
THE WRITING ACADEMY, LLC

Summative Assessment 1

Grade 3

Clusters Prepare, 1, and 2

Narrative Planning and Genre Selection, Informational Single
Constructed Response (SCR), and Extended Constructed Response (ECR)
with the TREE Framework

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TEKS Alignment Table

Each item is mapped to its TEKS target and the cluster/module where students learned the skill.

Item	TEKS	Skill Assessed	Cluster / Module
1	3.11A(i)	Plan a first draft by selecting genre, topic, purpose, and audience	Prepare / M1
2	3.12A(i)	Identify narrative genre characteristics (character, setting, problem)	Prepare / M2
3	3.12A(ii)	Use narrative craft: select a detail that develops the experience	Prepare / M2, M3
4	3.11C(i)	Revise a sentence by adding an idea that strengthens the narrative	Prepare / M3
5	3.11D(i)	Edit for subject-verb agreement	Prepare / M4
6	3.12B(i)	Identify the thesis (central idea) of an informational passage	C1 / M1
7	3.12B(i)	Write a thesis (central idea) that answers an informational prompt	C1 / M2
8	3.12B(ii), 3.7C	Select the strongest text evidence to support a thesis (central idea)	C1 / M3
9	3.12B(iii)	Write an explanation that connects evidence to the thesis (central idea)	C1 / M4
10	3.11D(i)	Edit for subject-verb agreement in context	C1 / M4
11	3.12B(i), 3.11B(i)	Analyze a prompt for topic, charge, and clue word	C2 / M1
12	3.12B(i)	Construct a thesis (central idea) with a noun and verb of importance	C2 / M2
13	3.11C(ii)	Revise for precise, informational word choice	C2 / M2
14	3.12B(ii)	Group details into a reason that supports the thesis (central idea)	C2 / M3
15	3.12B(iii), 3.11B(iii)	Select evidence and use CSI to connect, support, and infer	C2 / M4
ECR	3.12B(i), 3.12B(ii), 3.11B(i)	Write an informational paragraph: thesis (central idea), evidence, explanation	C2 / M1 through M4

Name: _____

Date: _____

Grade 3 Summative Assessment 1

Clusters Prepare, 1, and 2

Directions:

Read each passage carefully. Then answer the questions that follow. Choose the best answer for each multiple-choice question. For the written response at the end, plan your answer on the planning page and write your final response on the lined pages.

Read the following passage. Then answer Questions 1 through 5.

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.

1. A student wants to write about Emsy's discovery. What should the student decide BEFORE writing a first draft?

- A. How many paragraphs to include in the final piece
- B. Which font and color to use for the title of the piece
- C. The genre, topic, purpose, and audience for the writing
- D. The last sentence that will appear at the very end of the finished piece of writing

2. Which statement BEST explains why "The Mystery of the Traveling Shell" is a narrative rather than an informative explanation?

- A. It gives the reader step-by-step directions for visiting a museum and looking at exhibits safely.
- B. It tries to persuade the reader to agree with an opinion about seashells.
- C. It follows a character named Emsy through a setting as she solves a problem.
- D. It presents a list of facts about seashells organized in alphabetical order.

3. Which detail from the passage BEST develops the experience of Emsy investigating the mystery?

- A. Emsy traced the distance from the coast to Poverty Point with her finger.
- B. Museums are large buildings that are open to visitors during the daytime.
- C. Some objects found in display cases are white and smooth to the touch.
- D. Notebooks have lined pages inside them where students can write notes and draw pictures.

4. A student writes this sentence in a narrative about the passage: "Emsy found the shell." Which revision BEST adds an idea that strengthens the narrative?

- A. Emsy found the shell, and it was sitting there on the table near the wall of the museum building.
- B. Emsy found the shell beside the display case and immediately began writing clues in her notebook.
- C. Emsy found the shell, and then she found the shell again in a different spot.
- D. The shell was found by someone who was walking through the building that day.

5. Which sentence uses correct subject-verb agreement?

- A. Emsy write her final claim in the notebook.
- B. Emsy writing her final claim in the notebook.
- C. Emsy writes her final claim in the notebook.
- D. Emsy were write her final claim in the notebook.

Read the following passage. Then answer Questions 6 through 10.

The Pilgrims Chose Plymouth

In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean looking for a place where they could live and practice their beliefs freely. After many weeks at sea, they reached the coast of North America. The Pilgrims explored the land and found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and ships. There was also fresh water and land where crops could be planted. The harbor made it possible for their ship to anchor safely. Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled and built their new colony.

6. What is the thesis (central idea) of this passage?

- A. The Pilgrims sailed across the Atlantic Ocean in 1620 to find a new place to live.
- B. Plymouth had forests with tall trees that could be used to build houses and ships.
- C. Winter was coming soon, and the Pilgrims needed to find shelter before the cold arrived.
- D. The Pilgrims chose Plymouth because it had the resources they needed to build a new home.

7. A student receives this prompt: "Why did the Pilgrims choose Plymouth?" Which sentence is the BEST thesis (central idea) for a short constructed response?

- A. The Pilgrims chose Plymouth because it provided fresh water, forests for building, and a safe harbor.
- B. The Pilgrims were a group of people who traveled across the ocean on a large wooden ship.
- C. Plymouth is a place that is located along the coast of North America, near the shore of the Atlantic Ocean.
- D. I think the Pilgrims were very brave people because they left their homes and sailed far away.

8. A student writes this thesis (central idea): "The Pilgrims chose Plymouth because it had everything they needed." Which quotation from the passage is the STRONGEST evidence for this thesis (central idea)?

- A. "In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean looking for a place."
- B. "Soon, Plymouth became the place where they settled and built their new colony."
- C. "Nearby were forests filled with tall trees that could be used to build homes and ships."
- D. "After many weeks at sea, they reached the coast of North America."

9. A student includes this evidence: "The passage states, "There was also fresh water and land where crops could be planted." Which explanation BEST connects this evidence to the thesis (central idea) that Plymouth had the resources the Pilgrims needed?

- A. This sentence has quotation marks around it, which shows the student copied it correctly from the passage.
- B. This proves that fresh water and farmland were resources the Pilgrims needed to survive, which is why Plymouth was a good choice.
- C. This means that water is a liquid that can be found in many rivers and lakes across North America and other places around the world.
- D. This tells the reader that the passage mentions crops, and crops are plants that people grow in their gardens.

10. Which sentence is edited correctly for subject-verb agreement?

- A. The Pilgrims explores the land and finds Plymouth.
- B. The Pilgrims explored the land and found Plymouth.
- C. The Pilgrims exploring the land and finding Plymouth.
- D. The Pilgrims was explored the land.

Read the following passage. Then answer Questions 11 through 15.

Laura Ingalls Wilder

Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures. As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work. Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago. Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories. Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive.

11. Read this prompt: "Explain why Laura Ingalls Wilder is remembered as an important author." What is the topic of this prompt, and what does the charge ask the writer to do?

- A. The topic is "books," and the charge asks the writer to list every single book that Laura Ingalls Wilder ever wrote during her entire life.
- B. The topic is "Laura Ingalls Wilder," and the charge asks the writer to explain why she is remembered as important.
- C. The topic is "the prairie," and the charge asks the writer to describe the weather and temperature in Wisconsin.
- D. The topic is "Wisconsin," and the charge asks the writer to draw a detailed map of the entire state.

12. Which sentence is the BEST thesis (central idea) for the prompt "Why is Laura Ingalls Wilder remembered as an important author?"

- A. Laura Ingalls Wilder was born in 1867 in Wisconsin, which is a state located in the Midwest.
- B. Laura Ingalls Wilder wrote some books a long time ago that people could buy and read at home.
- C. I enjoy reading stories about people who lived on the prairie because they are interesting to me.
- D. Laura Ingalls Wilder is remembered because she used true stories about frontier life to help readers understand history.

13. Read this sentence from a student's response: "Laura Ingalls Wilder did nice stuff about the old days." Which revision uses the MOST precise, informational language?

- A. Laura Ingalls Wilder did things about old stuff from a really, really long time ago in the past.
- B. Laura Ingalls Wilder shared true stories about frontier life so readers could understand what families experienced long ago.
- C. Laura Ingalls Wilder had some ideas about different places and times that she thought about sometimes when she was at home.
- D. Laura Ingalls Wilder was nice and wrote about things that happened to people in various places.

14. A student writes this thesis (central idea): "Laura Ingalls Wilder helped people learn about frontier life." Which group of details from the passage BEST supports this thesis (central idea) as a reason?

- A. She was born in 1867, and Wisconsin is a state located in the Midwest region of the country.
- B. She had sisters and parents who lived with her in small houses while they moved from place to place.
- C. Her stories described building homes, growing food, going to school, and helping neighbors.
- D. Books are made of paper and usually have covers, and some books also have pictures inside them.

15. A student uses this evidence: "The passage states, 'She wanted people to understand what life was like for families living long ago.'" Which explanation BEST connects this evidence to the thesis (central idea) that Laura is remembered as an important author?

- A. This connects to the thesis (central idea) because wanting people to understand frontier life is the reason Laura wrote, which is why she is remembered.
- B. This means that Laura wanted something from her readers, and readers are people who look at the words on the pages of a book.
- C. This evidence has quotation marks around it, which shows the student copied the sentence correctly from the original passage.
- D. This is a sentence from the passage that mentions families, and families are groups of people who live together in the same home and share their daily lives.

Continue to the Written Response on the next page.

Written Response

Directions:

Read the prompt below. Use the planning space to organize your ideas. Then write your response on the lined page that follows.

Writing Prompt

Read "Laura Ingalls Wilder" again. Write an informational paragraph that answers this question:

Why is Laura Ingalls Wilder remembered as an important author?

Your paragraph should include:

- A clear thesis (central idea) sentence that answers the prompt
- At least two supporting details from the passage
- An explanation of why each detail supports your thesis (central idea)
- Precise, informational word choices
- Correct sentences with subject-verb agreement

Planning Space

Use this space to plan your paragraph before writing.

My thesis (central idea):

Detail 1 and why it supports my thesis (central idea):

Detail 2 and why it supports my thesis (central idea):

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

TEACHER ANSWER KEY AND SCORING GUIDE

Answer Key with Rationale

1. C

TEKS 3.11A(i). A prepared writer decides genre, topic, purpose, and audience before drafting. The other choices name formatting details or skip planning entirely. (Prepare / M1)

2. C

TEKS 3.12A(i). A narrative has a character, a setting, and a problem. C identifies all three (Emsy, the museum, the mystery). A describes directions, B describes persuasion, D describes a list. (Prepare / M2)

3. A

TEKS 3.12A(ii). A names a specific action that develops Emsy's investigation (tracing the distance). The other choices are off-topic facts unrelated to the narrative experience. (Prepare / M2, M3)

4. B

TEKS 3.11C(i). B adds a meaningful detail (the location and her next action). A adds no new information. C is not a complete sentence. D removes the character entirely. (Prepare / M3)

5. C

TEKS 3.11D(i). "Writes" agrees with the singular subject "Emsy." A uses "write" (base form). B uses a participle without a helper. D uses "were write," which is incorrect. (Prepare / M4)

6. D

TEKS 3.12B(i). D captures the controlling idea of the whole passage (why the Pilgrims chose Plymouth). A, B, and C are narrow supporting details. (C1 / M1)

7. A

TEKS 3.12B(i). A answers the prompt with a thesis (central idea) that names the TOPIC and the ANSWER with "because." B restates the topic. C is a fact. D is a personal opinion. (C1 / M2)

8. C

TEKS 3.12B(ii), 3.7C. C is a direct quotation proving Plymouth had needed resources (forests for building). A and D describe the journey. B tells what happened afterward but not why. (C1 / M3)

9. B

TEKS 3.12B(iii). B explains how the evidence connects to the thesis (central idea): fresh water and farmland were survival resources, proving Plymouth was a good choice. A, C, and D describe surface features. (C1 / M4)

10. B

TEKS 3.11D(i). "Explored" and "found" agree with the plural subject "Pilgrims" in past tense. A mixes singular verbs with a plural subject. C lacks a main verb. D inserts an extra "was." (C1 / M4)

11. B

TEKS 3.12B(i), 3.11B(i). B correctly identifies the prompt's topic ("Laura Ingalls Wilder") and charge ("explain why she is remembered as important"). The others misidentify both. (C2 / M1)

12. D

TEKS 3.12B(i). D contains a noun of importance ("Laura Ingalls Wilder"), a verb of importance ("is remembered"), and a text-supported answer with "because." A is a birth fact. B is too vague. C is personal. (C2 / M2)

13. B

TEKS 3.11C(ii). B replaces vague words ("nice stuff," "old days") with precise informational language ("shared true stories," "frontier life," "what families experienced"). A, C, and D keep vague words. (C2 / M2)

14. C

TEKS 3.12B(ii). C groups four specific details from the passage that together prove Laura helped readers learn about frontier life. A mixes a fact with an irrelevant statement. B and D are off-topic. (C2 / M3)

15. A

TEKS 3.12B(iii), 3.11B(iii). A uses CSI: it Connects the evidence to the thesis (central idea), Supports it with a reason, and Infers what it means for why she is remembered. B, C, and D describe the evidence without explaining. (C2 / M4)

Answer Key Distribution Check

A: items 3, 7, 15 · B: items 4, 9, 10, 11, 13 · C: items 1, 2, 5, 8, 14 · D: items 6, 12

Writing Rubric: Informational Paragraph (ECR)

Use this rubric to score the written response. TEKS: 3.12B(i), 3.12B(ii), 3.11B(i).

Score	RPLD Stage	Description
4	Independent	The response states one clear thesis (central idea) that controls the paragraph. At least two relevant details from the passage support the thesis (central idea). Each detail includes an explanation connecting it to the thesis (central idea). Word choice is precise and informational. Sentences are complete with correct subject-verb agreement.
3	Visible	The response states a thesis (central idea), slightly general. Two details support it, but explanation may be thin or partially connected. Most words are precise. Minor convention errors do not interfere with meaning.
2	Emergent	The response names the topic but does not state a controlling idea. One detail may be present without explanation. Word choice is vague. Some errors in subject-verb agreement.
1	Foundational	The response restates the topic only or copies a sentence from the passage. No thesis (central idea), no chosen detail, no explanation. Significant convention errors.

Score Conversion

Multiple-choice: 15 points (1 point each). Written response: 4 points. Total: 19 points.

Total Points	Percentage	Performance Level
17 to 19	89% to 100%	High
12 to 16	63% to 84%	Medium
0 to 11	0% to 58%	Low