
THE WRITING ACADEMY, LLC

Summative Assessment 3

Grade 3

Clusters 6 to 8

Argumentative Writing with CREATURES, Poetry and Narrative with
LEAVES, and Research Capstone

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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	3.12C(i)	Write an argumentative claim (decision + because + reasons)	C6 / M1
2	3.12C(i), 3.12C(ii)	Build a claim with magnified reasons and text evidence	C6 / M2
3	3.12C(i), 3.11B(i)	Organize a multi-paragraph argument: claim, reasons, evidence, counterargument	C6 / M3
4	3.12D(i), 3.12C(i)	Deliver an argument through a persuasive letter	C6 / M4
5	3.11D(i)	Edit for subject-verb agreement	C6 / All
6	3.10D	Describe how the author's use of language contributes to meaning	C7 / M1
7	3.10D	Identify figurative language and its contribution to meaning	C7 / M2
8	3.8A	Infer the theme of the poem and distinguish it from the topic	C7 / M3
9	3.12B, 3.10D	Apply LEAVES elements: Language, Emotion, Artistry, Vocabulary, Evidence, Significance	C7 / M4
10	3.11D(i)	Edit for subject-verb agreement	C7 / All
11	3.13A, 3.11B(i)	Plan research and write a body paragraph with evidence from sources	C8 / M1
12	3.13A, 3.11C(i)	Distinguish a direct quotation from a paraphrase and cite the source	C8 / M2
13	3.13A, 3.11B(iii)	Synthesize evidence across sources into a shared pattern	C8 / M3
14	3.13A, 3.11B(i), 3.11B(ii)	Organize a research paper with introduction and conclusion	C8 / M4
15	3.11D(i)	Edit for subject-verb agreement	C8 / All
ECR	3.13A, 3.12B(i), 3.11B(i)	Write a research-based informational response with thesis (central idea), evidence, explanation	All clusters

Name: _____

Date: _____

Grade 3 Summative Assessment 3

Clusters 6 to 8

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.

Crash

Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside. As the class worked, Diego, Mei, Jamal, and Amina shared markers and paper. While reaching for a green marker, Amina's elbow bumped the table. Crash! The glass jar fell to the floor and broke. Amina's heart started to race. Everyone turned to look at the broken jar. For a moment, Amina wondered if she should stay quiet. No one had seen exactly what happened. Mrs. Ramirez walked over and looked at the mess on the floor. "Does anyone know what happened?" she asked calmly. Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said. "I bumped the table and knocked it over. I didn't mean to." Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility." Diego and Mei helped pick up the papers while Jamal brought a broom. Soon the floor was clean. Later, Mrs. Ramirez said to the class, "Being a good citizen means telling the truth, even when it feels hard." Amina felt proud. She had made a mistake, but her honesty helped make things right.

1. A student reads "Crash" and receives this prompt: "Was Amina right to tell the truth?" Which sentence is the STRONGEST argumentative claim?

- A. Amina was in a classroom, and the classroom had a jar with a plant growing inside it on the table.
- B. Amina was right to tell the truth because being honest showed responsibility and helped the class trust her.
- C. I think Amina did something, and she had to decide what to do about the situation in her classroom in the passage.
- D. Mrs. Ramirez asked the class a question, and then Amina raised her hand to answer that question.

2. A student writes this claim: "Amina was right to tell the truth." Which reason and evidence BEST support this claim?

- A. Amina liked helping in class. The passage says she shared markers and paper with her classmates nearby in the passage.
- B. The jar broke because Amina bumped the table with her elbow while she was reaching for a green marker.
- C. Honesty builds trust. The passage says, "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility."
- D. Diego, Mei, and Jamal were also in the classroom. The passage says they all worked on the science project.

3. After writing a claim and two reasons with evidence, which element should a student add to make the argument STRONGER?

- A. A counterargument that names what someone who disagrees might say, followed by a rebuttal that proves why the claim is still correct.
- B. A list of every character in the passage, including their names and what they were doing at the time in the passage.
- C. A sentence that says "I am done writing my argument now" so the reader knows the paper has ended.
- D. A paragraph that retells the entire passage from beginning to end without any argument or claim in it.

4. A student wants to write a persuasive letter to Mrs. Ramirez about honesty in the classroom. Which part should come FIRST in the letter?

- A. The closing and signature at the very bottom of the page, followed by the date written above them in the passage.
- B. A list of evidence quotations from the passage, copied one after another without any explanation.
- C. A greeting followed by an opening that states the writer's position on why honesty matters in the classroom.
- D. The rebuttal to the counterargument, which is usually the second-to-last section of a persuasive letter.

5. Which sentence uses correct subject-verb agreement?

- A. Amina take a deep breath and raised her hand to speak to her teacher about what happened.
- B. Amina taking a deep breath and raised her hand to speak to her teacher about what happened.
- C. Amina took a deep breath and raised her hand to speak to her teacher about what happened.
- D. Amina were take a deep breath and raised her hand to speak to her teacher about what had happened.

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

A Dream Can Grow

I used to think that dreams came late, / But underneath an August sky, / Around us
thousands filled the space, / The crowd grew quiet, row by row, / The words moved over
heads that day, / I did not understand each phrase; / But I understood the word called
hope, / I understood my mama's tears, / The future once had seemed to me / One
thoughtful word, one caring deed, / The dream traveled. The dream grew. / It traveled
home through stories told, / It travels when we make some room / A dream can be a
planted seed / A dream can be a lantern bright, / A dream can be a song we know, / The
dream traveled. The dream travels still. / That afternoon I thought I'd see / "Carry this
hope. Protect its light. / The little child I was that day / I hear the crowd grow calm once
more, / If someone asks where dreams can go, / They live not only in a speech, / And now,
although the years move on,

6. In the poem, the speaker says, "I understood my mama's tears." How does this line help the reader understand the poem's meaning?

- A. It tells the reader that the speaker's mama was sad because she lost something important at the event that day in the passage.
- B. It shows that even a child who did not understand every word could feel the deep hope and emotion in the speech.
- C. It proves that the poem is about a person who went to a large outdoor gathering on a sunny afternoon in summer.
- D. It explains that the speaker's mama was tired from standing in the sun for a very long time during the event.

7. The poem says, "A dream can be a planted seed." What does this figurative language help the reader understand?

- A. The speaker's family grew vegetables in a garden behind their house after they returned from the event.
- B. Dreams are small things that cannot grow, change, or spread to other people in any way at all.
- C. A dream starts small, but with care and time, it can grow into something much larger and more powerful.
- D. Seeds are tiny objects found inside fruits, and they need water and sunlight to grow into plants.

8. The TOPIC of this poem is a speech about dreams. What is the THEME (the message the poet wants the reader to carry away)?

- A. A dream that begins in one person's heart can grow and spread when many people carry it forward together.
- B. The poem is about a speech that happened in August, and many thousands of people came to listen to it.
- C. Dreams are things that people have when they sleep at night, and some dreams feel very real to the person.
- D. The speaker was a child who went to an event with a parent, and the child watched the crowd get quiet.

9. Why is the repeated line "The dream traveled. The dream travels still." significant to the poem's meaning?

- A. The poet repeated the line because the poem needed more words to fill the page and reach the end.
- B. The repetition shows that the dream did not stay in one place or one time, but it keeps spreading to new people and new generations.
- C. The poet used the word "traveled" because the speaker went on a trip to a faraway city for the event in the passage.
- D. The two sentences are the same length, which makes the poem look balanced and even on the printed page.

10. Which sentence is written correctly?

- A. The speaker remember the crowd growing quiet as the speech began at the memorial.
- B. The speaker remembers the crowd growing quiet as the speech began at the memorial.
- C. The speaker remembering the crowd growing quiet as the speech began at the memorial.
- D. The speaker were remember the crowd growing quiet as the speech began at the memorial.

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

A Place to Grow: How Geography Helps Build a Community

Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges. Throughout history, people have had to ask important questions before a community could grow. Where will we get water? How will we find or grow food? What materials can we use for homes? How will we travel? What can we do if our community does not have a resource we need? The answers have been different in different places, but one idea appears again and again: where people live affects how they live. Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals. Rivers can also provide fish and create routes for transportation. Ancient Egypt is one example. Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land. Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. For thousands of years, the Nile flooded nearby land. After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. The river also provided fish, drinking water, and a way to move people and goods.

11. A student is writing a research paper about how geography helps communities. Which research question would BEST guide the student's investigation?

- A. What is my favorite place to visit on summer vacation with my family and friends in the summertime?
- B. How does the geography of a place affect the resources that are available to the people who live there?
- C. How many rivers are there in the entire world, and which one of all those rivers is the very longest? in the passage.
- D. What color is the soil near the Nile River, and is the soil the same color throughout the whole year?

12. Which sentence correctly uses a direct quotation from the passage with a signal marker?

- A. Geography is important because the passage explains things about geography and places where people live in the passage.
- B. The passage states that rivers are wet, which means they have water in them that people can use daily.
- C. According to the passage, "where people live affects how they live," which shows geography shapes communities.
- D. People lived near the Nile River a long time ago, and the Nile River is located in the country of Egypt.

13. The passage describes how the Nile River helped ancient Egypt grow. Which sentence BEST synthesizes this evidence into a broader pattern about geography and communities?

- A. The Nile River is a famous river, and many students learn about it in school when they study ancient history.
- B. Ancient Egypt was located in a desert, and deserts are very hot and dry places with sand and very little rain.
- C. The Nile River is located in Africa, and Africa is one of the seven continents on the planet Earth today.
- D. Just as the Nile gave Egypt water, food, and transportation, communities throughout history have grown strongest when geography provides the resources people need.

14. A student has written three body paragraphs about geography and communities. Which sentence would make the BEST conclusion for the research paper?

- A. In conclusion, geography shapes every community because the land, water, and resources of a place determine how people live, work, and grow.
- B. That is everything I found out about geography and communities during my research, and now my paper is finished in the passage.
- C. The Nile River flooded every year and left behind rich, fertile soil that farmers could use to grow their crops.
- D. There are many other topics I could research if I had more time, such as animals, weather, and outer space.

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

- A. The geography of a place affect the resources that are available to the people who live there in the passage.
- B. The geography of a place affecting the resources that are available to people who live there.
- C. The geography of a place affects the resources that are available to the people who live there.
- D. The geography of a place were affect the resources that are available to people who live there.

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 "A Place to Grow" again. Write an informational paragraph that answers this question: How does the geography of a place affect the way a community grows? State a clear thesis (central idea), support it with at least two details from the passage, and explain why each detail supports your thesis (central idea).

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. B

TEKS 3.12C(i). B states a clear decision ("right to tell the truth") with "because" + reasons. A and D restate events. C is vague with no decision or reason. (C6 / M1)

2. C

TEKS 3.12C(i), 3.12C(ii). C gives a reason (honesty builds trust) with direct text evidence proving the claim. A gives background. B explains the accident. D names other characters. (C6 / M2)

3. A

TEKS 3.12C(i), 3.11B(i). A names the counterargument + rebuttal, a key part of CREATURES. B is a character list. C announces the end. D retells without arguing. (C6 / M3)

4. C

TEKS 3.12D(i), 3.12C(i). A letter begins with a greeting and opening position. A puts the closing first. B skips the greeting. D puts the rebuttal first. (C6 / M4)

5. C

TEKS 3.11D(i). "Took" and "raised" agree with singular "Amina" in past tense. A uses base form "take." B uses participle. D uses "were take." (C6 / All)

6. B

TEKS 3.10D. B explains how the language (mama's tears) contributes to the meaning of hope. A invents sadness. C states a surface fact. D invents tiredness. (C7 / M1)

7. C

TEKS 3.10D. C explains the figurative comparison: a dream starts small and grows. A invents a literal garden. B contradicts the poem. D defines seeds literally. (C7 / M2)

8. A

TEKS 3.8A. A states the theme (dreams grow when shared). B names the topic. C confuses "dream" literally. D retells an event. (C7 / M3)

9. B

TEKS 3.12B, 3.10D. B explains significance: the repetition shows the dream is alive and spreading. A, C, and D describe surface features. (C7 / M4)

10. B

TEKS 3.11D(i). "Remembers" agrees with singular "speaker." A uses base form. C uses participle. D uses "were remember." (C7 / All)

11. B

TEKS 3.13A, 3.11B(i). B is a focused research question that can be answered with evidence from the passage. A is personal. C and D are too narrow. (C8 / M1)

12. C

TEKS 3.13A, 3.11C(i). C uses a signal marker ("According to the passage") with a verbatim quotation and an explanation. A has no quotation. B invents a quote. D paraphrases without citing. (C8 / M2)

13. D

TEKS 3.13A, 3.11B(iii). D synthesizes the specific example into a broader pattern about geography and communities. A, B, and C state isolated facts. (C8 / M3)

14. A

TEKS 3.13A, 3.11B(i), 3.11B(ii). A restates the thesis (central idea) and synthesizes the research. B announces the end. C adds a body detail. D drifts to new topics. (C8 / M4)

15. C

TEKS 3.11D(i). "Affects" agrees with singular "geography." A uses base form "affect." B uses participle. D uses "were affect." (C8 / All)

Writing Rubric: Research-Based Informational Paragraph (ECR)

Use this rubric to score the written response. TEKS: 3.13A, 3.12B(i), 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. Word choice is precise. Sentences have correct subject-verb agreement.
3	Visible	The response states a thesis (central idea), slightly general. Two details support it, but explanation may be thin. Most words are precise. Minor convention errors.
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 subject-verb errors.
1	Foundational	The response restates the topic only or copies a sentence. No thesis (central idea), no chosen detail, no explanation. Significant convention errors.

Score Conversion

Multiple-choice: 15 points (1 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 57%	Low