
THE WRITING ACADEMY, LLC

Summative Assessment 2

Grade 4

Clusters 3, 4, and 5

Connecting Two Texts, Opinion and Argument (CREATURES), and
Purposeful Conclusion with Connecting Ideas Across Texts

The Writing Academy, LLC

The Writing Academy, LLC

© 2026 The Writing Academy, LLC. All rights reserved.

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means without the prior written permission of the publisher.

The Writing Academy is a registered trademark of The Writing Academy, LLC.

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	4.12B(i)	Identify the connecting idea that fits BOTH texts	C3 / M1
2	4.12B(i), 4.11B(iv)	Write a sentence that correctly connects two texts	C3 / M2
3	4.12B(i)	Distinguish a connecting idea from a single-text detail	C3 / M3
4	4.12B(ii)	Select a detail from each text that supports the connecting idea	C3 / M4
5	4.11D(i)	Edit for subject-verb agreement	C3 / M4
6	4.12C(i)	Identify what a claim must do in an argument	C4 / M1
7	4.12C(i)	Write the strongest claim for a prompt about a passage	C4 / M1
8	4.12C(i), 4.11B(iii)	Select a claim the passage can best defend with evidence	C4 / M2
9	4.12C(i)	Distinguish a claim from a fact	C4 / M3
10	4.11D(i)	Edit for subject-verb agreement in context	C4 / M4
11	4.12B(i)	Identify the connecting idea that fits BOTH texts	C5 / M1
12	4.12B(i), 4.11B(iv)	Write a sentence that correctly connects two texts	C5 / M2
13	4.12B(i)	Distinguish a connecting idea from a single-text detail	C5 / M3
14	4.11B(ii)	Write the best connecting thesis (central idea) across two texts	C5 / M4
15	4.11D(i)	Edit for subject-verb agreement	C5 / M4
ECR	4.12C(i), 4.12C(ii), 4.11B(iii)	Write an argumentative paragraph: claim, reason, evidence	C4 / M1 through M4

Name: _____

Date: _____

Grade 4 Summative Assessment 2

Clusters 3, 4, and 5

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 two texts. Then answer Questions 1 through 5.

A Lone Star Choice

Text 1: Texas stood beneath wide skies, A young republic in people's eyes. Once part of Mexico long ago, Now standing alone, unsure where to go. Leaders talked both day and night, About joining the U.S. and what was right. Some were hopeful, while others felt hopeless. Wondering what the choice was about. In 1845, a change was made, Texas joined the U.S.: a choice that stayed. But Mexico did not agree, And anger grew across the sea. Soon a war began to rise, With soldiers marching under open skies. Battles were fought both near and far, Each side showing who they are. The war came to an end at last, But its effects were strong and vast. The U.S. gained land across the West, Changing the map and passing the test. For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history.

Text 2 ("Making It Happen"): NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand. [Mrs. Chen turns from the board.] AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art? MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them. MATEO: [Leans over.] Like... they just paid for it? MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen. NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. [They walk side by side with backpacks.] MATEO: That kind of sounds like today, just... different.

1. Which idea fits BOTH texts?

- A. Texas is a state in the southern part of the United States.
- B. A drama always has actors who perform scenes on a stage.
- C. An important choice or idea becomes real only when it gains enough support.
- D. Poems can rhyme, and rhyming makes language more pleasant to hear.

2. Which sentence connects the two texts correctly?

- A. Both texts show that big changes need people's support to succeed.
- B. "A Lone Star Choice" is a poem that was written about the history of Texas.
- C. "Making It Happen" is a drama with characters who have a conversation.
- D. Texas is in the southern region of the country and has a warm climate.

3. A connecting idea must fit BOTH texts. Which does NOT?

- A. Both show a choice that needs support from others to become real.
- B. Both are about ideas becoming something bigger than they started as.
- C. Both show that change takes effort and the willingness to act.
- D. "Making It Happen" is a play with characters who talk to each other.

4. Which is the BEST connecting thesis (central idea)?

- A. I like poems more than plays because poems have rhythm and rhyme.
- B. Whether it is a state's choice or a person's idea, support is what turns a decision into reality.
- C. Texas joined the United States in 1845 after leaders voted on statehood.
- D. Plays are performed on a stage in front of an audience by trained actors.

5. Which sentence has correct subject-verb agreement?

- A. Both texts show how support creates change.
- B. Both texts shows how support creates change.
- C. Both texts is show how support creates change.
- D. Both texts showing how support creates change.

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

The Wealth of Mansa Musa

A long time ago in West Africa, there was a strong and successful kingdom called Mali. One of its most well-known rulers was Mansa Musa. He became king in the early 1300s and is often remembered as one of the richest people in history. Mali became wealthy because it controlled important trade routes. Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable. Mansa Musa made smart choices that helped his kingdom grow. He made sure traders could move safely, which brought more people and goods into Mali. As a result, cities like Timbuktu became busy and important places. Timbuktu was also known for learning, where people studied subjects like math, science, and religion. One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage. During this journey, he gave away large amounts of gold to people in need. His actions made many people notice how wealthy Mali was. Because of the choices he made, Mali became known as a powerful and important kingdom. People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow.

6. What is a claim in an argument?

- A. Just a fact copied directly from the passage without any additional thought.
- B. A clear position the writer will defend with reasons and evidence.
- C. A question the writer asks the reader to think about at the end.
- D. A list of everything that happened in the passage from beginning to end.

7. Which is the STRONGEST claim about the prompt "Was Mansa Musa a wise leader?"

- A. Mansa Musa was rich, and he lived in West Africa a very long time ago.
- B. I am not sure about Mansa Musa because I do not know enough about him.
- C. Mali was an empire that existed in Africa, and it had cities and trade routes.
- D. Mansa Musa was a wise leader because of how he used his great wealth to strengthen his kingdom.

8. Which claim can the passage best DEFEND?

- A. Mansa Musa lived in the future and had no connection to the past.
- B. Mansa Musa was a poor farmer who never traveled outside his village.
- C. Mansa Musa's wealth helped make him an important leader.
- D. Mansa Musa never ruled anything and had no power or influence.

9. How is a claim different from a fact?

- A. They are exactly the same, and there is no real difference between them.
- B. A claim is always shorter than a fact, and a fact is always longer than a claim.
- C. A claim takes a position you can argue; a fact simply states what is true.
- D. A fact always has reasons attached to it, and a claim never has any evidence.

10. Which sentence has correct subject-verb agreement?

- A. Mansa Musa rule the empire of Mali.
- B. Mansa Musa ruling the empire of Mali.
- C. Mansa Musa were rule the empire of Mali.
- D. Mansa Musa rules the empire of Mali.

Read the following two texts. Then answer Questions 11 through 15.

Looking Back to Move Forward

Text 1: Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas. "Who are they?" Ava asked. "They are thinkers from ancient Greece and Rome," her teacher said. "During the Renaissance, people began to study their ideas again." Ava thought about that. Why would people look back at the past? Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important. People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless. These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness. Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing.

Text 2 ("Voices That Shaped Texas"): If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen; it came from artists who shared their stories and traditions. Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas.

11. Which idea fits BOTH texts?

- A. The Renaissance was a time of change that took place in Europe centuries ago.
- B. Texas has many musicians who perform different styles of music on the radio.
- C. Ideas and creative voices from the past shape how people think and live today.
- D. Stories always have characters, a setting, and a problem that needs to be solved.

12. Which sentence connects the two texts correctly?

- A. "Looking Back to Move Forward" is a story about a painting by Raphael.
- B. Both texts show that ideas and voices from the past leave a lasting influence.
- C. Lydia Mendoza was a singer who performed songs in Spanish for her community.
- D. Texas is a big state with many cities, towns, and different kinds of weather.

13. A connecting idea must fit BOTH texts. Which does NOT?

- A. Both show ideas shaping how people think about the world around them.
- B. Both show a lasting influence that reaches from the past into the present.
- C. Both connect the past to today and show why looking back still matters.
- D. Lydia Mendoza, Chelo Silva, and Bledsoe were all Texas musicians.

14. Which is the BEST connecting thesis (central idea)?

- A. I like music more than history because music is more fun to listen to.
- B. Whether it is Renaissance thinking or Texas music, ideas and voices from the past still shape us.
- C. The Renaissance changed art because artists painted people more carefully.
- D. Texas culture is interesting because there are many different people living there.

15. Which sentence has correct subject-verb agreement?

- A. Both texts show how the past shapes the present.
- B. Both texts shows how the past shapes the present.
- C. Both texts is show how the past shapes the present.
- D. Both texts showing how the past shapes the present.

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 "The Wealth of Mansa Musa" again. Write an argumentative paragraph that answers this question:

Was Mansa Musa a wise leader? Take a position and defend it.

Your paragraph should include:

- A clear claim that takes a position on the prompt
- At least two reasons supported by evidence from the passage
- An explanation of why each piece of evidence supports your claim
- Precise word choices that strengthen your argument
- Correct sentences with subject-verb agreement

Planning Space

Use this space to plan your paragraph before writing.

My claim:

Reason 1 and evidence that supports it:

Reason 2 and evidence that supports it:

[illegible]

TEACHER ANSWER KEY AND SCORING GUIDE

Answer Key with Rationale

1. C

TEKS 4.12B(i). C fits both texts (choices and ideas need support). The others describe only one text or a form. (C3 / M1)

2. A

TEKS 4.12B(i), 4.11B(iv). A names what both show (change needs support). The others are single-text facts. (C3 / M2)

3. D

TEKS 4.12B(i). D describes the drama's form and fits only one text. The others fit both. (C3 / M3)

4. B

TEKS 4.12B(ii). B captures both (support turns a decision into reality). The distractors are an opinion or single-text facts. (C3 / M4)

5. A

TEKS 4.11D(i). "Show" agrees with the plural subject "texts." The others use wrong forms. (C3 / M4)

6. B

TEKS 4.12C(i). A claim is a position defended with reasons and evidence. The others confuse it with a fact, a question, or a summary. (C4 / M1)

7. D

TEKS 4.12C(i). D takes a position and hints at a reason. The others are a fact, an undecided sentence, or off-topic. (C4 / M1)

8. C

TEKS 4.12C(i), 4.11B(iii). C is a claim the passage can support (his wealth made him important). The others contradict the text. (C4 / M2)

9. C

TEKS 4.12C(i). A claim can be argued; a fact states truth. The distractors are false or backwards. (C4 / M3)

10. D

TEKS 4.11D(i). "Rules" agrees with the singular subject "Mansa Musa." The others use wrong verb forms. (C4 / M4)

11. C

TEKS 4.12B(i). C fits both texts (past ideas/voices shape today). The others describe only one text or a form. (C5 / M1)

12. B

TEKS 4.12B(i), 4.11B(iv). B names what both show (lasting influence). The others are single-text facts. (C5 / M2)

13. D

TEKS 4.12B(i). D names only the Texas musicians and fits one text. The others fit both. (C5 / M3)

14. B

TEKS 4.11B(ii). B spans both (Renaissance thinking AND Texas music). The distractors are an opinion or single-text facts. (C5 / M4)

15. A

TEKS 4.11D(i). "Show" agrees with the plural subject "texts." The others use wrong forms. (C5 / M4)

Answer Key Distribution Check

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

Writing Rubric: Argumentative Paragraph (ECR)

Use this rubric to score the written response. TEKS: 4.12C(i), 4.12C(ii), 4.11B(iii).

Score	RPLD Stage	Description
4	Independent	The response states one clear claim that takes a defensible position. At least two reasons from the passage support the claim. Each reason includes text evidence and an explanation connecting it to the claim. Word choice is precise and argumentative. Sentences are complete with correct subject-verb agreement.
3	Visible	The response states a claim, slightly general. Two reasons support it, but evidence or explanation may be thin. Most words are precise. Minor convention errors do not interfere with meaning.
2	Emergent	The response names the topic but does not take a clear position. One reason may be present without evidence. 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 claim, no reason, no evidence. 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