

T H E W R I T I N G A C A D E M Y ®

Assessment Companion

Grade 5 · Cluster 7

Narrative and Poetry

Passage: One Voice Can Start a Wave

Grade 5 Assessment Companion: Cluster 7

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Module 1 · Notice, Question, Speak

The voice begins with noticing

C L U S T E R 7 · 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 message of a poem and notice how word choice creates voice.
STANDARDS	5.11A plan 5.11B(i-v) structure 5.12A(i-ii) literary response
RPLD STAGE THIS WEEK	Emergent to Visible: students NOTICE the poet's choices.
EVIDENCE TYPE	Daily Learning Artifact: a sentence explaining the poem's message.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on poetic voice and message.

Path A : Application Artifact

Student writes a sentence explaining the poem's message.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the student identifies the message and connects it to word choice.

Multiple-Choice Check

Five questions on the poem's message and word choice.

One Voice Can Start a Wave

"One Voice Can Start a Wave." One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there. A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone. People can gather, write, and speak, To help protect the change they seek. (Paired with "Try, Learn, Change," a poem about observing, testing, and revising ideas.)

Grade 5, Cluster 7 (Scope & Sequence). Students explore narrative and poetry, using TRAILS and LEAVES frameworks.

1. What is the message of "One Voice Can Start a Wave"?

- A. Waves are in the ocean.
- B. One voice asking a question can inspire others to join and create change.
- C. People like to talk.
- D. Streets are long.

2. Which word from the poem BEST shows the idea of voices growing?

- A. streets
- B. rise
- C. stops
- D. things

3. Which line BEST supports the poem's message?

- A. "A whisper travels down the street, then other voices rise to meet."
- B. "One person walks."
- C. "The sky is blue."
- D. "Streets have sidewalks."

4. Which word is spelled correctly?

- A. question
- B. questian
- C. question
- D. queshtion

5. Which sentence uses the word "voice" as a metaphor?

- A. She spoke in a loud voice.
- B. His voice echoed in the hall.
- C. One voice can start a wave of change across a community.
- D. The singer had a nice voice.

Purpose: a quick, gradeable check of 5.11A plan. 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: B

The poem is about one voice inspiring others to create change.

2. Word choice

Correct: B

"rise" shows voices growing.

3. Support

Correct: A

The line shows a whisper growing into many voices.

4. Spelling

Correct: C

"question" is correct.

5. Metaphor

Correct: C

"voice" represents influence, not just sound.

Questions 1 or 3 missed widely: practice identifying the poet's message.

Exemplars & Rubric

Prompt: "Write a sentence explaining the message of "One Voice Can Start a Wave" and which words show it." 5.12A(i)

4 *"The poem's message is that one person asking a question can inspire a whole community to seek change, and the poet uses words like 'rise,' 'grows,' and 'wave' to show how a single voice becomes a movement."*

SECURE: message + word choice analysis · RPLD: Independent

3 *"The poem says one voice can make change. The word 'rise' shows voices growing."*

DEMONSTRATES: message + one word, lighter · RPLD: Visible

2 *"The poem is about voices."*

DEVELOPING: topic, no message · RPLD: Emergent · Next: what do the voices do?

1 *"Poem."*

BEGINNING: topic only · RPLD: Foundational · Next: model identifying the message

This four-point scale scores the message identification and word choice analysis.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"Poets choose every word on purpose. What message do these word choices build?"

SAY

"The poem is about voices' is a topic. 'One voice can inspire change' is the message."

► Students circle key words, then write the message those words create.

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

Module 2 · Voices and Responses

Respond to the poet's ideas

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	Write a personal response to the poem that connects the poet's message to real life.
STANDARDS	5.11A-B structure 5.11C develop 5.12A(i-ii) literary response
RPLD STAGE THIS WEEK	Visible: students CONNECT the poem to their own thinking.
EVIDENCE TYPE	Daily Learning Artifact: a personal response connecting the poem to an experience.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on personal response.

Path A : Application Artifact

Student writes a personal response.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the response connects the poem's message to real life.

Multiple-Choice Check

Five questions on responding to poetry.

One Voice Can Start a Wave

"One Voice Can Start a Wave." One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there. A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone. People can gather, write, and speak, To help protect the change they seek. (Paired with "Try, Learn, Change," a poem about observing, testing, and revising ideas.)

Grade 5, Cluster 7 (Scope & Sequence). Students explore narrative and poetry, using TRAILS and LEAVES frameworks.

1. Which response BEST connects the poem to real life?

- A. I read the poem.
- B. This poem reminds me of when my class wrote letters to the school board about our playground, and our voices together made a difference.
- C. Poems rhyme.
- D. I like reading.

2. What makes a personal response strong?

- A. It is long.
- B. It connects the poem's message to a real experience and explains WHY.
- C. It repeats the poem.
- D. It uses big words.

3. Which sentence shows stronger thinking?

- A. The poem demonstrates that collective action begins when one person has the courage to ask whether something is fair.
- B. The poem is nice.
- C. I read it.
- D. Poems are words.

4. Which word is spelled correctly?

- A. experiance
- B. experiense
- C. experience
- D. experiince

5. Which sentence correctly uses a comma in a series?

- A. People can gather write and speak.
- B. People can gather, write, and speak.
- C. People, can gather write and speak.
- D. People can gather write, and speak.

Purpose: a quick, gradeable check of 5.11A-B structure. 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 connection

Correct: B

The response names a real experience and connects it to the poem's message.

2. Strong response

Correct: B

A strong response connects the message to experience and explains why.

3. Stronger thinking

Correct: A

"demonstrates that collective action begins when one person..." is precise.

4. Spelling

Correct: C

"experience" is correct.

5. Comma in series

Correct: B

Commas separate items in a list.

Questions 1 or 2 missed widely: practice connecting poems to real life.

Exemplars & Rubric

Prompt: "Write a personal response that connects "One Voice Can Start a Wave" to a time when speaking up made a difference." 5.12A(ii)

4 *"This poem reminds me of when my class wrote letters to the school board about our playground. At first, only a few students wanted to write, but once one person shared a letter, others joined in. Like the poem says, 'A whisper travels down the street, then other voices rise to meet.' Our voices together made a difference."*
SECURE: connection + text evidence + explanation · RPLD: Independent

3 *"The poem reminds me of a time my class worked together. Our voices helped."*
DEMONSTRATES: connection, lighter · RPLD: Visible

2 *"I liked the poem."*
DEVELOPING: opinion, no connection · RPLD: Emergent · Next: name a time speaking up mattered

1 *"Poem."*
BEGINNING: topic only · RPLD: Foundational · Next: model a personal response

This four-point scale scores the personal response.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"Connect the poem to YOUR life. When has speaking up made a difference?"

SAY

"Name the experience, then explain HOW it connects to the poem's message."

► Students write a personal response using at least one line from the poem.

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

Module 3 · Evidence Can Change the Story

How evidence shapes narrative thinking

C L U S T E R 7 · 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	Use evidence from the poem to support an idea about how voices create change.
STANDARDS	5.11B(i-v) structure 5.11C develop 5.12A(i-ii) literary response
RPLD STAGE THIS WEEK	Independent: students USE evidence to support their thinking.
EVIDENCE TYPE	Daily Learning Artifact: an evidence-supported claim about the poem.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on evidence in poetry.

Path A : Application Artifact

Student writes a claim with evidence from the poem.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the evidence from the poem supports the claim.

Multiple-Choice Check

Five questions on using evidence from poetry.

One Voice Can Start a Wave

"One Voice Can Start a Wave." One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there. A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone. People can gather, write, and speak, To help protect the change they seek. (Paired with "Try, Learn, Change," a poem about observing, testing, and revising ideas.)

Grade 5, Cluster 7 (Scope & Sequence). Students explore narrative and poetry, using TRAILS and LEAVES frameworks.

1. Which line from the poem is the BEST evidence that one voice can grow?

- A. "One voice speaks, another hears."
- B. "Streets have corners."
- C. "The sky is wide."
- D. "Birds fly south."

2. Which sentence EXPLAINS why that line is evidence?

- A. The poem rhymes.
- B. This line shows that when one person speaks, another listens, and the idea begins to spread.
- C. Poems have lines.
- D. I read it.

3. Which sentence is the BEST thesis (central idea) about the poem?

- A. The poem has words.
- B. I like it.
- C. "One Voice Can Start a Wave" argues that change begins when one person has the courage to question fairness.
- D. It rhymes.

4. Which word is spelled correctly?

- A. courange
- B. cuorage
- C. courage
- D. courige

5. Which sentence correctly uses quotation marks for a line of poetry?

- A. The poet writes, A whisper travels down the street.
- B. The poet writes, "A whisper travels down the street."
- C. The poet writes "A whisper" travels down the street.
- D. "The poet writes" A whisper travels down the street.

Purpose: a quick, gradeable check of 5.11B(i-v) structure. 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 evidence

Correct: A

"One voice speaks, another hears" shows the chain of listening.

2. Explanation

Correct: B

The explanation names the mechanism (one speaks, another listens, idea spreads).

3. Thesis

Correct: C

The thesis (central idea) names the poem's argument (courage to question fairness).

4. Spelling

Correct: C

"courage" is correct.

5. Quotation marks

Correct: B

A direct quote from the poem is set in quotation marks.

Questions 1 or 2 missed widely: practice finding and explaining poetic evidence.

Exemplars & Rubric

Prompt: "Write a claim about "One Voice Can Start a Wave" and support it with evidence from the poem." 5.12A(i-ii)

4 *"The poem argues that change begins when one person has the courage to question fairness. The poet writes, 'One person asks, Is this thing fair? Another stops to listen there.' This shows that the first step toward change is not a plan or a protest, but a single honest question."*

SECURE: claim + evidence + explanation · RPLD: Independent

3 *"The poem says one voice can make change. The line about a whisper shows how it spreads."*

DEMONSTRATES: claim + evidence, lighter · RPLD: Visible

2 *"The poem is about voices."*

DEVELOPING: topic, no claim · RPLD: Emergent · Next: make a claim about what the poem argues

1 *"Voices."*

BEGINNING: topic only · RPLD: Foundational · Next: model a claim + evidence

This four-point scale scores the claim + evidence from poetry.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"Even in a poem, you can find EVIDENCE. Quote a line, then explain what it proves."

SAY

"The poet writes, 'One voice speaks, another hears.' This PROVES that change starts with listening."

► Students choose one line, quote it, then write what it proves.

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

Module 4 · Informed Voices Create Responsible Change

The independent literary response

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	Write a complete literary response that uses evidence from both poems.
STANDARDS	5.12A(i-ii) literary response 5.11B structure 5.11C develop 5.11D(xxix) spelling
RPLD STAGE THIS WEEK	Independent to Reflective: students OWN the full literary response.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating literary response.

Three Ways to Gather the Evidence

- Path A : Quick Check**
The 5-question Multiple-Choice Check on the full literary response.
- Path A : Application Artifact**
Student writes the full literary response.
- Path C : Choice Demonstration**
Same target, same scoring.

This is the cluster's anchor evidence.

Multiple-Choice Check

Five questions on the full literary response.

One Voice Can Start a Wave

"One Voice Can Start a Wave." One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there. A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone. People can gather, write, and speak, To help protect the change they seek. (Paired with "Try, Learn, Change," a poem about observing, testing, and revising ideas.)

Grade 5, Cluster 7 (Scope & Sequence). Students explore narrative and poetry, using TRAILS and LEAVES frameworks.

1. Which is the BEST concluding sentence for a literary response about both poems?

- A. The end.
- B. I liked both.
- C. Poems rhyme.
- D. Because both poems show that noticing, questioning, and acting can transform a single voice into a community of change, they remind us that responsible change begins with the courage to ask "Is this fair?"

2. Which sentence does NOT belong?

- A. The poet uses "rise" to show voices growing.
- B. My favorite snack is popcorn.
- C. "Try, Learn, Change" shows that observation leads to understanding.
- D. Both poems value speaking up.

3. Which sentence is spelled correctly?

- A. The poet demonstraitrs courige.
- B. The poet demonstrates courage.
- C. The poet demonstates curage.
- D. The poet demonstretes couraje.

4. Which sentence has correct subject-verb agreement?

- A. The poems shows the idea.
- B. The poems show the idea.
- C. The poems showing the idea.
- D. The poems was show the idea.

5. Which order BEST organizes a literary response about two poems?

- A. Random lines.
- B. A thesis (central idea) about both poems, body paragraphs with evidence from each, and a conclusion.
- C. One sentence.
- D. The conclusion first.

Purpose: a quick, gradeable check of 5.12A(i-ii) literary response. 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 connects both poems and states significance.

2. Does not belong

Correct: B

A snack preference is irrelevant.

3. Spelling

Correct: B

"demonstrates" and "courage" are correct.

4. Agreement

Correct: B

"show" agrees with plural "poems."

5. Organization

Correct: B

A literary response has thesis (central idea), body, and conclusion.

This is the anchor check. Widespread misses: reteach literary response structure.

Exemplars & Rubric

Prompt: “Write a literary response explaining what both poems show about how voices create responsible change. Use evidence from both poems.” 5.12A(i-ii)

4 *“Both poems show that responsible change begins when one person has the courage to ask a question. In ‘One Voice Can Start a Wave,’ the poet writes that ‘a question grows and conquers fears,’ showing that asking ‘Is this fair?’ is the first step. In ‘Try, Learn, Change,’ the poet shows that observing, testing, and revising leads to understanding. Together, these poems prove that informed voices, not just loud ones, create the most lasting change.”*

SECURE: thesis (central idea) + evidence from both + conclusion · RPLD: Independent

3 *“Both poems say that speaking up matters. One is about voices growing and the other is about learning.”*

DEMONSTRATES: thesis (central idea) + lighter evidence · RPLD: Visible

2 *“The poems are about change.”*

DEVELOPING: vague · RPLD: Emergent · Next: add evidence from each poem

1 *“Poems.”*

BEGINNING: does not answer · RPLD: Foundational · Next: plan thesis (central idea) + evidence

This four-point scale scores the anchor literary response.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

“Use evidence from BOTH poems. What do they share? What do they each add?”

SAY

“Quote a line from each poem and explain what it proves.”

► Give a plan box. Independent write; conference after.

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