
THE WRITING ACADEMY, LLC

Summative Assessment 2

Grade 5

Clusters 3, 4, and 5

ECR Structure with TREES, Argumentative Writing with CREATURES,
and Paired Passages with HABIT

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	5.12B(i)	Identify the thesis (central idea) of an ECR passage	C3 / M1
2	5.11B(iv)	Use transitions to connect ideas in an ECR	C3 / M2
3	5.12B(ii)	Select evidence that supports a reason in an ECR	C3 / M3
4	5.11C(iv)	Revise for precise word choice in an ECR conclusion	C3 / M4
5	5.11D(i)	Edit for subject-verb agreement	C3 / M4
6	5.12C(i)	Distinguish a claim from a fact or opinion	C4 / M1
7	5.12C(ii)	Support a claim with evidence from the text	C4 / M2
8	5.11C(i-v)	Revise for stronger thinking in argumentative writing	C4 / M3
9	5.12C(i)	Write the BEST claim for an argumentative ECR	C4 / M4
10	5.11D(i)	Edit for subject-verb agreement	C4 / M4
11	5.12B(i)	Identify the thesis (central idea) in a paired-passage context	C5 / M1
12	5.11B(ii)	Use evidence from both passages to support a thesis (central idea)	C5 / M2
13	5.12B(iii)	Explain how evidence connects to the thesis (central idea)	C5 / M3
14	5.11C(vii-viii)	Compare ideas across two passages	C5 / M4
15	5.11D(xxix)	Edit for correct spelling	C5 / M4
ECR	5.12C(i), 5.12C(ii), 5.11B(v)	Write an argumentative paragraph: claim, reasons, evidence	C4 / M1 through M4

Name: _____

Date: _____

Grade 5 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 passage. Then answer Questions 1 through 5.

Our Rights, Our Voices

Long ago, when a nation was new,
Leaders asked, "What should we do?"
They wrote down rights to make things fair,
So people's freedoms would be there.

The First says you can speak your mind,
Practice religion of any kind,
Write your thoughts and gather too,
And transmit ideas as others do.

The Second says you have a right
To keep and bear arms, day or night,
The Third says soldiers cannot stay,
Inside your home without your say.

The Fourth is protective of things and space,
No searches happen without a case,
The Fifth says courts must treat you fair,
And follow laws with proper care.

The Sixth gives you a trial that's fair,
With a jury there to listen and care,
The Seventh keeps your right to sue,
In certain cases brought to court too.

The Eighth says punishments must be fair,
Not too harsh or hard to bear,

The Ninth reminds us rights still exist,
Even ones not on the list.

The Tenth says powers not written down
Belong to states and people around,
These rights protect us every day,
And help guide laws in every way.

1. What is the thesis (central idea) of "Our Rights, Our Voices"?

- A. Laws are written on paper and stored in government buildings.
- B. The Bill of Rights protects important freedoms so every person has a voice in how the country is governed.
- C. Leaders held many meetings during the early years of the nation.
- D. The country was new, and people did not know what to do about anything.

2. Which transition word or phrase would BEST connect these two sentences in an ECR? "The First Amendment protects free speech. _____, citizens can gather peacefully to share their opinions."

- A. However
- B. On the other hand
- C. In addition
- D. But

3. A student writes this thesis (central idea): "The Bill of Rights gives citizens important freedoms." Which detail from the passage BEST supports this thesis (central idea) as evidence?

- A. The passage explains that citizens can speak their minds, practice any religion, write their thoughts, and gather peacefully.
- B. Paper was used for writing during the early years of the United States.
- C. Leaders wore formal clothing when they met to discuss important issues.
- D. Nations have borders that separate them from other countries nearby.

4. A student concludes an ECR with this sentence: "The Bill of Rights does stuff for people." Which revision uses the MOST precise word choice?

- A. The Bill of Rights does nice things for people who live in our country today.
- B. The Bill of Rights has ideas about different topics and rules for everyone.
- C. The Bill of Rights is about some things that happened in history long ago.
- D. The Bill of Rights protects essential freedoms that give every citizen a voice in American democracy.

5. Which sentence has correct subject-verb agreement?

- A. The rights protects citizens from unfair treatment by the government.
- B. The rights protect citizens from unfair treatment by the government.
- C. The rights protecting citizens from unfair treatment by the government.
- D. The rights was protect citizens from unfair treatment by the government.

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

The Garden That Wouldn't Grow

Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual.

Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger.

Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively.

Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering. They also ensured the plants received enough sunlight.

Within several days, the plants began to recover. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.

6. Which sentence is a CLAIM about the garden passage?

- A. Gardens have plants that grow in soil during the spring season.
- B. Dirt is brown, and gardens are usually located outside near houses.
- C. Grandmothers sometimes enjoy spending time outdoors in warm weather.
- D. People should observe and investigate before acting because guessing can make a problem worse.

7. Which fact from the passage BEST supports the claim that investigating before acting leads to better results?

- A. After the grandmother explained that too much water prevents roots from getting air, they adjusted their approach and the plants recovered.
- B. Kendrix enjoyed spending time in her grandmother's garden every spring.
- C. Gardens are places where people can grow vegetables and herbs together.
- D. Peppers and tomatoes are both vegetables that grow during the summer months.

8. Which sentence shows the STRONGEST thinking about the garden passage?

- A. The passage demonstrates that careful observation leads to better solutions because Kendrix's guess made the problem worse, while her grandmother's knowledge helped save the garden.
- B. Gardens have plants, and plants need things to grow properly in the ground.
- C. People do things in gardens, and some of those things help the plants grow.
- D. Soil is made of many different materials that come from the earth around us.

9. Which sentence is the BEST claim for an argumentative ECR about this passage?

- A. I think gardens are nice places to visit when the weather is warm outside.
- B. Plants grow in dirt, and dirt is found in the ground in many places.
- C. Observing a problem carefully before acting is more effective than guessing because evidence leads to solutions that actually work.
- D. Soil exists in gardens, yards, and fields across the country and the world.

10. Which sentence has correct subject-verb agreement?

- A. The plants grows better after Kendrix adjusted her watering.
- B. The plants grow better after Kendrix adjusted her watering.
- C. The plants growing better after Kendrix adjusted her watering.
- D. The plants was grow better after Kendrix adjusted her watering.

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

A Difficult Compromise

In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress.

Southern states wanted enslaved people counted as part of their population. If they were counted, those states would have more representatives and more power. Northern states pushed back. They argued that it wasn't fair to count people who were not free and could not vote.

The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person. This became known as the Three-Fifths Compromise.

Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

11. What is the thesis (central idea) of "A Difficult Compromise"?

- A. Philadelphia is a city located in the state of Pennsylvania on the east coast.
- B. Leaders met in 1787 and argued about many different topics during the summer.
- C. At the Constitutional Convention, the question of how to count enslaved people for representation caused serious disagreement and led to a difficult compromise.
- D. Governments have rules that tell people what they are allowed to do in a country.

12. Which evidence from the passage would BEST support a response that uses BOTH this passage and a second passage about fairness in government?

- A. The convention was held during the summer months in 1787 in Philadelphia.
- B. Leaders argued about many different topics while they met at the convention.
- C. Philadelphia has many important historical buildings that tourists can visit today.
- D. Southern states wanted enslaved people counted as part of their population to gain more representatives and more power.

13. A student includes evidence about the Three-Fifths Compromise and writes this thesis (central idea): "Fairness was difficult to achieve at the Constitutional Convention." Which explanation BEST connects the evidence to the thesis (central idea)?

- A. The evidence is in the passage, and the passage is about a compromise from history.
- B. The evidence is interesting because it describes events that happened long ago.
- C. This matters because counting enslaved people as three-fifths gave Southern states more power while treating enslaved people as less than equal, which proves fairness was not achieved.
- D. The evidence has many words, and many words means the student used a long quotation.

14. How are the ideas in "A Difficult Compromise" MOST similar to the ideas in a passage about fairness and equal representation in government?

- A. Both passages would show that decisions about representation affect who has power and whether the rules are fair for everyone.
- B. Both passages would explain that buildings in Philadelphia have stone walls and floors.
- C. Both passages would discuss how food was prepared at the Constitutional Convention.
- D. Both passages would describe the weather during the summer of 1787 in detail.

15. Which word is spelled correctly?

- A. comprmise
- B. compromise
- C. compremise
- D. compromise

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 Garden That Wouldn't Grow" again. Write an argumentative paragraph that answers this question:

Should people observe and investigate before trying to solve a problem? Why or why not?

Your paragraph should include:

- A clear claim that answers the prompt and takes a position
- At least two reasons supported by evidence from the passage
- An explanation of why each piece of evidence supports your claim
- Precise word choices and correct sentences

Planning Space

Use this space to plan your paragraph before writing.

My claim:

Reason 1 and evidence:

Reason 2 and evidence:

[illegible]

TEACHER ANSWER KEY AND SCORING GUIDE

Answer Key with Rationale

1. B

TEKS 5.12B(i). B captures the controlling idea (the Bill of Rights protects freedoms and gives citizens a voice). A is a surface detail. C is narrow. D is too vague. (C3 / M1)

2. C

TEKS 5.11B(iv). "In addition" connects two related supporting details. "However," "On the other hand," and "But" signal contrast. (C3 / M2)

3. A

TEKS 5.12B(ii). A names specific freedoms from the passage that directly support the thesis (central idea). B, C, and D are off-topic. (C3 / M3)

4. D

TEKS 5.11C(iv). D replaces vague language with precise words ("protects essential freedoms," "every citizen a voice"). A, B, and C remain vague. (C3 / M4)

5. B

TEKS 5.11D(i). "Protect" agrees with the plural subject "rights." A uses singular "protects." C lacks a main verb. D uses "was protect." (C3 / M4)

6. D

TEKS 5.12C(i). D takes a position ("should observe and investigate") and gives a reason ("guessing can make a problem worse"). A, B, and C state facts without taking a position. (C4 / M1)

7. A

TEKS 5.12C(ii). A names specific evidence from the passage (grandmother's explanation + adjusted approach = recovery). B is background. C and D are general facts. (C4 / M2)

8. A

TEKS 5.11C(i-v). A demonstrates precise, analytical thinking. B, C, and D are vague or generic. (C4 / M3)

9. C

TEKS 5.12C(i). C states a position the ECR can argue with a reason. A is personal opinion. B and D are facts. (C4 / M4)

10. B

TEKS 5.11D(i). "Grow" agrees with the plural subject "plants." A uses singular "grows." C lacks a main verb. D uses "was grow." (C4 / M4)

11. C

TEKS 5.12B(i). C captures the controlling idea. A is a location fact. B is too general. D is off-topic. (C5 / M1)

12. D

TEKS 5.11B(ii). D provides a specific detail about representation and power that connects to a paired passage about fairness. A, B, and C are vague or off-topic. (C5 / M2)

13. C

TEKS 5.12B(iii). C explains why the evidence matters. A, B, and D describe the evidence without explaining. (C5 / M3)

14. A

TEKS 5.11C(vii-viii). A identifies the shared idea (decisions about representation affect power and fairness). B, C, and D name irrelevant details. (C5 / M4)

15. D

TEKS 5.11D(xxix). "Compromise" is the correct spelling. A, B, and C contain misspellings. (C5 / M4)

Answer Key Distribution Check

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

Writing Rubric: Argumentative Paragraph (ECR)

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

Score	RPLD Stage	Description
4	Independent	The response states a clear claim that takes a position and answers the prompt. At least two reasons are supported by evidence from the passage. Each reason includes an explanation connecting it to the claim. Word choice is precise. Sentences are complete with correct agreement.
3	Visible	The response states a claim, slightly general. Two reasons are present, but explanation may be thin. Most words are precise. Minor errors do not interfere with meaning.
2	Emergent	The response names the topic but does not state a clear position. One reason may be present without explanation. Word choice is vague. Some agreement errors.
1	Foundational	The response restates the topic only or copies a sentence. 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