

THE WRITING ACADEMY®

Assessment Companion

Grade 3 · Prepare

Prepare

Passage: The Mystery of the Traveling Shell

Grade 3 Assessment Companion: Prepare

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Module 1 · Plan a First Draft Get ready before you write

C L U S T E R Prepare · M O D U L E 1 · 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	Plan a first draft by choosing genre, topic, purpose, and audience.
STANDARDS	3.11A(i) plan a first draft (genre, topic, purpose, audience) 3.11D(i) sentences + agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE and build a writing plan.
EVIDENCE TYPE	Daily Learning Artifact: a plan naming genre, topic, purpose, and audience for one piece.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check: a fast grade of planning choices.

Path B

: Application Artifact Student writes a short plan: genre, topic, purpose, and audience for a story about the shell.

Path C

: Choice Demonstration Student may fill a plan chart, say it, or write it: same target, same scoring.

Grade the target, not everything. Collect the plan (genre / topic / purpose / audience). This is the

Multiple-Choice Check

Five questions on this module's target: planning before writing.

The Mystery of the Traveling Shell

Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell. "That's strange," she whispered. "Why would a seashell be here?" The label said the shell had been found at Poverty Point, far from the ocean. Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?" Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland. Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said. Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place. Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away. "One traveling object could be an accident," Emsy thought. "But several objects from distant places make a pattern." She wrote one last question in her notebook: Why would people bring these things so far? The answer was scarcity. People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places. Emsy smiled and wrote her final claim: The seashell probably reached Poverty Point through long-distance trade.

Grade 3, Prepare (Scope & Sequence). Planning before writing.

1. What should a writer plan BEFORE writing a first draft?

- A. Only the last sentence.
- B. Just the title's color.
- C. The genre, topic, purpose, and audience.
- D. Nothing: start writing.

2. Which is the BEST topic for a story about this passage?

- A. The mystery of how a seashell traveled to the museum.
- B. Seashells are white.
- C. Museums have cases.
- D. I like the beach.

3. Which genre fits a made-up story about Emsy solving the mystery?

- A. A list of facts.
- B. A set of directions.
- C. A thank-you note.
- D. A narrative (realistic fiction) story.

4. Who is the AUDIENCE if Emsy's story will be read by her class?

- A. No one at all.
- B. Her classmates and teacher.
- C. Only Emsy herself.
- D. The museum's front door.

5. Which sentence has correct subject-verb agreement?

- A. Emsy plans her story before she writes.
- B. Emsy plan her story before she writes.
- C. Emsy planning her story before she writes.
- D. Emsy were plan her story before she writes.

Purpose: a quick, gradeable check of 3.11A(i): planning a first draft (genre, topic, purpose, audience). Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Plan first**Correct: C**

A writer plans genre, topic, purpose, and audience first. The others are too small or skip planning. Choosing “start writing” shows the student skips planning : model naming all four before drafting.

2. Best topic**Correct: A**

A topic is a focused subject to write about (the mystery). The others are a fact, a detail, or an opinion. Choosing a fact/opinion : practice narrowing to a focused topic.

3. Genre**Correct: D**

A made-up story is a narrative (realistic fiction). The distractors are a list, directions, or a note. Choosing a non-narrative : match the form to the purpose (to tell a story).

4. Audience**Correct: B**

The audience is who will read it: her classmates and teacher. The others aren't an audience. Choosing “no one” : identify the real reader before writing.

5. Subject-verb agreement**Correct: A**

“plans” agrees with the singular subject “Emsy.” The others use wrong forms. Wrong verb : singular-subject agreement practice. genre/topic/purpose/audience before drafting.

If several students miss the same question, Questions 1 or 3 missed widely : more work naming genre/topic/purpose/audience before drafting.

Exemplars & Rubric

Prompt: “Make a plan for a story about the traveling shell: name the genre, topic, purpose, and”

4 “Genre: realistic-fiction narrative. Topic: how the seashell traveled to the museum. Purpose: to tell an interesting mystery story. Audience: my classmates.”

SECURE · all four planning parts, clear and matched · RPLD: Independent 3 “I will write a story about the shell for my class.” · DEMONSTRATES · genre + topic + audience, purpose implied · RPLD: Visible 2 “A story about a shell.” · DEVELOPING · topic only; no purpose or audience · RPLD: Emergent · Next: add purpose + audience 1 “A shell.” · BEGINNING · a topic word only · RPLD: Foundational · Next: model naming all four parts of a plan

Which rubric applies? This four-point Targeted Evidence Scale scores the writing plan. The Multiple-Choice Check uses its own 5-point key. A strong plan names all four parts.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Before we write, we PLAN. Name four things: your genre, your topic, your purpose, and your audience.”

SAY

SAY

“Genre is the kind of writing, topic is what it's about, purpose is why you're writing, and audience is who will

► Give a plan box with four labeled lines (genre / topic / purpose / audience). Fill one together before students

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

Module 2 · Narrative Basics Characters, setting, and a problem

C L U S T E R Prepare · M O D U L E 2 · 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	Identify the parts of a narrative: character, setting, and problem: and choose precise words.
STANDARDS	3.12A(i) narrative characteristics 3.11C(ii) word choice
RPLD STAGE THIS WEEK	Visible: students CHOOSE the parts of a story and precise words.
EVIDENCE TYPE	Daily Learning Artifact: the character, setting, and problem named + one vague word made precise.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on narrative parts and precise words.

Path B

: Application Artifact Student names the character, setting, and problem, and revises one vague word.

Path C

: Choice Demonstration Student may chart, say, or write the story parts: same target, same scoring.

Grade the target, not everything. Grade whether the student names the three story parts and

Multiple-Choice Check

Five questions on this module's target: the parts of a narrative and precise word choice.

The Mystery of the Traveling Shell

Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell. “That’s strange,” she whispered. “Why would a seashell be here?” The label said the shell had been found at Poverty Point, far from the ocean. Emsy pulled out her notebook. “Mystery number one: How did this shell travel so far?” Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland. Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. “That is much too far for a shell to roll by itself,” she said. Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place. Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away. “One traveling object could be an accident,” Emsy thought. “But several objects from distant places make a pattern.” She wrote one last question in her notebook: Why would people bring these things so far? The answer was scarcity. People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places. Emsy smiled and wrote her final claim: The seashell probably reached Poverty Point through long-distance trade.

Grade 3, Prepare (Scope & Sequence). Planning before writing.

1. Who is the CHARACTER in the passage?

- A. The seashell.
- B. Emsy.
- C. The museum.
- D. The ocean.

2. Where is the SETTING?

- A. At the beach.
- B. In a car.
- C. On a farm.
- D. At a museum, beside a display case.

3. What is the PROBLEM (the mystery) that starts the story?

- A. Emsy wonders how a seashell traveled far from the ocean to the museum.
- B. Emsy is hungry.
- C. The museum is closed.
- D. Emsy lost her shoe.

4. Which word most precisely completes: “Emsy ____ beside the display case”?

- A. was
- B. did
- C. knelt
- D. went

5. Which detail belongs in this narrative?

- A. My birthday is in June.
- B. Cars need gas.
- C. The cafeteria serves pizza.
- D. Emsy leaned closer to study the smooth white shell.

Purpose: a quick, gradeable check of 3.12A(i) / 3.11C(ii): identifying narrative parts and precise words. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Character

Correct: B

Emsy is the person the story is about: the character. The others are objects or places. Choosing an object : a character is usually a person or animal who acts.

2. Setting

Correct: D

The setting is where it happens: the museum. The others aren't in the passage. Choosing an off-passage place : point to where the passage happens.

3. Problem

Correct: A

The mystery (how the shell traveled) is the problem that drives the story. The others aren't in the passage. Choosing an invented problem : find the problem the passage actually raises.

4. Precise verb

Correct: C

“knelt” names exactly what Emsy did; “was/did/went” are vague. Choosing a vague verb : trade for a precise action word.

5. Detail that belongs

Correct: D

Studying the shell fits the story. The others are off-topic asides. Choosing an off-topic aside : keep details connected to the story. narrative (character/setting/problem); Question 4 : precise verbs.

If several students miss the same question, Questions 1-3 missed widely : reteach the parts of a narrative (character/setting/problem); Question 4 : precise verbs.

Exemplars & Rubric

Prompt: “Name the character, setting, and problem in the passage, then improve one vague”

4 “The character is Emsy. The setting is a museum, beside a display case. The problem is that Emsy wonders how a smooth white seashell traveled so far from the ocean, and she decides to investigate.”
 SECURE · all three parts named clearly + precise words · RPLD: Independent 3 “Emsy is at a museum and wonders about a shell.” · DEMONSTRATES · character + setting + problem, briefly · RPLD: Visible

2 “There is a shell in a museum.”
 DEVELOPING · setting only; no character or problem · RPLD: Emergent · Next: add the character and the problem 1 “A shell.” · BEGINNING · no story parts named · RPLD: Foundational · Next: model naming character/setting/problem

Which rubric applies? The four-point Targeted Evidence Scale scores the narrative parts. The MC Check keeps its 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Every story has three basics: a CHARACTER, a SETTING, and a PROBLEM. Find all three in this passage.”

SAY

SAY

“Emsy is the character, the museum is the setting: what is the problem she wants to solve?”

► Chart three boxes (character / setting / problem); fill them from the passage before students write.

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

Module 3 · Show It: Narrative Order Beginning, middle, and end

C L U S T E R Prepare · M O D U L E 3 · 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	Put a narrative in order (beginning, middle, end), combine short sentences, and edit nouns.
STANDARDS	3.12A(i) narrative structure 3.11C(i) combine 3.11D(vi)/(ix) nouns
RPLD STAGE THIS WEEK	Independent: students SHOW and OWN a story's order.
EVIDENCE TYPE	Daily Learning Artifact: a beginning-middle-end plan + one combined sentence.

Three Ways to Gather the Evidence

Path A

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

Path B

: Application Artifact Student puts three story events in order 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 events are in a sensible order and the combine

Multiple-Choice Check

Five questions on this module's target: story order, combining, and noun editing.

The Mystery of the Traveling Shell

Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell. "That's strange," she whispered. "Why would a seashell be here?" The label said the shell had been found at Poverty Point, far from the ocean. Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?" Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland. Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said. Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place. Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away. "One traveling object could be an accident," Emsy thought. "But several objects from distant places make a pattern." She wrote one last question in her notebook: Why would people bring these things so far? The answer was scarcity. People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places. Emsy smiled and wrote her final claim: The seashell probably reached Poverty Point through long-distance trade.

Grade 3, Prepare (Scope & Sequence). Planning before writing.

1. Which is the BEST order for Emsy's story?

- A. Emsy finds the shell, she investigates the mystery, and she learns how it traveled.
- B. List the events in any order.
- C. Start with the ending, then stop.
- D. Write only Emsy's name.

2. Best way to combine: "Emsy saw the shell. She wondered about it."

- A. Emsy saw the shell she wondered about it.
- B. Emsy. Shell. Wondered. About.
- C. When Emsy saw the shell, she wondered how it got there.
- D. No change is needed.

3. Which word helps show the ORDER of events?

- A. And stuff about the shell.
- B. First, Emsy noticed the shell; then she began to investigate.
- C. Shell museum Emsy wonder.
- D. Emsy the and shell.

4. In "a display case," which word is a singular noun?

- A. a
- B. display
- C. beside
- D. case

5. In "Emsy" and "museum," which is a proper noun?

- A. museum: it names a specific place.
- B. Both are proper nouns.
- C. Emsy: it names a specific person.
- D. Neither is a noun.

Purpose: a quick, gradeable check of 3.12A(i) / 3.11C(i) / 3.11D: ordering a narrative, combining, and editing nouns.

Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Best order

Correct: A

A narrative moves beginning : middle : end (find : investigate : learn). The distractors are unordered, backwards, or too short. Choosing unordered : use a beginning/middle/end plan before drafting.

2. Best combine

Correct: C

The correct answer joins the two with “when” and stays correct. The others are a run-on, fragments, or unchanged. Choosing “no change” : model “combine + keep correct.”

3. Order word

Correct: B

“First... then...” shows the order of events. The distractors are vague or ungrammatical. Choosing a vague option : practice sequence words (first, next, then, finally).

4. Singular noun

Correct: D

“case” names one object. “a” is an article; “display” describes; “beside” is a preposition. Choosing a non-noun : sort words into noun vs. not-a-noun.

5. Proper noun

Correct: C

“Emsy” names a specific person : proper noun. “museum” is a general place : common. Choosing “museum” : a specific name is proper; a general word is common. and combining; Questions 4-5 : noun practice before Module 4.

If several students miss the same question, Questions 1 or 2 missed widely : reteach story order and combining; Questions 4-5 : noun practice before Module 4.

Exemplars & Rubric

Prompt: “Put three events of Emsy’s story in order, then combine two into one sentence.” 3.11C(i) 3.11C(i)

4 “First, Emsy knelt by the case and saw the shell. Then, curious how it had traveled, she began to investigate. When she found the answer, she finally understood the shell’s journey.”

SECURE · clear beginning-middle-end + a correct combine · RPLD: Independent 3 “Emsy saw the shell, and then she investigated it.” · DEMONSTRATES · order + a light combine · RPLD: Visible 2 “Emsy saw the shell she investigated.” · DEVELOPING · joins without a connector (run-on) · RPLD: Emergent · Next: add a connecting word 1 “Emsy saw a shell.” · BEGINNING · one event, no order · RPLD: Foundational · Next: model beginning/middle/end

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

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Every story has an order: beginning, middle, end. What happens first, next, and last in Emsy’s mystery?”

SAY

SAY

“Sequence words: first, then, finally: help your reader follow the order.”

► Have students number three events, then combine two with a connector and circle every proper noun.

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

Module 4 · Own & Defend: Write a Narrative Plan, then tell the story

C L U S T E R Prepare · 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	Plan and write a short narrative with a character, setting, problem, and an ending: then check spelling.
STANDARDS	3.12A(i-ii) compose a narrative 3.11A(i) plan 3.11D(xxxii) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND a planned narrative.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating short narrative that shows planning + narrative basics.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on narrative structure, endings, and spelling.

Path B

: Application Artifact Student plans and writes a short narrative with a character, setting, problem, and ending.

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 short narrative on

Multiple-Choice Check

Five questions on this module's target: narrative shape, a satisfying ending, and spelling.

The Mystery of the Traveling Shell

Emsy knelt beside the display case at the museum. Inside rested a smooth white seashell. "That's strange," she whispered. "Why would a seashell be here?" The label said the shell had been found at Poverty Point, far from the ocean. Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?" Her first clue was the shell itself. It came from a coastal area, but Poverty Point was inland. Her second clue was a map. Emsy traced the distance from the coast to Poverty Point with her finger. "That is much too far for a shell to roll by itself," she said. Her third clue was even more interesting. The map showed large rivers, including the Mississippi and Ohio Rivers. People at Poverty Point traveled along rivers, which could have helped them move from place to place. Then Emsy found her fourth clue. Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away. "One traveling object could be an accident," Emsy thought. "But several objects from distant places make a pattern." She wrote one last question in her notebook: Why would people bring these things so far? The answer was scarcity. People did not always have every resource they wanted or needed where they lived. They could trade what they had for valuable goods from other places. Emsy smiled and wrote her final claim: The seashell probably reached Poverty Point through long-distance trade.

Grade 3, Prepare (Scope & Sequence). Planning before writing.

1. Which is the BEST ending for Emsy's mystery narrative?

- A. The end.
- B. I hope you liked my story.
- C. Shell is a word.
- D. At last, Emsy learned that a traveler had carried the shell far from the sea: and the mystery was solved.

2. Which sentence does NOT belong in this narrative?

- A. Emsy studied the smooth white shell.
- B. My favorite show comes on after dinner.
- C. She wondered how it had traveled.
- D. Emsy decided to investigate.

3. Which sentence is spelled correctly?

- A. Emsy wonderd how the shell had traveled.
- B. Emsy wondered how the shell had traveld.
- C. Emsy wondered how the shell had traveled.
- D. Emsy wondered how the shel had traveled.

4. Which sentence has correct subject-verb agreement?

- A. Emsy studies the shell carefully.
- B. Emsy study the shell carefully.
- C. Emsy studying the shell carefully.
- D. Emsy were study the shell carefully.

5. Which BEST shows the shape of a narrative?

- A. A list of random facts.
- B. A beginning that sets up the mystery, a middle where Emsy investigates, and an ending that solves it.
- C. One sentence with no problem.
- D. The ending first, then nothing.

Purpose: a quick, gradeable check of 3.12A(i-ii) / 3.11D(xxxii): planning and composing a short narrative. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Best ending

Correct: D

The correct ending solves the mystery: a satisfying close. The others just stop or plead. Choosing “the end” : model endings that resolve the problem.

2. Does not belong

Correct: B

A note about a TV show breaks the story. The others move the narrative forward. Missing it : keep every sentence connected to the story.

3. Correct spelling

Correct: C

This sentence spells “wondered,” “shell,” and “traveled” correctly. The others misspell them. Repeated misses : a spelling sweep (11D(xxxii)).

4. Subject-verb agreement

Correct: A

“studies” agrees with the singular subject “Emsy.” The others use wrong forms. Wrong verb : agreement practice (11D(i)).

5. Narrative shape

Correct: B

A narrative sets up a problem, develops it, and ends by solving it. The distractors are a list, one sentence, or backwards. Choosing a list : use a beginning/middle/end plan before drafting. on 1 or 5 : reteach narrative shape and endings; miss on 3 : a spelling sweep.

If several students miss the same question, This is the pre-assessment check. Widespread misses on 1 or 5 : reteach narrative shape and endings; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Plan and write a short narrative about how the traveling shell reached the museum.”

4 *“Emsy knelt by the museum case, staring at a smooth white shell far from any ocean. She wondered how it had traveled so far, so she asked the museum guide and read the little card beside it. She learned that a sailor had carried the shell home from a distant sea and given it to the museum. At last, the mystery of the traveling shell was solved, and Emsy smiled.”*

SECURE · character + setting + problem + ending; clearly planned · RPLD: Independent

3 *“Emsy found a shell at the museum. She wondered how it got there and asked a guide. She learned a sailor brought it. The mystery was solved.”*

DEMONSTRATES · all parts, briefly developed · RPLD: Visible 2 “Emsy saw a shell at the museum.” · DEVELOPING · a setting; no problem or ending · RPLD: Emergent · Next: add the problem and an ending 1 “A shell.” · BEGINNING · no narrative yet · RPLD: Foundational · Next: plan character/setting/problem/ending

Which rubric applies? The four-point Targeted Evidence Scale scores this anchor narrative: the cluster's strongest single piece of evidence, and the score to record if you take a Prepare grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Now you write. Plan your story first: character, setting, problem, ending: then tell how the shell reached

SAY

SAY

“Use your plan: who, where, what problem, and how it ends. Then reread for the words we practiced: ‘wondered,’ ‘traveled.’”

► Give a plan box (character / setting / problem / ending). Independent write; conference after the draft is

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