

THE WRITING ACADEMY®

Assessment Companion

Grade 4 · Cluster 7

Poetry & Narrative

Passage: The Roads Between Us

Grade 4 Assessment Companion: Cluster 7

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Module 1 · Notice the Message & Feeling The heart of the poem

CLUSTER 7 · MODULE 1 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Identify the poem's message and central feeling: how paths carry more than objects: and tell it apart from a single line.
STANDARDS	4.12A(iii) poetry characteristics 4.12A(i) narrative characteristics 4.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE the poem's message and feeling.
EVIDENCE TYPE	Daily Learning Artifact: one sentence stating the poem's message about what paths carry.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check: a fast grade of message/feeling recognition.

Path B

: Application Artifact Student writes the poem's message in one sentence and names the image that shows it.

Path C

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

Grade the target, not everything. Collect the message sentence. In poetry, note whether the student

Multiple-Choice Check

Five questions on this module's target: noticing the message and feeling of the poem.

The Roads Between Us

A river bends, a pathway turns, Long before the roads we know, The Caddo knew the waterways, Canoes could carry pots for trade, Yet something happened when they met Across Sahara's sweeping sand, Salt traveled south and gold went north, But wealth was not the only prize A scholar came with thoughts to share; The roads became a woven thread, Centuries later, ships set sail, The contacts brought exchange and change, Yet history teaches something more: Connections sometimes brought new choice; We ask what happened, how, and why, Across our Texas regions now, The crop may travel down a road, Along the Gulf, the harbors show A windy plain can power a town; Technology has changed the speed, The roads between us shape our days But every road can carry more A road is more than dirt or stone;

Grade 4, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative using genre characteristics and craft.

1. What is the message of the poem?

- A. Roads are made of stone.
- B. People like to travel.
- C. The paths between people carry ideas, culture, and values, not just travelers.
- D. Poems can be short.

2. Which line BEST shows that people carry more than objects?

- A. They carry knowledge, ideas, traditions, and values from one generation to the next.
- B. The roads are long and wide.
- C. People walk on paths.
- D. A poem has lines.

3. Which sentence names the poem's central FEELING?

- A. The poem mentions roads.
- B. The poem lists some words.
- C. The poem is about travel.
- D. The poem feels meaningful, because what people pass on connects the past to the future.

4. What makes “The Roads Between Us” a poem?

- A. It is a list of directions.
- B. It uses images and lines to share a feeling about connection.
- C. It is a set of facts.
- D. It is a letter to a friend.

5. Which sentence has correct subject-verb agreement?

- A. The paths carry ideas across generations.
- B. The paths carries ideas across generations.
- C. The paths is carry ideas across generations.
- D. The paths carrying ideas across generations.

Purpose: a quick, gradeable check of 4.12A(iii): identifying the poem's message and feeling. 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. Message

Correct: C

The message is that paths carry ideas and values, not just people. The others are literal or off-topic. Picking a literal line : ask “what is the poem really saying?”

2. Line that shows carrying

Correct: A

The line about carrying knowledge and values shows the deeper idea. The others are literal. Choosing a literal line : match a line to the idea it proves.

3. Central feeling

Correct: D

Naming the meaningful feeling captures the poem's tone. The others are literal. Choosing a literal option : name the emotion the poem creates.

4. What makes it a poem

Correct: B

Images and lines that share a feeling are poetry features. The distractors describe directions, facts, or a letter.

Choosing a non-poem form : contrast a poem with a list or a letter.

5. Subject-verb agreement

Correct: A

“carry” agrees with the plural subject “paths.” The others use wrong forms. Wrong verb : plural-subject agreement. poem's meaning and feeling, not just its words.

If several students miss the same question, Questions 1 or 3 missed widely : more work reading a poem's meaning and feeling, not just its words.

Exemplars & Rubric

Prompt: “In one sentence, state the message of “The Roads Between Us and What We Carry”

4 “The poem’s message is that the paths connecting people carry far more than travelers: they pass knowledge, traditions, and values from one generation to the next.””

SECURE · clear message + feeling, in the student’s words · RPLD: Independent 3 “The poem says people carry ideas and values, not just things.” · DEMONSTRATES · clear message, lighter feeling · RPLD: Visible 2 “The poem is about roads and people and travel.” · DEVELOPING · retells words; no message · RPLD: Emergent · Next: “what is the poem really saying?” 1 “Roads.” · BEGINNING · a topic word only · RPLD: Foundational · Next: model turning the topic into a message

Which rubric applies? This four-point Targeted Evidence Scale scores the message response. The Multiple-Choice Check uses its own 5-point key. In poetry, reward naming the feeling as well as the idea.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“A poem shares a feeling and a message. What is this poem saying about what travels between people?”

SAY

SAY

“Don’t just list the words. Paths carry ideas and values across generations: that’s the message.”

► Read the poem aloud; ask “what do people carry besides objects, and why does it matter?” before writing.

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

Module 2 · Vivid Words & Imagery Craft that creates a feeling

C L U S T E R 7 · 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 vivid, precise words and figurative language (imagery, comparison) that carry the poem's feeling.
STANDARDS	4.12A(iv) poetry craft 4.12A(ii) narrative craft 4.11C(ii) word choice
RPLD STAGE THIS WEEK	Visible: students CHOOSE vivid words and images that carry feeling.
EVIDENCE TYPE	Daily Learning Artifact: one plain sentence made vivid with a precise word or an image.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on vivid words and figurative language.

Path B

: Application Artifact Student rewrites one plain sentence to create a picture or feeling with craft.

Path C

: Choice Demonstration Student may highlight, say, or rewrite the vivid line: same target, same scoring.

Grade the target, not everything. Grade whether the word or image creates a clearer picture or

Multiple-Choice Check

Five questions on this module's target: choosing vivid words and images that carry feeling.

The Roads Between Us

A river bends, a pathway turns, Long before the roads we know, The Caddo knew the waterways, Canoes could carry pots for trade, Yet something happened when they met Across Sahara's sweeping sand, Salt traveled south and gold went north, But wealth was not the only prize A scholar came with thoughts to share; The roads became a woven thread, Centuries later, ships set sail, The contacts brought exchange and change, Yet history teaches something more: Connections sometimes brought new choice; We ask what happened, how, and why, Across our Texas regions now, The crop may travel down a road, Along the Gulf, the harbors show A windy plain can power a town; Technology has changed the speed, The roads between us shape our days But every road can carry more A road is more than dirt or stone;

Grade 4, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative using genre characteristics and craft.

1. Which word most vividly completes: “Each road ____ a story from the past”?

- A. is
- B. carries
- C. has
- D. gets

2. Which line uses figurative language (an image or comparison)?

- A. A tradition is a thing.
- B. Traditions are okay.
- C. People have traditions sometimes.
- D. A tradition is a lantern, passed hand to hand down a long road.

3. Which sentence uses the most vivid, poetic language?

- A. Voices and stories travel the roads like seeds carried on the wind.
- B. Stuff moves between people.
- C. There are ideas and things.
- D. People pass some stuff along.

4. Which revision adds a stronger IMAGE to “Ideas move between people”?

- A. Ideas move around a bit.
- B. Ideas go from person to person.
- C. Ideas travel from hand to hand like a light passed down a dark road.
- D. Ideas are shared sometimes.

5. Which new line keeps the poem's meaningful feeling?

- A. Then the road was closed for repairs.
- B. The road got a pothole.
- C. Roads are kind of boring.
- D. And so each generation carries the last one's light a little farther.

Purpose: a quick, gradeable check of 4.12A(iv) / 4.11C(ii): vivid word choice and figurative language. 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. Vivid verb

Correct: B

“carries” fits the image of a road holding a story; “is/has/gets” are flat. Choosing a flat verb : trade for a vivid one that fits the feeling.

2. Figurative language

Correct: D

Comparing a tradition to a lantern is an image (figurative). The others are plain or opinions. Choosing a plain sentence : practice spotting comparisons/images.

3. Most vivid language

Correct: A

The simile (“like seeds carried on the wind”) paints a picture. The others rely on “stuff.” Tolerating “stuff” : replace vague words with an image.

4. Stronger image

Correct: C

“like a light passed down a dark road” shows the idea traveling. The others just say “move.” Choosing “move” : push for a picture, not a plain verb.

5. Keeps the feeling

Correct: D

“carries the last one’s light a little farther” keeps the meaningful tone. The distractors break the mood. Choosing a mood-breaker : check that craft choices fit the poem’s feeling. language and imagery; Question 1/4 : vivid word choice.

If several students miss the same question, Questions 2 or 3 missed widely : practice figurative language and imagery; Question 1/4 : vivid word choice.

Exemplars & Rubric

Prompt: “Rewrite one plain sentence about what people carry to create a picture or a feeling.” 4.12A(iv)

4 “Each traveler carries a small light: a story, a song, a name: and passes it down the long road so the next hands can carry it farther.”

SECURE · vivid words + a clear image that carries feeling · RPLD: Independent 3 “People carry ideas and traditions down the road to the next person.” · DEMONSTRATES · vivid, less imagery · RPLD: Visible 2 “People carry some stuff to other people.” · DEVELOPING · vague words, no image · RPLD: Emergent · Next: add one picture word 1 “People carry things.” · BEGINNING · no craft yet · RPLD: Foundational · Next: model turning a plain line into an image

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

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Poets paint pictures with words. Instead of ‘people carry stuff,’ show it: ‘each traveler carries a small

SAY

SAY

“An image or comparison: ‘like a lantern passed down a road’: makes your reader FEEL the idea travel.”

► Model one image aloud (“carry stuff” : “carry a small light”); then students craft one line of their own.

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

Module 3 · Show It: Structure & Order Shape the poem or story

CLUSTER 7 · MODULE 3 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Shape a poem's lines or a narrative's order, combine sentences, and edit nouns and proper nouns.
STANDARDS	4.12A(i)/(iii) genre structure 4.11C(i) combine 4.11D(ix) proper nouns
RPLD STAGE THIS WEEK	Independent: students SHOW and OWN poem/story structure.
EVIDENCE TYPE	Daily Learning Artifact: a short ordered plan (beginning : middle : end, or line order) + one combined sentence.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on structure, combining, and proper nouns.

Path B

: Application Artifact Student orders the events of a short narrative or the lines of a short poem and combines two 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 poem/story has a sensible order and the

Multiple-Choice Check

Five questions on this module's target: poem/story structure, combining, and proper nouns.

The Roads Between Us

A river bends, a pathway turns, Long before the roads we know, The Caddo knew the waterways, Canoes could carry pots for trade, Yet something happened when they met Across Sahara's sweeping sand, Salt traveled south and gold went north, But wealth was not the only prize A scholar came with thoughts to share; The roads became a woven thread, Centuries later, ships set sail, The contacts brought exchange and change, Yet history teaches something more: Connections sometimes brought new choice; We ask what happened, how, and why, Across our Texas regions now, The crop may travel down a road, Along the Gulf, the harbors show A windy plain can power a town; Technology has changed the speed, The roads between us shape our days But every road can carry more A road is more than dirt or stone;

Grade 4, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative using genre characteristics and craft.

1. Which is the BEST order for a short narrative about carrying a tradition forward?

- A. A tradition begins, someone passes it on, and it reaches a new generation.
- B. List random words in any order.
- C. Start at the end, then stop.
- D. Write only the title.

2. Best way to combine: “A tradition began long ago. It still lives today.”

- A. A tradition began long ago it still lives today.
- B. Tradition. Long ago. Lives. Today.
- C. A tradition that began long ago still lives today.
- D. No change is needed.

3. Which sentence connects two ideas smoothly?

- A. Story and then people and stuff.
- B. When one person shares a story, another can carry it forward.
- C. Roads ideas carry people.
- D. A story people and also.

4. In “Texas” and “the Caddo,” what kind of nouns are these?

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

5. In “a long road,” which word is a singular noun?

- A. a
- B. long
- C. road
- D. slowly

Purpose: a quick, gradeable check of 4.12A / 4.11C(i) / 4.11D: shaping structure, 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 begin : develop : reach. The distractors are unordered, backwards, or too short. Choosing unordered : use a plan (beginning/middle/end) before drafting.

2. Best combine**Correct: C**

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

3. Smooth connection**Correct: B**

“When one person shares..., another can carry it forward” connects two ideas. The distractors are vague or ungrammatical. Choosing a vague option : practice connecting words.

4. Proper nouns**Correct: D**

“Texas” and “the Caddo” name a specific place and people : proper nouns. The others are wrong types. Choosing another type : specific names are proper.

5. Singular noun**Correct: C**

“road” names one thing. “a” is an article; “long” describes; “slowly” is an adverb. Choosing a non-noun : sort words into noun vs. not-a-noun. and combining; Questions 4-5 : proper/common noun practice before Module 4.

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

Exemplars & Rubric

Prompt: “Combine two lines about carrying something forward into one sentence, and check”

4 “A tradition that began long ago in one small town still travels the roads today, carried forward by each new generation that chooses to remember it.”

SECURE · one correct combined sentence; proper nouns capitalized · RPLD: Independent 3 “A tradition began long ago, and it still lives today.” · DEMONSTRATES · correct combine, lighter craft · RPLD: Visible 2 “A tradition began long ago it still lives.” · DEVELOPING · joins without a connector (run-on) · RPLD: Emergent · Next: add a connecting word 1 “A tradition began. It lives.” · BEGINNING · leaves the lines uncombined · RPLD: Foundational · Next: model one combine aloud

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

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Shape your lines. Take two short lines and make one that flows: use a word like 'that' or 'when.'”

SAY

SAY

“Every name keeps its capital: Texas, the Caddo.”

► Show one combine aloud, then have students combine a different pair and circle every proper noun.

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

Module 4 · Own & Defend: Compose Write your own path/carry-forward piece

C L U S T E R 7 · 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	Compose a short narrative or poem with genre characteristics and craft: a clear feeling, images, and a satisfying ending: then check spelling.
STANDARDS	4.12A(i-iv) compose narrative & poetry 4.11B structure 4.11D(xxxv) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND their own composition.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating original narrative or poem about what people carry forward.

Three Ways to Gather the Evidence

Path A

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

Path B

: Application Artifact Student writes a short narrative or poem with a clear feeling, at least one image, and a satisfying ending.

Path C

: Choice Demonstration Student may write a poem OR a short narrative: same craft target, same scoring.

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

Multiple-Choice Check

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

The Roads Between Us

A river bends, a pathway turns, Long before the roads we know, The Caddo knew the waterways, Canoes could carry pots for trade, Yet something happened when they met Across Sahara's sweeping sand, Salt traveled south and gold went north, But wealth was not the only prize A scholar came with thoughts to share; The roads became a woven thread, Centuries later, ships set sail, The contacts brought exchange and change, Yet history teaches something more: Connections sometimes brought new choice; We ask what happened, how, and why, Across our Texas regions now, The crop may travel down a road, Along the Gulf, the harbors show A windy plain can power a town; Technology has changed the speed, The roads between us shape our days But every road can carry more A road is more than dirt or stone;

Grade 4, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative using genre characteristics and craft.

1. Which is the BEST ending for a narrative about carrying a tradition forward?

- A. The end.
- B. I hope you liked my poem.
- C. Road is a word.
- D. And so the story reached hands that had never met the one who first told it: still alive, still traveling.

2. Which line does NOT belong in a poem about what we carry forward?

- A. We carry stories down every road.
- B. My new sneakers are white with a blue stripe.
- C. Each generation adds its own light.
- D. Traditions travel from hand to hand.

3. Which sentence is spelled correctly?

- A. People carry traditons across many generations.
- B. People carry traditions across many generashuns.
- C. People carry traditions across many generations.
- D. People cary traditions across many generations.

4. Which sentence has correct subject-verb agreement?

- A. The travelers carry stories from home.
- B. The travelers carries stories from home.
- C. The travelers is carry stories from home.
- D. The travelers carrying stories from home.

5. Which BEST shows the shape of a narrative?

- A. A list of random words.
- B. A beginning that starts a tradition, a middle where it is passed on, and an ending that shows it living on.
- C. One line with no feeling.
- D. The ending first, then nothing.

Purpose: a quick, gradeable check of 4.12A(iv) / 4.11D(xxxv): composing with craft, endings, and spelling. 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 shows the tradition living on: a satisfying close. The others just stop or plead. Choosing “the end” : model endings that show what lasts.

2. Does not belong

Correct: B

A line about sneakers breaks the poem's focus. The others fit the theme. Missing it : keep every line on the poem's feeling.

3. Correct spelling

Correct: C

This line spells “traditions” and “generations” correctly. The others misspell them. Repeated misses : a spelling sweep (11D(xxxv)).

4. Subject-verb agreement

Correct: A

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

5. Narrative shape

Correct: B

A narrative starts a tradition, passes it on, and shows it living on. The distractors are a list, one line, or backwards. Choosing a list : use a beginning/middle/end plan. on 1 or 5 : reteach endings and narrative shape; 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 endings and narrative shape; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Write a short poem OR narrative about something people carry forward across places”

4 *“Down the long roads between us / travels more than feet and wheels: / a grandmother’s song, a story’s spark, / a name whispered like a small flame. / Each hand that holds it carries it on, / until people who never met / share the same light across the years.”*

SECURE · clear feeling + image + satisfying ending; strong genre craft · RPLD: Independent

3 *“People carry traditions down the roads between them, passing them on so each new generation can keep them alive.”*

DEMONSTRATES · clear idea + some craft · RPLD: Visible 2 “People carry things to other people.” · DEVELOPING · idea only; no image or feeling · RPLD: Emergent · Next: add one image + an ending 1 “Roads.” · BEGINNING · no composition yet · RPLD: Foundational · Next: plan a beginning, middle, and end

Which rubric applies? The four-point Targeted Evidence Scale scores this original composition: the cluster’s anchor evidence for narrative/poetry craft, and the score to record if you take a Cluster 7 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Now you write. Compose a short poem or story about something people carry forward: give it a feeling, an

SAY

SAY

“Use what we practiced: a clear feeling, an image, and lines or a beginning-middle-end that hold together.”

► Let students choose poem OR narrative. Give a plan box (feeling / image / ending). Independent write;

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