

THE WRITING ACADEMY®

Assessment Companion

Grade 5 · Cluster 3

ECR: Informational



Passage: Our Rights, Our Voices

Grade 5 Assessment Companion: Cluster 3

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Module 1 · Building the Full ECR

All the parts work together

C L U S T E R 3 · 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	Build a complete ECR with thesis (central idea), reasons, evidence, explanation, and conclusion.
STANDARDS	5.11B(iv) transitions 5.11C(i) word choice 5.11C(iv) develop 5.12B(i-iii) ECR 5.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent to Visible: students NOTICE how the parts of an ECR work together.
EVIDENCE TYPE	Daily Learning Artifact: a thesis (central idea) + one reason supported by evidence.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on ECR structure.

Path A : Application Artifact

Student builds a thesis (central idea) + one reason with evidence.

Path C : Choice Demonstration

Student may map, say, or write the ECR structure: same target, same scoring.

Grade the target, not everything. Grade whether the student can identify and build the parts of an ECR.

Multiple-Choice Check

Five questions on this module's target: building the full ECR.

Our Rights, Our Voices

"Our Rights, Our Voices." Long ago, when a nation was new, Leaders asked, "What should we do?" They wrote down rights to make things fair, So people's freedoms would be there. The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do. (Paired with "A Voice of Their Own," a play about a young apprentice learning to speak up for fair treatment.)

Grade 5, Cluster 3 (Scope & Sequence). Students build the full ECR, find hidden WHY and HOW prompt clues, and magnify reasons into topic sentences, using CSI and TREES frameworks.

1. What is the central idea of "Our Rights, Our Voices"?

- A. Laws are written on paper.
- B. The Bill of Rights protects freedoms so every person has a voice in how the country is governed.
- C. Leaders had meetings.
- D. The country is old.

2. Which fact BEST supports the central idea?

- A. The Bill of Rights promises that citizens can speak freely, practice their religion, and gather peacefully.
- B. Paper was used for writing.
- C. Leaders wore suits.
- D. Nations have borders.

3. Which sentence is the BEST thesis (central idea) for an ECR?

- A. I think rights are important.
- B. Rights exist.
- C. History happened.
- D. The Bill of Rights protects essential freedoms that give every citizen a voice in American democracy.

4. Which sentence does NOT belong?

- A. The First Amendment protects free speech.
- B. My cat likes to sleep.
- C. Citizens can gather peacefully.
- D. These rights protect fairness.

5. Which sentence has correct subject-verb agreement?

- A. The rights protects citizens.
- B. The rights protect citizens.
- C. The rights protecting citizens.
- D. The rights was protect citizens.

Purpose: a quick, gradeable check of 5.11B(iv) transitions. 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. Central idea

Correct: B

The central idea connects the Bill of Rights to citizen voice. The others are single facts.

2. Best supporting fact

Correct: A

The correct fact names the specific freedoms. The others are trivial.

3. Best thesis

Correct: D

A thesis (central idea) states a controlling idea the ECR can prove.

4. Does not belong

Correct: B

A pet comment is not about rights.

5. Subject-verb agreement

Correct: B

"protect" agrees with the plural subject "rights."

If several students miss the same question, Questions 1 or 3 missed widely: more work identifying the parts of an ECR.

Exemplars & Rubric

Prompt: "Write a thesis (central idea) for an ECR about "Our Rights, Our Voices."" 5.12B(i)

4 *"The Bill of Rights protects essential freedoms, such as speech, religion, and peaceful assembly, that give every citizen a voice in how the country is governed."*

SECURE: precise thesis (central idea) · RPLD: Independent

3 *"The Bill of Rights gives people freedoms and a voice."*

DEMONSTRATES: clear, slightly general · RPLD: Visible

2 *"The passage is about rights."*

DEVELOPING: topic, no controlling idea · RPLD: Emergent · Next: "what do the rights do?"

1 *"Rights."*

BEGINNING: topic only · RPLD: Foundational · Next: model turning the topic into a thesis (central idea)

This four-point Targeted Evidence Scale scores the thesis (central idea).

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"An ECR has parts that work together: thesis (central idea), reasons, evidence, explanation, and conclusion. Today we build the first two."

SAY

"'Rights' is a topic. 'The Bill of Rights protects freedoms that give citizens a voice' is a thesis (central idea)."

► Give 60 seconds of think time; then students write a thesis (central idea) + one reason.

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

Module 2 · Hidden WHY and HOW Prompt Clues

Find the question inside the prompt

C L U S T E R 3 · 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 hidden WHY and HOW questions inside a prompt and use them to plan the response.
STANDARDS	5.11B(iv) transitions 5.11B(v) organize 5.11C(i) word choice 5.11C(v) develop 5.12B(i-iii) ECR
RPLD STAGE THIS WEEK	Visible: students FIND the hidden questions that shape the response.
EVIDENCE TYPE	Daily Learning Artifact: the hidden WHY or HOW question identified and a plan that addresses it.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on hidden prompt clues.

Path A : Application Artifact

Student identifies the hidden WHY or HOW and plans a response.

Path C : Choice Demonstration

Student may underline, say, or chart the hidden question: same target, same scoring.

Grade the target, not everything. Grade whether the student found the hidden question and addressed it.

Multiple-Choice Check

Five questions on this module's target: finding hidden WHY and HOW prompt clues.

Our Rights, Our Voices

"Our Rights, Our Voices." Long ago, when a nation was new, Leaders asked, "What should we do?" They wrote down rights to make things fair, So people's freedoms would be there. The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do. (Paired with "A Voice of Their Own," a play about a young apprentice learning to speak up for fair treatment.)

Grade 5, Cluster 3 (Scope & Sequence). Students build the full ECR, find hidden WHY and HOW prompt clues, and magnify reasons into topic sentences, using CSI and TREES frameworks.

1. The prompt says: "Explain the importance of the Bill of Rights." What hidden question does this prompt ask?

- A. When was it written?
- B. WHY is the Bill of Rights important?
- C. Who wrote it?
- D. Where was it signed?

2. Which thesis (central idea) answers the hidden WHY question?

- A. The Bill of Rights was signed.
- B. The Bill of Rights is important because it protects freedoms that let citizens take part in democracy.
- C. I read about rights.
- D. Rights are a thing.

3. Which sentence shows stronger thinking?

- A. The Bill of Rights establishes protections that ensure citizens can participate in self-governance.
- B. The Bill of Rights does stuff.
- C. It is a paper.
- D. Rights are things people have.

4. Which word is spelled correctly?

- A. goverment
- B. governmint
- C. government
- D. govurnment

5. Which sentence correctly uses a comma after an introductory phrase?

- A. Because the Bill of Rights protects speech citizens can share opinions.
- B. Because the Bill of Rights protects speech, citizens can share opinions.
- C. Because, the Bill of Rights protects speech citizens can share opinions.
- D. Because the Bill, of Rights protects speech citizens can share opinions.

Purpose: a quick, gradeable check of 5.11B(iv) transitions. 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. Hidden question

Correct: B

The word "importance" hides a WHY question. The others ask WHEN, WHO, or WHERE.

2. Answers the hidden WHY

Correct: B

The correct thesis (central idea) names the WHY (protects freedoms for democracy).

3. Stronger thinking

Correct: A

"establishes protections that ensure" is precise. The others are vague.

4. Spelling

Correct: C

"government" is spelled correctly.

5. Comma

Correct: B

A comma follows the introductory clause.

Questions 1 or 2 missed widely: practice finding the hidden question before planning.

Exemplars & Rubric

Prompt: "Find the hidden WHY question in this prompt and write a thesis (central idea) that answers it: "Explain the importance of the Bill of Rights."" 5.12B(i)

4 *"The Bill of Rights is important because it protects essential freedoms, such as free speech and peaceful assembly, that allow citizens to take part in governing their country."*

SECURE: answers the hidden WHY with precision · RPLD: Independent

3 *"The Bill of Rights is important because it gives people rights."*

DEMONSTRATES: answers WHY, slightly general · RPLD: Visible

2 *"The Bill of Rights is important."*

DEVELOPING: restates the prompt; no answer · RPLD: Emergent · Next: "WHY is it important?"

1 *"Rights."*

BEGINNING: topic only · RPLD: Foundational · Next: model the WHY answer

This four-point Targeted Evidence Scale scores the hidden-question thesis (central idea).

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"Every prompt hides a question. Find it FIRST, then answer it."

SAY

"'Explain the importance' hides a WHY question: WHY is the Bill of Rights important?"

► Students underline the hidden question word, then write a thesis (central idea) that answers it.

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

Module 3 · Magnifying WHY Reasons into Topic Sentences

Each reason becomes a paragraph's controlling idea

C L U S T E R 3 · 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	Turn each WHY reason into a topic sentence that controls a body paragraph.
STANDARDS	5.11B(iv-v) organize 5.11C(i-v) develop 5.12B(i-iii) ECR
RPLD STAGE THIS WEEK	Independent: students SHOW reasons as topic sentences.
EVIDENCE TYPE	Daily Learning Artifact: two reasons written as topic sentences.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on topic sentences and reasons.

Path A : Application Artifact

Student writes two reasons as topic sentences.

Path C : Choice Demonstration

Student may chart, say, or write the topic sentences: same target, same scoring.

Grade the target, not everything. Grade whether each reason is a full topic sentence.

Multiple-Choice Check

Five questions on this module's target: magnifying reasons into topic sentences.

Our Rights, Our Voices

"Our Rights, Our Voices." Long ago, when a nation was new, Leaders asked, "What should we do?" They wrote down rights to make things fair, So people's freedoms would be there. The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do. (Paired with "A Voice of Their Own," a play about a young apprentice learning to speak up for fair treatment.)

Grade 5, Cluster 3 (Scope & Sequence). Students build the full ECR, find hidden WHY and HOW prompt clues, and magnify reasons into topic sentences, using CSI and TREES frameworks.

1. Which is a topic sentence for a body paragraph?

- A. Rights exist.
- B. One reason the Bill of Rights matters is that it guarantees the freedom to speak openly about government decisions.
- C. I like rights.
- D. People have opinions.

2. Which sentence adds EVIDENCE to support that topic sentence?

- A. People talk.
- B. The passage states that the First Amendment protects citizens who want to share their views publicly.
- C. It is important.
- D. Laws are written.

3. Which EXPLANATION proves the evidence?

- A. The passage is long.
- B. This shows that without free speech, citizens could not challenge unfair decisions or hold leaders accountable.
- C. Government is complicated.
- D. People have rights.

4. Which sentence is spelled correctly?

- A. Cittizens can expresss opinons.
- B. Citizens can express opinions.
- C. Citisens can expres opinons.
- D. Citizins can expres opinions.

5. Which transition BEST connects a reason to the thesis (central idea)?

- A. However
- B. One important reason is
- C. But
- D. Instead

Purpose: a quick, gradeable check of 5.11B(iv-v) organize. 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. Topic sentence

Correct: B

The correct sentence names a specific reason (free speech) and frames a paragraph.

2. Evidence

Correct: B

The correct sentence cites the passage.

3. Explanation

Correct: B

The correct sentence explains WHY free speech matters.

4. Spelling

Correct: B

"Citizens," "express," and "opinions" are spelled correctly.

5. Transition

Correct: B

"One important reason is" introduces a reason.

Questions 1 or 3 missed widely: reteach how a reason becomes a topic sentence.

Exemplars & Rubric

Prompt: "Write two reasons from the passage as topic sentences that could each begin a body paragraph." 5.12B(ii)

4 *"One reason the Bill of Rights matters is that it guarantees the freedom to speak openly, which lets citizens hold leaders accountable. Another reason is that it protects the right to gather peacefully, which gives communities a way to call for change together."*

SECURE: two precise topic sentences · RPLD: Independent

3 *"The Bill of Rights lets people speak freely. It also lets them gather."*

DEMONSTRATES: two reasons, slightly general · RPLD: Visible

2 *"Rights are important."*

DEVELOPING: one vague reason · RPLD: Emergent · Next: name a SPECIFIC freedom

1 *"Speech."*

BEGINNING: a word, not a sentence · RPLD: Foundational · Next: model a topic sentence

This four-point Targeted Evidence Scale scores the two topic sentences.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"Each reason should be a FULL sentence that could start its own paragraph."

SAY

"'Speech' is a word. 'One reason the Bill of Rights matters is that it protects free speech' is a topic sentence."

► Students list two reasons, then rewrite each as a topic sentence.

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

Module 4 · The Full ECR: Defend and Connect

The independent Extended Constructed Response

C L U S T E R 3 · 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 ECR with thesis (central idea), body paragraphs, and conclusion.
STANDARDS	5.12B(i-iii) ECR 5.11B structure 5.11C(i-v) develop 5.11D(xxix) spelling
RPLD STAGE THIS WEEK	Independent to Reflective: students OWN and DEFEND the full ECR.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating ECR.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on the full ECR.

Path A : Application Artifact

Student writes the full ECR.

Path C : Choice Demonstration

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

Grade the target, not everything. Score the full ECR on the four-point scale.

Multiple-Choice Check

Five questions on this module's target: the full ECR.

Our Rights, Our Voices

"Our Rights, Our Voices." Long ago, when a nation was new, Leaders asked, "What should we do?" They wrote down rights to make things fair, So people's freedoms would be there. The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do. (Paired with "A Voice of Their Own," a play about a young apprentice learning to speak up for fair treatment.)

Grade 5, Cluster 3 (Scope & Sequence). Students build the full ECR, find hidden WHY and HOW prompt clues, and magnify reasons into topic sentences, using CSI and TREES frameworks.

1. Which is the BEST concluding sentence?

- A. The end.
- B. I hope you agree.
- C. Rights are old.
- D. Because the Bill of Rights protects the freedom to speak, worship, and gather, it ensures that every generation can shape the country they live in.

2. Which sentence does NOT belong?

- A. Free speech lets citizens share opinions.
- B. My lunch was delicious.
- C. Peaceful assembly lets communities call for change.
- D. These rights protect fairness.

3. Which sentence is spelled correctly?

- A. The ammendment protects freedom.
- B. The amendment protects freedom.
- C. The ammendmint protects freedome.
- D. The amendmant protects freedim.

4. Which sentence has correct subject-verb agreement?

- A. The amendments protects citizens.
- B. The amendments protect citizens.
- C. The amendments protecting citizens.
- D. The amendments was protect citizens.

5. Which order BEST organizes an ECR?

- A. Random facts.
- B. A thesis (central idea), body paragraphs with reasons and evidence, and a conclusion.
- C. One sentence.
- D. Conclusion first, then random details.

Purpose: a quick, gradeable check of 5.12B(i-iii) ECR. 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 conclusion

Correct: D

The conclusion restates the thesis (central idea) and its lasting significance.

2. Does not belong

Correct: B

A lunch comment is irrelevant.

3. Spelling

Correct: B

"amendment" and "freedom" are correct.

4. Agreement

Correct: B

"protect" agrees with plural "amendments."

5. Organization

Correct: B

An ECR has thesis (central idea), body paragraphs, and conclusion.

This is the anchor check. Widespread misses on 1 or 5: reteach ECR structure.

Exemplars & Rubric

Prompt: "In an ECR, explain what "Our Rights, Our Voices" shows about why the Bill of Rights matters. Use evidence and explanation." 5.12B(i-iii)

4 *"The Bill of Rights protects essential freedoms that give every citizen a voice in democracy. One reason it matters is that it guarantees free speech, which the passage shows lets citizens challenge unfair decisions. Another reason is that it protects peaceful assembly, giving communities a way to call for change. Because these rights have lasted for generations, the Bill of Rights ensures that every citizen can help shape the country."*
SECURE: thesis (central idea) + body + conclusion, precise · RPLD: Independent

3 *"The Bill of Rights gives people rights like free speech. It lets people share opinions. That is why it matters."*
DEMONSTRATES: thesis (central idea) + evidence + conclusion, lighter · RPLD: Visible

2 *"The passage is about rights."*
DEVELOPING: general statement · RPLD: Emergent · Next: add reasons + evidence

1 *"Rights."*
BEGINNING: does not answer the prompt · RPLD: Foundational · Next: plan thesis (central idea) + reasons

This four-point Targeted Evidence Scale scores the anchor ECR.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"This is your ECR. Thesis (central idea), body paragraphs with reasons and evidence, and a conclusion that ties it together."

SAY

"Make each sentence show stronger thinking, not just more words."

► Give a plan box. Independent write; conference after the draft is complete.

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