
THE WRITING ACADEMY, LLC

Summative Assessment 1

Grade 5

Clusters Prepare, 1, and 2

Genre Selection, Informational Short Constructed Response (SCR), and
Extended Constructed Response (ECR) with the TREE and TREES
Frameworks

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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	5.11A(i)	Plan a first draft by selecting genre, topic, purpose, and audience	Prepare / M1
2	5.12A(i)	Identify narrative genre characteristics (character, setting, problem)	Prepare / M2
3	5.12A(ii)	Use narrative craft: select a detail that develops the experience	Prepare / M2, M3
4	5.11C(i)	Revise a sentence by adding an idea that strengthens the narrative	Prepare / M3
5	5.11D(i)	Edit for subject-verb agreement	Prepare / M4
6	5.12B(i)	Identify the thesis (central idea) of an informational passage	C1 / M1
7	5.12B(i)	Write a thesis (central idea) that answers an informational prompt	C1 / M2
8	5.12B(ii), 5.7C	Select the strongest text evidence to support a thesis (central idea)	C1 / M3
9	5.12B(iii)	Write an explanation that connects evidence to the thesis (central idea)	C1 / M4
10	5.11D(i)	Edit for subject-verb agreement in context	C1 / M4
11	5.12B(i), 5.11B(i)	Analyze a prompt for topic, charge, and clue word	C2 / M1
12	5.12B(i)	Construct a thesis (central idea) with a noun and verb of importance	C2 / M2
13	5.11C(ii)	Revise for precise, informational word choice	C2 / M2
14	5.12B(ii)	Group details into a reason that supports the thesis (central idea)	C2 / M3
15	5.12B(iii), 5.11B(iii)	Select evidence and use CSI to connect, support, and infer	C2 / M4
ECR	5.12B(i), 5.12B(ii), 5.11B(i)	Write an informational paragraph: thesis (central idea), evidence, explanation	C2 / M1 through M4

Name: _____

Date: _____

Grade 5 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 Great Chocolate Chip Cookie Mystery

By 11:42 on Friday morning, fifth grade had a problem. A serious problem. A chocolate-chip-sized emergency. "They're gone," announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.

"What do you mean, gone?" Maya asked. "The cookies." Jordan pointed dramatically at an empty silver tray. "Every last one." Behind them, the lunch line stopped moving. "No cookies?" someone whispered.

"But the menu said chocolate chip cookies!" another student cried. Within thirty seconds, the investigation had already gone completely out of control. "I heard sixth grade took two each," said Eli. "My brother's in sixth grade," Maya replied.

"He wouldn't waste his time stealing cookies. He has other hobbies." "I heard the teachers get the extras," said Jordan. Mrs. Delgado, their teacher, raised one eyebrow.

"Interesting," she said. "And where exactly did you hear that?" Jordan paused. "From Eli." Everyone looked at Eli. Eli shrugged.

"I heard Jordan say it yesterday." Mrs. Delgado smiled. "Excellent. We have now discovered a source that cites itself." Nobody seemed to know what that meant, but it did not sound good for Jordan's investigation.

At the table, theories multiplied. Someone suggested the principal had hidden the cookies for a faculty meeting. Someone else claimed the cafeteria oven had broken. Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

"Chocolate chips are not dangerous," Maya said. "You don't know that." "I've eaten approximately eight thousand of them." "That actually might prove my point." Maya

sighed. Then Eli leaned forward. "Did you know chocolate chip cookies were invented by accident?" That got everyone's attention.

"What?" Maya asked. "Yep. A lady was making cookies and ran out of regular chocolate, so she broke up a chocolate bar and threw it in. She thought the pieces would melt into the dough, but they didn't."

"Boom. Chocolate chip cookie." "Where did you learn that?" Maya asked. Eli thought for a moment. "My cousin told me." "The cousin who told you sharks can smell a cheeseburger from twelve miles away?" "Different conversation."

Mrs. Delgado, who had been listening from the end of the table, pulled up a chair. "You know," she said, "this is becoming a very useful lunch." "We have no cookies," Jordan replied. "I strongly disagree." "You have something even better." Jordan looked suspicious. "Is it brownies?" "You have a mystery."

1. A student wants to write about the events in this passage. What should the student decide BEFORE writing a first draft?

- A. How many paragraphs the piece will contain
- B. Which color of ink to use for the title
- C. The genre, topic, purpose, and audience for the writing
- D. The final sentence of the finished piece

2. Which statement BEST explains why this passage is a narrative rather than an informational explanation?

- A. It gives step-by-step directions for baking cookies.
- B. It lists facts about chocolate chip cookies in alphabetical order.
- C. It tries to persuade the reader to agree with an opinion about cafeteria food.
- D. It follows characters through a setting as they encounter and try to solve a problem.

3. Which detail from the passage BEST develops the experience of the characters investigating the missing cookies?

- A. Jordan pointed dramatically at an empty silver tray and announced that every last cookie was gone.
- B. Cafeterias usually serve lunch during the middle of the school day.
- C. Silver trays are often used to hold food in serving lines.
- D. Lunch lines are common in schools across the country.

4. A student writes this sentence about the passage: "The cookies were gone." Which revision BEST adds an idea that strengthens the narrative?

- A. The cookies were gone, and that was what happened at lunch.
- B. The cookies had vanished from the silver tray before fifth grade even reached the serving window.
- C. Gone were the cookies from the tray in the cafeteria at school.
- D. The cookies were very, very, extremely gone from where they had been.

5. Which sentence uses correct subject-verb agreement?

- A. Maya investigate the mystery of the missing cookies.
- B. Maya investigating the mystery of the missing cookies.
- C. Maya investigates the mystery of the missing cookies.
- D. Maya were investigate the mystery of the missing cookies.

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

From Tension to Revolution

Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king. However, this began to change after the French and Indian War. Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.

One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers and legal documents. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation."

Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. This event increased anger and distrust toward British authority. A few years later, the Tea Act was passed, leading to the Boston Tea Party. After the Tea Act was passed, trouble was brewing in the colonies. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas.

In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. Instead of ending the conflict, these actions brought the colonies closer together. The colonists learned that there is strength in numbers.

Over time, many colonists wanted to remove British control. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation.

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

- A. The Stamp Act required colonists to pay taxes on printed materials.
- B. Many colonists considered themselves loyal to the king of Great Britain.
- C. Great Britain gained land after the French and Indian War.
- D. Growing tensions over unfair taxes and lack of representation pushed the colonies from loyalty to revolution.

7. A student receives this prompt: "Why did the colonists turn against Great Britain?" Which sentence is the BEST thesis (central idea) for a short constructed response?

- A. The colonists turned against Great Britain because unfair taxes and the lack of representation made them feel that their rights were being taken away.
- B. The colonists lived in thirteen colonies along the coast of North America.
- C. Great Britain was a powerful country during the 1700s.
- D. I think the colonists were very brave people who stood up for what they believed.

8. A student writes this thesis (central idea): "The colonists turned against Great Britain because they felt their rights were being ignored." Which quotation from the passage is the STRONGEST evidence for this thesis (central idea)?

- A. "Before the American Revolution, the thirteen colonies were part of Great Britain."
- B. "Although Great Britain gained land, it also gained significant debt."
- C. "Colonists strongly opposed this law because they had no representatives in Parliament."
- D. "Over time, many colonists wanted to remove British control."

9. A student includes this evidence: "The passage states, 'They argued that it was unfair to be taxed without a voice, which led to the phrase taxation without representation.'" Which explanation BEST connects this evidence to the thesis (central idea) that unfair treatment pushed the colonists toward revolution?

- A. This sentence contains a quotation, which proves it is a historical fact about the colonies.
- B. This proves that colonists believed being taxed without any say in government was a violation of their rights, which is exactly why tensions grew into revolution.
- C. This means that newspapers were an important printed material used in the colonies.
- D. This evidence has quotation marks around it, which shows that it came from the passage.

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

- A. The colonists protests the new taxes from Parliament.
- B. The colonists protested the new taxes from Parliament.
- C. The colonists protesting the new taxes from Parliament.
- D. The colonists was protested the new taxes from Parliament.

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

Spanish Rule in Early Texas

Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region.

11. Read this prompt: "Explain how Spanish missions affected life in early Texas."

What is the topic of this prompt, and what does the charge ask the writer to do?

- A. The topic is "Spanish missions," and the charge asks the writer to explain how the missions affected life in early Texas.
- B. The topic is "forts," and the charge asks the writer to list every presidio in Texas.
- C. The topic is "Texas," and the charge asks the writer to describe the weather in the region.
- D. The topic is "religion," and the charge asks the writer to draw a map of the missions.

12. Which sentence is the BEST thesis (central idea) for the prompt "How did Spanish missions affect life in early Texas?"

- A. Spain began exploring land before 1600.
- B. Spanish missions were buildings located in different parts of Texas.
- C. I think Spanish history is very interesting to learn about in school.
- D. Spanish missions affected life in early Texas by spreading Spanish customs and changing the traditions of Native Americans who lived there.

13. Read this sentence from a student's response: "The Spanish did stuff to the people who lived there." Which revision uses the MOST precise, informational language?

- A. The Spanish did some things to other people who were around at that time.
- B. Spanish missionaries converted Native Americans to Catholicism and transferred customs such as farming, cooking, and building, which changed their traditional way of life.
- C. The Spanish had ideas about different places and groups of people long ago.
- D. The Spanish were nice and did things that happened a long time ago in history.

14. A student writes this thesis (central idea): "Spanish missions changed the lives of Native Americans in Texas." Which group of details from the passage BEST supports this thesis (central idea) as a reason?

- A. Spain began exploring before 1600, and Texas is a large state in the southern United States.
- B. Presidios were forts, and forts have walls around them for protection.
- C. Native Americans were expected to follow Spanish customs and rules, and some resisted and tried to keep their traditions.
- D. Missions were buildings, and buildings are usually made from stone or wood.

15. A student uses this evidence: "The passage states, 'Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.'" Which explanation BEST connects this evidence to the thesis (central idea) that Spanish missions changed life in Texas?

- A. This connects to the thesis (central idea) because forcing Native Americans to follow new customs and rules shows exactly how the missions changed their daily lives and culture.
- B. This means that Native Americans lived in a place where there were rules to follow.
- C. This evidence has quotation marks, which proves that it came from the text of the passage.
- D. This is a sentence from the passage that mentions people who lived at the missions.

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 "Spanish Rule in Early Texas" again. Write an informational paragraph that answers this question:

How did Spanish missions affect life in early Texas?

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 single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend 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 5.11A(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. D

TEKS 5.12A(i). A narrative has characters, a setting, and a problem. D identifies all three (Jordan, Maya, Eli in a cafeteria dealing with missing cookies). A describes directions, B describes a list, C describes persuasion. (Prepare / M2)

3. A

TEKS 5.12A(ii). A names a specific action that develops the investigation (Jordan dramatically pointing at an empty tray). The other choices are off-topic facts unrelated to the narrative experience. (Prepare / M2, M3)

4. B

TEKS 5.11C(i). B adds meaningful details (the silver tray, the timing, the class). A adds no new information. C rearranges words without strengthening. D repeats without adding an idea. (Prepare / M3)

5. C

TEKS 5.11D(i). "Investigates" agrees with the singular subject "Maya." A uses the base form. B uses a participle without a helper. D uses "were investigate." (Prepare / M4)

6. D

TEKS 5.12B(i). D captures the controlling idea of the whole passage. A, B, and C are narrow supporting details. (C1 / M1)

7. A

TEKS 5.12B(i). A answers the prompt with a thesis (central idea) that names the TOPIC and the ANSWER with "because." B restates a fact. C is background. D is personal opinion. (C1 / M2)

8. C

TEKS 5.12B(ii), 5.7C. C is a direct quotation proving colonists felt their rights were ignored (no representatives). A is background. B describes debt. D states a result. (C1 / M3)

9. B

TEKS 5.12B(iii). B explains how the evidence connects to the thesis (central idea): being taxed without a voice is exactly why colonists felt their rights were violated. A, C, and D describe surface features. (C1 / M4)

10. B

TEKS 5.11D(i). "Protested" agrees with the plural subject "colonists" in past tense. A mixes singular verb with plural subject. C lacks a main verb. D inserts an extra "was." (C1 / M4)

11. A

TEKS 5.12B(i), 5.11B(i). A correctly identifies the prompt's topic ("Spanish missions") and charge ("explain how the missions affected life"). The others misidentify both. (C2 / M1)

12. D

TEKS 5.12B(i). D contains a noun of importance, a verb of importance, and a text-supported answer. A is a date fact. B is too vague. C is personal opinion. (C2 / M2)

13. B

TEKS 5.11C(ii). B replaces vague words with precise informational language ("converted," "Catholicism," "customs such as farming, cooking, and building"). A, C, and D keep vague words. (C2 / M2)

14. C

TEKS 5.12B(ii). C groups specific details from the passage that prove missions changed Native Americans' lives. A, B, and D are off-topic. (C2 / M3)

15. A

TEKS 5.12B(iii), 5.11B(iii). A uses CSI to connect, support, and infer. B, C, and D describe the evidence without explaining. (C2 / M4)

Answer Key Distribution Check

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

Writing Rubric: Informational Paragraph (ECR)

Use this rubric to score the written response. TEKS: 5.12B(i), 5.12B(ii), 5.11B(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