
THE WRITING ACADEMY, LLC

Summative Assessment 3

Grade 4

Clusters 6, 7, and 8

Argument (Choose a Side), Poetry and Narrative, 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	4.12C(i)	Identify what a claim must do when choosing a side	C6 / M1
2	4.12C(i)	Write the strongest claim that takes a clear side on the prompt	C6 / M1
3	4.12C(i), 4.11B	Select a claim the passage can best defend with reasons	C6 / M2
4	4.12C(i)	Distinguish a claim from a fact	C6 / M3
5	4.11D(i)	Edit for subject-verb agreement	C6 / M4
6	4.12A(iii)	Identify the message of a poem	C7 / M1
7	4.12A(iii)	Select a line that shows people carry more than objects	C7 / M2
8	4.12A(iii)	Name the poem's central feeling	C7 / M3
9	4.12A(iii), 4.12A(i)	Identify what makes the text a poem	C7 / M3
10	4.11D(i)	Edit for subject-verb agreement	C7 / M4
11	4.13, 4.12B(i)	Identify the thesis (central idea) of a research topic	C8 / M1
12	4.13, 4.12B(ii)	Select the fact that best supports a research thesis (central idea)	C8 / M2
13	4.12B(i)	Write the best thesis (central idea) for a research paper	C8 / M3
14	4.12B(i)	Identify a sentence that does not belong in the research	C8 / M3
15	4.11D(i)	Edit for subject-verb agreement	C8 / M4
ECR	4.13, 4.12B(i), 4.12B(ii)	Write a research paragraph: thesis (central idea), supporting facts, explanation	C8 / M1 through M4

Name: _____

Date: _____

Grade 4 Summative Assessment 3

Clusters 6, 7, and 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.

A Day That Changed

Jayden woke up early, excited for field day. When he looked outside, the sky was bright and clear. The sun was already warming the air, and the morning felt calm and peaceful. "It's going to be a great day," he said as he grabbed his backpack and headed to school. By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this. But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked. Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain. "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours." Jayden thought about how different the morning had been. "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers." After school, the clouds cleared, and the sun returned. Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.

1. What must a claim do?

- A. List every fact in the passage from beginning to end without choosing a side.
- B. Take a clear side that the writer will defend with reasons.
- C. Ask the reader a question that does not need to be answered.
- D. Repeat the prompt word for word without adding anything new.

2. Which is the STRONGEST claim about the prompt "Is it more important to understand climate or daily weather?"

- A. Weather changes a lot, and sometimes it rains on days when people are outside.
- B. I can't decide about weather or climate because both seem equally important to me.
- C. Texas has four regions that each have their own geography and natural features.
- D. Understanding climate is more important than daily weather because it helps people plan for the long term.

3. Which claim can the passage best DEFEND?

- A. Knowing the climate helps people prepare for the usual weather over time.
- B. Weather never changes at all, and conditions are always the same every day.
- C. Climate means today's forecast, and weather means the pattern over many years.
- D. Texas has no climate because the weather is always changing from hour to hour.

4. How is a claim different from a fact?

- A. They are exactly the same, and there is no difference between them at all.
- B. A claim is always shorter than a fact in every situation and for every topic.
- C. A claim takes a side you can argue; a fact simply states what is true.
- D. A fact always has reasons attached to it, while a claim never needs any evidence.

5. Which sentence has correct subject-verb agreement?

- A. Climate describes the usual weather over time.
- B. Climate describe the usual weather over time.
- C. Climate describing the usual weather over time.
- D. Climate were describe the usual weather over time.

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

The Roads Between Us

A river bends, a pathway turns,
Long before the roads we know,
The Caddo knew the waterways,
Canoes could carry pots for trade,
Yet something happened when they met
Across Sahara's sweeping sand,
Salt traveled south and gold went north,
But wealth was not the only prize
A scholar came with thoughts to share;
The roads became a woven thread,
Centuries later, ships set sail,
The contacts brought exchange and change,
Yet history teaches something more:
Connections sometimes brought new choice;
We ask what happened, how, and why,
Across our Texas regions now,
The crop may travel down a road,
Along the Gulf, the harbors show
A windy plain can power a town;
Technology has changed the speed,
The roads between us shape our days
But every road can carry more
A road is more than dirt or stone;
It reaches farther than we've known.

6. What is the message of the poem?

- A. Roads are made of stone, dirt, and other materials that are found on the ground.
- B. People like to travel from one place to another using different kinds of transportation.
- C. The paths between people carry ideas, culture, and values, not just travelers.
- D. Poems can be short or long, and they usually have lines that create rhythm.

7. Which line BEST shows that people carry more than objects?

- A. The roads are long and wide, and people walk on them every day.
- B. People walk on paths that are made of dirt, stone, and pavement.
- C. They carry knowledge, ideas, traditions, and values from one generation to the next.
- D. A poem has lines, and lines have words that create images for the reader.

8. Which sentence names the poem's central FEELING?

- A. The poem mentions roads that people travel on during the daytime.
- B. The poem lists some words that describe things related to geography.
- C. The poem is about travel, and travel involves moving from place to place.
- D. The poem feels meaningful, because what people pass on connects the past to the future.

9. What makes "The Roads Between Us" a poem?

- A. It is a list of directions that tells people how to get from one place to another.
- B. It uses images and lines to share a feeling about connection.
- C. It is a set of facts about geography organized in paragraph form.
- D. It is a letter written to a friend about a trip that someone took recently.

10. Which sentence has correct subject-verb agreement?

- A. The paths carries ideas across generations.
- B. The paths carry ideas across generations.
- C. The paths is carry ideas across generations.
- D. The paths carrying ideas across generations.

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

What Shapes a Society? Place, Resources, and Connection

Every society begins somewhere. People may live near a river, on a grassy plain, beside an ocean, in a forest, or in a dry region where water is difficult to find. The land around them does not decide everything that will happen. People still make choices, solve problems, create new ideas, and change their surroundings. However, geography can create opportunities and challenges that influence how a society develops. The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel. When societies begin connecting with other places, even more changes can occur. Understanding these connections helps answer an important question: How does the world around people help shape the world they create? Geography describes more than where a place is located on a map. It includes landforms, bodies of water, climate, plants, animals, and natural resources. Different environments provide different possibilities. A community near a river may have water for farming and transportation. A community surrounded by grasslands may have room for farming or raising animals. Forests can provide timber. Coastal areas can provide fish and places for ships to travel. The Caddo people provide one example. Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life. Families grew crops such as corn, beans, and squash. Rivers provided water and helped people move from place to place. Forests supplied materials that could be used for homes, tools, and other needs.

11. What is the thesis (central idea) of this research topic?

- A. Places have names, and people give names to the locations where they live.
- B. Resources can run out if people use them too quickly without planning ahead.
- C. Societies have people who live together and share customs and traditions.
- D. A society is shaped by its place, resources, and connections, which create both opportunities and challenges.

12. Which fact BEST supports the thesis (central idea)?

- A. Research uses sources, and sources are places where people find information.
- B. A society's location and resources shape the opportunities and challenges its people face.
- C. Maps show places, and places can be found on maps that are printed on paper.
- D. People live in groups, and groups of people can be large or small in different areas.

13. Which sentence would be the BEST thesis (central idea) for a research paper?

- A. I think geography is interesting because it involves maps and different kinds of land.
- B. The place, resources, and connections of a society work together to shape how it grows.
- C. A society is a group of people who live near each other and share certain customs.
- D. Research takes a long time because people have to read many sources carefully.

14. Which sentence does NOT belong in this research?

- A. A society's place shapes its opportunities and the way people live their daily lives.
- B. Resources influence how people build homes, find food, and travel to other places.
- C. My family is planning a trip next summer to visit relatives in another state.
- D. Connections link a society to others and open the door to trade and new ideas.

15. Which sentence has correct subject-verb agreement?

- A. A society's resources shape its future.
- B. A society's resources shapes its future.
- C. A society's resources shaping its future.
- D. A society's resources is shape its future.

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 "What Shapes a Society? Place, Resources, and Connection" again. Write a research paragraph that answers this question:

How do place, resources, and connections shape a society?

Your paragraph should include:

- A clear thesis (central idea) sentence that answers the prompt
- At least two supporting facts from the passage
- An explanation of why each fact 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):

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

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

This image shows a single page of white paper with horizontal blue or grey 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 4.12C(i). A claim takes a side defended with reasons. The others confuse it with a summary, a question, or a restatement. (C6 / M1)

2. D

TEKS 4.12C(i). D takes a side and gives a reason. The others are a fact, an undecided sentence, or off-topic. (C6 / M1)

3. A

TEKS 4.12C(i), 4.11B. A is a claim the passage supports (climate helps people prepare). The others contradict the text. (C6 / M2)

4. C

TEKS 4.12C(i). A claim can be argued; a fact states truth. The distractors are false or backwards. (C6 / M3)

5. A

TEKS 4.11D(i). "Describes" agrees with the singular subject "Climate." The others use wrong forms. (C6 / M4)

6. C

TEKS 4.12A(iii). The message is that paths carry ideas and values, not just people. The others are literal or off-topic. (C7 / M1)

7. C

TEKS 4.12A(iii). The line about carrying knowledge and values shows the deeper idea. The others are literal. (C7 / M2)

8. D

TEKS 4.12A(iii). D names the meaningful feeling (connecting past to future). The others are literal descriptions. (C7 / M3)

9. B

TEKS 4.12A(iii), 4.12A(i). Images and lines sharing a feeling are poetry features. The distractors describe directions, facts, or a letter. (C7 / M3)

10. B

TEKS 4.11D(i). "Carry" agrees with the plural subject "paths." The others use wrong forms. (C7 / M4)

11. D

TEKS 4.13, 4.12B(i). D connects place, resources, and connections to opportunities and challenges. The others are single facts. (C8 / M1)

12. B

TEKS 4.13, 4.12B(ii). B links location and resources to opportunities and challenges. The others are about research itself or generic. (C8 / M2)

13. B

TEKS 4.12B(i). B states how the parts work together. The distractors are an opinion, a definition, and a comment about research. (C8 / M3)

14. C

TEKS 4.12B(i). A trip plan is not research. The others all inform about the research topic. (C8 / M3)

15. A

TEKS 4.11D(i). "Shape" agrees with the plural subject "resources." The others use wrong forms. (C8 / M4)

Answer Key Distribution Check

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

Writing Rubric: Research Paragraph (ECR)

Use this rubric to score the written response. TEKS: 4.13, 4.12B(i), 4.12B(ii).

Score	RPLD Stage	Description
4	Independent	The response states one clear research thesis (central idea) supported by facts. At least two relevant facts from the passage support the thesis (central idea). Each fact 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 facts 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 fact 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 fact, 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