts.” · BEGINNING · no connection explained · RPLD: Foundational · Next: model one connecting sentence

Which rubric applies? The four-point Targeted Evidence Scale scores this connection artifact. Noun editing is scored on the Standards Sweep tracking sheet.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Don’t just say there are two texts: EXPLAIN how they connect. They connect because…”

SAY

SAY

“Use a linking word: ‘Like Ford, Walton also…’ shows the reader you’re tying the texts together.”

► Model one connecting sentence aloud, then have students write their own and circle every proper noun.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 4 · Own & Defend: Paired ECR The independent paired-passage response

C L U S T E R 5 · M O D U L E 4 · M O D U L E A S S E S S M E N T M A P

What to Assess This Week

ASSESSMENT TARGET	Write a complete paired-passage ECR: a connecting idea, evidence from BOTH texts, an explanation of the connection, and a conclusion: then check spelling.
STANDARDS	3.12B(i-iii) paired informational ECR 3.11B(i-iii) develop 3.11D(xxxii) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND a connected two-text response.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating paired-passage ECR (this cluster is ECR Paired Passages).

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on organizing a paired-passage response.

Path B

: Application Artifact Student writes the full paired ECR: connecting idea + one detail from each text + explanation + conclusion.

Path C

: Choice Demonstration Student may plan-then-write or dictate-then-write: same target, same scoring.

Grade the target, not everything. This is the cluster's anchor evidence. Score the full paired ECR on

Multiple-Choice Check

Five questions on this module's target: organizing, connecting, and spelling in a full paired

Henry Ford: Visionary of Travel

Text 1: Henry Ford was an American inventor and businessman who helped change the way people traveled and worked. He was born in 1863 on a farm in Michigan. When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools. As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines. At that time, most people traveled by horse and wagon. Cars were very rare and very expensive, so only a few people could afford them. Henry Ford believed that cars should be available for everyday families. Before buying a car, many families had to preplan long trips because travel took much more time. In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one. Henry Ford also introduced a new way of building cars called the assembly line. Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive. Because of Henry Ford's ideas, cars became more common and travel became easier for many people. Dusty roads connected many towns, and cars helped people travel across them more quickly. His inventions and new ways of building products helped change transportation and industry in the United States. Text 2 ("Sam Walton: Visionary of Retail"): Sam Walton grew up during a difficult time in American history. He was born in 1918, and as a child he watched his family work hard during the Great Depression. Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money. These experiences taught him an important lesson: families needed ways to stretch every dollar. As Sam grew older, he became very interested in how stores worked. After college, he took a job at a retail store and carefully observed how customers shopped. He noticed something that bothered him. Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.

Grade 3, Cluster 5 (Scope & Sequence). The paired-passage rule: one idea that fits BOTH texts.

1. Which is the BEST conclusion for a paired-passage response?

- A. That's all about the two texts.
- B. I liked both stories.
- C. Ford and Walton are names.
- D. Because both Ford and Walton solved real problems, they each made everyday families' lives better.

2. Which sentence does NOT belong in a paired informational ECR?

- A. Ford made cars affordable.
- B. Henry Ford is way more important than Sam Walton.
- C. Walton made goods affordable.
- D. Both helped everyday families.

3. Which sentence is spelled correctly?

- A. Both men helped everyday families afford what they needed.
- B. Both men helppped everyday familys afford what they needed.
- C. Both men helped everyday familes afford what they needed.
- D. Both men helpd everyday families aford what they needed.

4. A strong paired-passage answer must...

- A. use only the first text.
- B. use only the text you liked.
- C. use evidence from BOTH texts and explain the connection.
- D. use no evidence at all.

5. Which order BEST organizes a paired-passage ECR?

- A. Just a list of facts from one text.
- B. Connecting idea, one detail from each text, an explanation, and a conclusion.
- C. One sentence about one man.
- D. The conclusion first, then random facts.

Cluster 5 Form 100 Pond Farm · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

Purpose: a quick, gradeable check of 3.12B(iii) / 3.11D(xxxii): organizing and finishing a paired-passage response.

Administration: 10 minutes; independent. Scoring: 5 points (4 each), Answer Key & Error Analysis on the next page.

1. Best conclusion

Correct: D

The correct conclusion restates the connection and its meaning. The others just stop, give an opinion, or name the men. Choosing “that’s all”/opinion : model conclusions that restate the connection.

2. Does not belong

Correct: B

The correct answer is an opinion comparing the men, which doesn’t belong in an informational ECR. The others inform. Missing it : practice opinion vs. informational in a paired response.

3. Correct spelling

Correct: A

This sentence spells “helped,” “families,” and “afford” correctly; the others misspell them. Repeated misses : a high-frequency spelling sweep (11D(xxxii)).

4. Paired requirement

Correct: C

A paired answer must use BOTH texts and explain the connection. The distractors use one text or none. Choosing a one-text option : reteach the paired rule: one answer = two texts.

5. Best organization

Correct: B

The paired ECR shape is idea : a detail from each : explanation : conclusion. The distractors use one text, are too short, or backwards. Choosing a one-text option : require a paired plan before drafting. on 4 or 5 : reteach the paired-passage structure before the anchor ECR; miss on 3 : a spelling sweep.

If several students miss the same question, This is the pre-assessment check. Widespread misses on 4 or 5 : reteach the paired-passage structure before the anchor ECR; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Explain how Henry Ford and Sam Walton were alike. Use one detail from EACH text”

4 “Henry Ford and Sam Walton were alike because both found new ways to help everyday families. In Text 1, Ford’s Model T made cars affordable so families could travel. In Text 2, Walton’s Walmart sold goods for less so families could afford what they needed. Both men solved a real problem, and each one made life better for ordinary families.”

SECURE · connecting idea + a detail from EACH text + explanation + conclusion · RPLD: Independent

3 “Both men helped families. Ford made cars cheaper and Walton made goods cheaper. They both made life better.”

DEMONSTRATES · uses both texts, thinner explanation · RPLD: Visible 2 “Henry Ford made the Model T and it helped people.” · DEVELOPING · one text only; no connection · RPLD: Emergent · Next: add the other text + a connecting idea 1 “They were alike.” · BEGINNING · no evidence or explanation · RPLD: Foundational · Next: plan idea + one detail per text

Which rubric applies? The four-point Targeted Evidence Scale scores this anchor paired ECR: the cluster’s strongest single piece of evidence. It must use BOTH texts; that is the score to record if you take a Cluster 5 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“This is your paired-passage response. Give one connecting idea, one detail from EACH text, explain the

SAY

SAY

“Remember the rule: one answer = two texts. If you only used one, you’re not done yet.”

► Give a paired plan box (connecting idea / Text 1 detail / Text 2 detail / conclusion). Independent write;

“ ” = say word-for-word · ► = teacher direction (do not read aloud)