

THE WRITING ACADEMY®

Assessment Companion

Grade 4 · Cluster 2

Informational SCR

Passage: The Energy We Use Everyday

Grade 4 Assessment Companion: Cluster 2

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Module 1 · Notice the Central Idea The controlling idea of the SCR

C L U S T E R 2 · 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	Identify the central idea about renewable and nonrenewable resources, separate from a single fact.
STANDARDS	4.12B(i) central idea 4.11B(i) develop a focused piece 4.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE the central idea.
EVIDENCE TYPE	Daily Learning Artifact: a one-sentence central idea for the passage.

Three Ways to Gather the Evidence

Path A

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

Path B

: Application Artifact Student writes a central idea and underlines the fact that best supports it.

Path C

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

Grade the target, not everything. Collect the central idea + one supporting fact. Check that it

Multiple-Choice Check

Five questions on this module's target: noticing the central idea about energy resources.

The Energy We Use Everyday

Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth. Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management. Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully. Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used. Nonrenewable resources provide a large and steady supply of energy, which makes them useful. However, their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up. Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use. (Paired with "Columbus's Arrival," about Columbus's 1492 voyage and its lasting effects.)

Grade 4, Cluster 2 (Scope & Sequence). Students plan an informative Short Constructed Response around a clear central idea and support it with evidence and explanation, using precise word choice.

1. What is the central idea of the passage?

- A. Oil is a resource.
- B. Wind can blow hard.
- C. People use lamps.
- D. Understanding renewable and nonrenewable resources helps people use energy wisely.

2. Which fact BEST supports the central idea?

- A. Energy is used every day.
- B. Renewable resources can be replaced naturally, but nonrenewable resources cannot.
- C. Coal is black.
- D. The sun is far away.

3. Which sentence would be the BEST central idea for an informative SCR?

- A. There are two kinds of energy resources, and knowing them helps us make wise choices.
- B. I think wind power is cool.
- C. A resource is a thing we use.
- D. Energy is everywhere.

4. Which sentence does NOT belong in a response about this passage?

- A. Sunlight is a renewable resource.
- B. Coal is a nonrenewable resource.
- C. My family went camping last weekend.
- D. Wise energy use protects resources.

5. Which sentence has correct subject-verb agreement?

- A. Renewable resources replace themselves naturally.
- B. Renewable resources replaces themselves naturally.
- C. Renewable resources replacing themselves naturally.
- D. Renewable resources is replace themselves naturally.

CLUSTER 2 · MODULE 1 · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

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

1. Central idea

Correct: D

The central idea connects both resource types to wise energy use. The others are single facts. Picking a single fact : “what do all the facts add up to?”

2. Best supporting fact

Correct: B

The correct fact names the key difference (replaceable vs. not). The others are trivial or off-topic. Choosing a trivial fact : practice “Best Evidence Wins.”

3. Best central idea

Correct: A

A central idea states what the passage teaches about resources. The distractors are an opinion, a definition, and a vague statement. Picking the opinion : contrast “I think...” with “There are two kinds...”.

4. Does not belong

Correct: C

A camping aside isn’t about energy resources. The others inform. Missing it : model the “does it belong?” check.

5. Subject-verb agreement

Correct: A

“replace” agrees with the plural subject “resources.” The others use wrong forms. Wrong verb : plural-subject agreement practice. central idea that covers both resource types.

If several students miss the same question, Questions 1 or 3 missed widely : more work stating a central idea that covers both resource types.

Exemplars & Rubric

Prompt: “Write a clear central idea for an informative SCR about “The Energy We Use”

4 *“Because renewable resources can be replaced and nonrenewable resources cannot, understanding the difference helps people use energy wisely.”*

SECURE · central idea covering both resource types · RPLD: Independent 3 “There are two kinds of resources, and it helps to know the difference.” · DEMONSTRATES · clear idea, slightly general · RPLD: Visible 2 “Energy comes from resources.” · DEVELOPING · a fact; no controlling idea · RPLD: Emergent · Next: “what do the facts show?” 1 “Energy.” · BEGINNING · topic only · RPLD: Foundational · Next: model turning the topic into an idea

Which rubric applies? This four-point Targeted Evidence Scale scores every written central idea in Cluster 2. The Multiple-Choice Check uses its own 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Your central idea should cover the WHOLE passage. What do renewable and nonrenewable resources

SAY

SAY

“‘Energy’ is a topic. ‘Knowing the two kinds of resources helps us use energy wisely’ is a central idea.”

► List a renewable and a nonrenewable example; ask “what do they show together?” before students write.

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

Module 2 · Precise Words & Sentences Word choice that informs

C L U S T E R 2 · 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	Choose precise content-area words and improve sentence structure to inform clearly.
STANDARDS	4.11C(ii) word choice 4.11C(i) sentence structure 4.12B(ii) evidence
RPLD STAGE THIS WEEK	Visible: students CHOOSE precise words and stronger sentences.
EVIDENCE TYPE	Daily Learning Artifact: one vague sentence made precise + one supporting fact chosen.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on precise words and sentence structure.

Path B

: Application Artifact Student replaces a vague word with a precise content word and picks a supporting fact.

Path C

: Choice Demonstration Student may highlight, chart, or rewrite the precise line: same target, same scoring.

Grade the target, not everything. Grade whether the word is more precise and the sentence structure

Multiple-Choice Check

Five questions on this module's target: precise content words and clearer sentences.

The Energy We Use Everyday

Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth. Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management. Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully. Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used. Nonrenewable resources provide a large and steady supply of energy, which makes them useful. However, their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up. Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use. (Paired with "Columbus's Arrival," about Columbus's 1492 voyage and its lasting effects.)

Grade 4, Cluster 2 (Scope & Sequence). Students plan an informative Short Constructed Response around a clear central idea and support it with evidence and explanation, using precise word choice.

1. Which word most precisely completes: “Coal is a ____ resource because it cannot be replaced”?

- A. good
- B. big
- C. nonrenewable
- D. common

2. Which detail BEST develops the central idea?

- A. Sunlight and wind are renewable because nature keeps making more of them.
- B. Energy is important.
- C. Coal is a rock.
- D. People like warm homes.

3. Which sentence uses the most precise, informative language?

- A. Some energy stuff runs out.
- B. There's a thing that ends someday.
- C. Energy is a thing about resources.
- D. Nonrenewable resources like oil and coal will eventually run out.

4. Which revision improves the sentence “Wind is good energy”?

- A. Wind is pretty good energy.
- B. Wind is a renewable energy resource because it never runs out.
- C. Wind is nice for energy.
- D. Wind is okay energy stuff.

5. Which new fact keeps the central idea?

- A. The sky is blue in the day.
- B. Some people drive cars.
- C. Coal is found underground and it's neat.
- D. Using more renewable energy helps save nonrenewable resources for the future.

CLUSTER 2 · MODULE 2 · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

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

1. Precise word

Correct: C

“nonrenewable” names exactly what coal is; “good/big/common” are vague. Choosing a vague word : trade for the precise content term.

2. Best detail

Correct: A

The correct detail explains WHY sun/wind are renewable. The others are vague or off-topic. Choosing a vague detail : test each detail against the idea.

3. Most precise language

Correct: D

The correct sentence uses exact terms (“nonrenewable,” “oil and coal”). The others rely on “stuff/thing.” Tolerating “stuff/thing” : replace vague words.

4. Improved sentence

Correct: B

The correct revision adds a precise reason (renewable, never runs out). The others stay vague. Choosing a vague option : read both aloud and compare.

5. Fact that keeps the idea

Correct: D

Saving nonrenewable resources extends the idea. The distractors drift off-topic. Choosing an unrelated fact : test additions against the central idea. word/sentence practice; Question 2 or 5 : relevant-detail sorting.

If several students miss the same question, Questions 1 or 4 missed widely : precise word/sentence practice; Question 2 or 5 : relevant-detail sorting.

Exemplars & Rubric

Prompt: “Revise one vague sentence about energy to use precise, informative words.” 4.11C(ii)” 4.11C(ii)

4 “Nonrenewable resources such as oil and coal will run out because nature cannot replace them quickly.”
 SECURE · precise content words + a clear reason · RPLD: Independent 3 “Oil and coal are nonrenewable and can run out.” · DEMONSTRATES · precise terms, lighter reason · RPLD: Visible 2 “Some energy runs out and some doesn’t.” · DEVELOPING · vague terms · RPLD: Emergent · Next: name the exact resource type 1 “Energy stuff.” · BEGINNING · no precise language · RPLD: Foundational · Next: model naming the resource precisely

Which rubric applies? The four-point Targeted Evidence Scale scores this revision. The MC Check keeps its 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Use the exact words. Instead of ‘energy stuff runs out,’ say ‘nonrenewable resources like coal run out.’”

SAY

SAY

“Precise content words: renewable, nonrenewable: show a reader you understand the topic.”

► Model one swap (“energy stuff” : “nonrenewable resources like coal”); then students revise one sentence.

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

Module 3 · Evidence + Explanation Prove the idea, then explain

C L U S T E R 2 · 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	Support the central idea with evidence and an explanation; combine sentences and edit nouns.
STANDARDS	4.12B(ii) evidence + explanation 4.11C(i) combine 4.11D(vi)-(x) nouns
RPLD STAGE THIS WEEK	Independent: students SHOW evidence and OWN the explanation.
EVIDENCE TYPE	Daily Learning Artifact: one evidence sentence + one explanation sentence.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on evidence, explanation, combining, and nouns.

Path B

: Application Artifact Student adds one fact and an explanation that proves the central idea.

Path C

: Choice Demonstration Student may chart, say, or write the evidence + explanation: same target, same scoring.

Grade the target, not everything. Grade whether the evidence supports the idea and the explanation

Multiple-Choice Check

Five questions on this module's target: proving the idea with evidence + explanation,

The Energy We Use Everyday

Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth. Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management. Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully. Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used. Nonrenewable resources provide a large and steady supply of energy, which makes them useful. However, their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up. Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use. (Paired with "Columbus's Arrival," about Columbus's 1492 voyage and its lasting effects.)

Grade 4, Cluster 2 (Scope & Sequence). Students plan an informative Short Constructed Response around a clear central idea and support it with evidence and explanation, using precise word choice.

1. Which sentence uses EVIDENCE to support the central idea?

- A. The passage explains that nonrenewable resources cannot be replaced once they are used up.
- B. Energy is interesting.
- C. I think we should save energy.
- D. Resources are everywhere.

2. Best way to combine: "Sunlight is renewable. Wind is renewable."

- A. Sunlight is renewable wind is renewable.
- B. Sunlight. Wind. Renewable. Both.
- C. Both sunlight and wind are renewable resources.
- D. No change is needed.

3. Which sentence is an EXPLANATION that proves the idea?

- A. The passage has facts.
- B. This shows that using renewable energy helps save resources that cannot be replaced.
- C. Coal is a dark rock.
- D. Energy comes from places.

4. In "sunlight, wind, oil, and coal," what kind of nouns are these?

- A. Proper nouns: they name specific things.
- B. Verbs: they show action.
- C. Adjectives: they describe.
- D. Common nouns: they name general things.

5. In "a renewable resource," which word is a singular noun?

- A. a
- B. renewable
- C. resource
- D. wisely

CLUSTER 2 · MODULE 3 · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

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

1. Evidence

Correct: A

The correct sentence uses a passage fact (nonrenewable can't be replaced) as proof. The others are general or opinions. Choosing a general statement : point back to the passage.

2. Best combine

Correct: C

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

3. Explanation

Correct: B

The correct sentence explains WHY the evidence proves the idea (saves resources). The others don't explain. Choosing a non-explanation : require “This shows...” after evidence.

4. Common nouns

Correct: D

“sunlight, wind, oil, coal” name general things : common nouns. The distractors are wrong types. Choosing another type : general things are common nouns.

5. Singular noun

Correct: C

“resource” names one thing. “a” is an article; “renewable” describes; “wisely” is an adverb. Choosing a non-noun : sort words into noun vs. not-a-noun. explanation; Questions 4-5 : noun practice before Module 4.

If several students miss the same question, Questions 1 or 3 missed widely : reteach evidence vs. explanation; Questions 4-5 : noun practice before Module 4.

Exemplars & Rubric

Prompt: “Add one fact and one explanation that proves the central idea about energy resources.” 4.12B(ii)

4 “The passage explains that nonrenewable resources cannot be replaced once they are used up. This shows that using renewable resources like sunlight and wind helps save the resources we cannot get back.”

SECURE · evidence + an explanation that proves the idea · RPLD: Independent 3 “Nonrenewable resources run out, which shows we should use renewable ones.” · DEMONSTRATES · evidence + a light explanation · RPLD: Visible 2 “Nonrenewable resources run out.” · DEVELOPING · evidence, no explanation · RPLD: Emergent · Next: add “This shows...” 1 “Energy.” · BEGINNING · no evidence or explanation · RPLD: Foundational · Next: find one fact that proves the idea

Which rubric applies? The four-point Targeted Evidence Scale scores the evidence + explanation. Noun editing is scored on the Standards Sweep tracking sheet.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Prove it from the passage, then EXPLAIN it. Why does that fact matter?”

SAY

SAY

“After your fact, write ‘This shows...’ and say what it proves about using energy wisely.”

► Have students box a fact, then write one “This shows...” sentence before combining.

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

Module 4 · Own & Defend: Full SCR The independent Short Constructed Response

C L U S T E R 2 · 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 informative SCR: central idea, evidence, and explanation: then check spelling.
STANDARDS	4.12B(i-iii) informative SCR 4.11B(i) structure 4.11D(xxxv) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND a complete SCR.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating informative SCR.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on organizing and finishing an SCR.

Path B

: Application Artifact Student writes the full SCR: central idea, evidence, and explanation.

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 SCR on the

Multiple-Choice Check

Five questions on this module's target: organizing the SCR and spelling.

The Energy We Use Everyday

Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth. Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management. Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully. Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used. Nonrenewable resources provide a large and steady supply of energy, which makes them useful. However, their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up. Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use. (Paired with "Columbus's Arrival," about Columbus's 1492 voyage and its lasting effects.)

Grade 4, Cluster 2 (Scope & Sequence). Students plan an informative Short Constructed Response around a clear central idea and support it with evidence and explanation, using precise word choice.

1. Which is the BEST concluding sentence for this SCR?

- A. That is the end.
- B. Because renewable resources can be replaced and nonrenewable ones cannot, understanding both helps people use energy wisely.
- C. I hope you liked my SCR.
- D. Energy is a word.

2. Which sentence does NOT belong in an informative SCR about energy?

- A. Renewable resources can be replaced.
- B. Nonrenewable resources run out.
- C. Wise use protects resources.
- D. Honestly, coal is the most boring topic ever.

3. Which sentence is spelled correctly?

- A. Renewable resources can be replaced naturally.
- B. Renewable resources can be replased naturally.
- C. Renewable resources can be replaced naturally.
- D. Renewable resorces can be replaced naturally.

4. Which sentence has correct subject-verb agreement?

- A. Nonrenewable resources run out over time.
- B. Nonrenewable resources runs out over time.
- C. Nonrenewable resources is run out over time.
- D. Nonrenewable resources running out over time.

5. Which order BEST organizes an informative SCR?

- A. Just a list of facts.
- B. A central idea, evidence from the text, and an explanation that proves it.
- C. One sentence with no evidence.
- D. The explanation first, then random facts.

CLUSTER 2 · MODULE 4 · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

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

1. Best conclusion

Correct: B

The correct conclusion restates the idea and its point (use energy wisely). The others just stop or state a fact about a word. Choosing “the end” : model conclusions that wrap up the idea.

2. Does not belong

Correct: D

An opinion that coal is boring isn't informative. The other three inform. Missing it : practice opinion vs. informative.

3. Correct spelling

Correct: C

This sentence spells “renewable,” “replaced,” and “resources” correctly. The others misspell them. Repeated misses : a spelling sweep (11D(xxxv)).

4. Subject-verb agreement

Correct: A

“run” agrees with the plural subject “resources.” The others use wrong forms. Wrong verb : agreement practice (11D(i)).

5. Best organization

Correct: B

The SCR shape is central idea : evidence : explanation. The distractors are a list, a fragment, or backwards. Choosing a list : require an idea-first plan. on 1 or 5 : reteach SCR structure; 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 SCR structure; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “In a Short Constructed Response, explain how understanding energy resources helps”

4 “Understanding energy resources helps people use energy wisely. The passage explains that renewable resources such as sunlight and wind can be replaced, but nonrenewable resources such as oil and coal cannot. This shows that using more renewable energy saves the resources we can never get back. Knowing the difference lets people make wiser choices for the future.”

SECURE · central idea + evidence + explanation, precise language · RPLD: Independent

3 “Understanding resources helps people. Renewable ones can be replaced but nonrenewable ones can't, which shows we should use renewable energy.”

DEMONSTRATES · idea + evidence + explanation, lighter · RPLD: Visible

2 “Energy comes from resources.”

DEVELOPING · a general statement; no evidence/explanation · RPLD: Emergent · Next: add evidence + “This shows...” 1 “Resources.” · BEGINNING · does not answer the prompt · RPLD: Foundational · Next: plan idea + evidence + explanation

Which rubric applies? The four-point Targeted Evidence Scale scores this anchor SCR: the cluster's strongest single piece of evidence, and the score to record if you take a Cluster 2 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“This is your SCR. State your central idea, give evidence from the passage, and explain how it proves the

SAY

SAY

“Use your plan: idea, then evidence, then explanation. Then reread for the words we practiced: 'renewable,' 'resources.'”

► Give a plan box (idea / evidence / explanation). Independent write; conference after the draft is complete.

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