

THE WRITING ACADEMY®

Assessment Companion

Grade 3 · Cluster 4

Opinion/Argument

Passage: The Invention of Electricity

Grade 3 Assessment Companion: Cluster 4

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Module 1 · Notice the Central Idea Find the informational idea

CLUSTER 4 · MODULE 1 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Identify the central idea: how Benjamin Franklin solved problems in new ways: and separate it from a single detail.
STANDARDS	3.12B(i) central idea 3.11B(ii) purposeful conclusion 3.11D(i) sentences + agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE the controlling idea.
EVIDENCE TYPE	Daily Learning Artifact: a one-sentence central idea about Franklin and his invention.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check: a fast grade of central-idea recognition.

Path B

: Application Artifact Student writes a central-idea sentence and underlines the detail that best proves it.

Path C

: Choice Demonstration Student may map, say, or write the central idea: same target, same scoring.

Grade the target, not everything. Collect the central-idea sentence + one supporting detail. Because

Multiple-Choice Check

Five questions on this module's target: noticing the central idea about Benjamin Franklin and

The Invention of Electricity

Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities. One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes. Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops. Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. (Paired with "The Founding Fathers.")

Grade 3, Cluster 4 (Scope & Sequence). Students build the foundation for argument writing.

1. What is the central idea of the passage?

- A. Franklin was a writer.
- B. Benjamin Franklin solved problems in new ways, such as inventing the lightning rod to protect homes.
- C. Lightning is bright.
- D. People lived in homes.

2. Which detail BEST supports the central idea?

- A. Franklin had a name.
- B. Rods are made of metal.
- C. Homes have roofs.
- D. People did not understand lightning, so Franklin's lightning rod gave them a new way to stay safe.

3. Which sentence would be the BEST central idea for a response?

- A. I think lightning is scary.
- B. Franklin is a last name.
- C. Benjamin Franklin used new ideas to solve a real problem for people.
- D. Storms happen at night.

4. Which sentence does NOT belong in this passage?

- A. My cousin is afraid of thunderstorms.
- B. Franklin was an inventor and leader.
- C. People did not understand lightning.
- D. The lightning rod helped protect homes.

5. Which sentence has correct subject-verb agreement?

- A. Benjamin Franklin were an inventor.
- B. Benjamin Franklin are an inventor.
- C. Benjamin Franklin was an inventor.
- D. Benjamin Franklin be an inventor.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Central idea

Correct: B

The central idea ties Franklin's problem-solving to his invention. The others are a fact, a description, or off-topic. Picking a single fact shows detail/central-idea confusion : reteach “what is the whole passage about?”

2. Best supporting detail

Correct: D

The correct detail links the problem (lightning) to Franklin's solution. The others are true-but-narrow or off- topic. Choosing an off-topic detail : practice “Best Evidence Wins.”

3. Best central idea

Correct: C

A central idea states what Franklin DID for people. The distractors are an opinion, a fact about a name, and an off-topic statement. Picking the opinion signals opinion/informational confusion : contrast “I think...” with “Franklin used...”.

4. Does not belong

Correct: A

A personal aside about a cousin doesn't inform about Franklin. The other three do. Missing it : model the “does it belong?” check.

5. Subject-verb agreement

Correct: C

“was” agrees with the singular subject “Benjamin Franklin.” The others use plural or non-standard forms. Wrong verb : practice singular-subject agreement. central idea before drafting the ECR.

If several students miss the same question, Questions 1 or 3 missed widely : more work stating a central idea before drafting the ECR.

Exemplars & Rubric

Prompt: “Write a clear central idea for an informational piece about Benjamin Franklin’s”

4 “Benjamin Franklin solved a real problem in a new way when he invented the lightning rod to help protect people’s homes.””

SECURE · clear idea, ready to develop and conclude · RPLD: Independent 3 “Benjamin Franklin invented the lightning rod to help people.” · DEMONSTRATES · clear idea, slightly general · RPLD: Visible 2 “Franklin made a lightning rod and did other things.” · DEVELOPING · names the topic; no controlling idea · RPLD: Emergent · Next: “topic : idea” frame 1 “Benjamin Franklin.” · BEGINNING · topic only · RPLD: Foundational · Next: model turning the name into an idea

Which rubric applies? This four-point Targeted Evidence Scale scores every written central-idea response in Cluster 4. The Multiple-Choice Check uses its own 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“What’s the ONE big thing the writer wants us to understand about Benjamin Franklin?”

SAY

SAY

“A name is a topic. ‘Franklin solved a problem in a new way with the lightning rod’ is an idea about that

► Point to the topic (Franklin), then to the idea (how he solved a problem). Give 60 seconds of think time.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 2 · Choose Precise Words Word choice that informs

CLUSTER 4 · MODULE 2 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Choose precise, content-area words and the details that best develop the central idea.
STANDARDS	3.11C(ii) word choice 3.12B(ii) support with details
RPLD STAGE THIS WEEK	Visible: students CHOOSE precise informational words and relevant support.
EVIDENCE TYPE	Daily Learning Artifact: one vague sentence revised with a precise word + one detail chosen to support the idea.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on precise word choice and relevant details.

Path B

: Application Artifact Student replaces a vague word with a precise content-area word and picks a supporting detail.

Path C

: Choice Demonstration Student may highlight, chart, or rewrite the precise word: same target, same scoring.

Grade the target, not everything. Grade whether the revised word is more precise and whether the

Multiple-Choice Check

Five questions on this module's target: choosing precise words and the details that develop the

The Invention of Electricity

Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities. One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes. Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops. Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. (Paired with "The Founding Fathers.")

Grade 3, Cluster 4 (Scope & Sequence). Students build the foundation for argument writing.

1. Which word most precisely completes: “Franklin ____ the lightning rod to protect homes”?

- A. did
- B. made up
- C. got
- D. invented

2. Which detail BEST develops the central idea?

- A. People could not protect their homes from lightning until Franklin's invention.
- B. Franklin was born long ago.
- C. Metal is shiny.
- D. Rods can be long.

3. Which sentence uses the most precise, informational language?

- A. Franklin did a thing with electricity stuff.
- B. Franklin invented the lightning rod to protect homes from lightning strikes.
- C. He made something for the sky problem.
- D. It was a thing about houses and stuff.

4. Which revision improves the word choice in “Franklin made a good thing”?

- A. Franklin made a nice thing.
- B. Franklin did a good item.
- C. Franklin invented a useful lightning rod.
- D. Franklin had a cool thing.

5. Which new detail keeps the central idea?

- A. Some storms are loud.
- B. The lightning rod gave people a safer way to protect their homes.
- C. People like new inventions.
- D. Franklin wore glasses.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Precise verb**Correct: D**

“invented” names exactly what Franklin did; “did/made up/got” are vague. Choosing a vague verb : trade a general verb for a precise one.

2. Best detail**Correct: A**

The correct detail shows the problem the invention solved: strong support. The others are off-topic. Choosing an off-topic detail : test each detail against the idea it must prove.

3. Most precise language**Correct: B**

The correct sentence uses exact words (“lightning rod,” “lightning strikes”). The others rely on “thing/stuff.” Tolerating “stuff/thing” : highlight and replace every vague word.

4. Improved word choice**Correct: C**

“invented a useful lightning rod” replaces vague “good thing.” The others stay general. Choosing a still-vague option : read both aloud and compare.

5. Detail that keeps the idea**Correct: B**

The correct detail extends the idea (safer homes). The distractors drift off-topic. Choosing an unrelated fact : test additions against the central idea. practice (11C(ii)); Question 2 or 5 : relevant-detail sorting.

If several students miss the same question, Questions 1 or 4 missed widely : word-choice revision practice (11C(ii)); Question 2 or 5 : relevant-detail sorting.

Exemplars & Rubric

Prompt: “Revise one vague sentence about Franklin's invention to use precise, informational”

- 4** “*Benjamin Franklin invented the lightning rod to protect people's homes from dangerous lightning strikes.*”
 SECURE · precise verbs and content-area nouns · RPLD: Independent 3 “Franklin invented a lightning rod to keep homes safe.” · DEMONSTRATES · more precise, some general words remain · RPLD: Visible 2 “Franklin made a good thing for houses.” · DEVELOPING · still vague · RPLD: Emergent · Next: replace one vague word at a time 1 “He did stuff.” · BEGINNING · no precise language · RPLD: Foundational · Next: model naming exactly what he did

Which rubric applies? The four-point Targeted Evidence Scale scores this word-choice revision. The MC Check keeps its 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Precise words inform. Instead of 'made a good thing,' tell me exactly what he invented and what it did.”

SAY

SAY

“Trade every 'thing' and 'stuff' for the exact word: 'lightning rod,' 'protect,' 'invented.’”

► Model one swap (“good thing” : “useful lightning rod”); then students revise one sentence of their own.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 3 · Show It: Structure & Coherence

Connect ideas that flow

CLUSTER 4 · MODULE 3 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Organize the response so ideas flow with transitions, combine short sentences, and edit nouns.
STANDARDS	3.11C(v) coherence 3.11C(i) combine 3.11D(vi)/(viii)/(ix) nouns
RPLD STAGE THIS WEEK	Independent: students SHOW and OWN coherence and combining.
EVIDENCE TYPE	Daily Learning Artifact: a short ordered plan with a transition + one combined sentence + nouns edited.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on transitions, combining, and editing nouns.

Path B

: Application Artifact Student adds a transition between two ideas and combines two passage sentences.

Path C

: Choice Demonstration Student may use strips, a chart, or writing: same target, same scoring.

Grade the target, not everything. Grade whether ideas connect with a transition and the combine

Multiple-Choice Check

Five questions on this module's target: coherence, combining, and noun editing.

The Invention of Electricity

Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities. One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes. Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops. Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. (Paired with "The Founding Fathers.")

Grade 3, Cluster 4 (Scope & Sequence). Students build the foundation for argument writing.

1. Which is the BEST order for an informational response about Franklin?

- A. Introduce Franklin, explain the problem and his invention, then conclude.
- B. List facts in any order.
- C. Start with the conclusion, then stop.
- D. Write only his name.

2. Best way to combine: "Franklin was an inventor. He invented the lightning rod."

- A. Franklin was an inventor he invented the lightning rod.
- B. Franklin. An inventor. Lightning rod he invented.
- C. Franklin was an inventor who invented the lightning rod.
- D. No change is needed.

3. Which sentence best connects ideas with a transition?

- A. And then electricity stuff happened.
- B. The rod and also the homes.
- C. Franklin lightning homes invented.
- D. Because people could not protect their homes, Franklin invented the lightning rod.

4. In "an inventor, writer, and leader," which words are common nouns?

- A. an and
- B. inventor, writer, and leader
- C. Benjamin and Franklin
- D. the and and

5. In the phrase "a lightning rod," which statement is true?

- A. "rod" is a singular common noun naming one object.
- B. "rod" is a proper noun and needs a capital.
- C. "a" is the noun in the phrase.
- D. "lightning" is a verb here.

Purpose: a quick, gradeable check of 3.11C(v) / 3.11C(i) / 3.11D: connecting ideas, combining, and editing nouns.

Administration: 10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page. Cluster 4

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Best order

Correct: A

Informational writing moves introduce : develop : conclude. The distractors are unordered, backwards, or too short. Choosing unordered : use a plan box before drafting.

2. Best combine

Correct: C

The correct answer joins the two sentences with “who” and stays correct. The others are a run-on, fragments, or unchanged. Choosing “no change” : model “combine + keep correct.”

3. Best transition

Correct: D

“Because...” connects the problem to Franklin's solution. The distractors are vague or ungrammatical. Choosing a vague option : practice cause/result connectors for coherence.

4. Common nouns

Correct: B

“inventor,” “writer,” and “leader” name general roles (common nouns). The others are articles/conjunctions or a proper name. Choosing the proper name shows common/proper confusion : contrast a role with a specific name.

5. Common/singular noun

Correct: A

“rod” names one object and is a common noun: not proper, not a verb; “a” is an article. Choosing “proper noun” : sort nouns into common vs. proper. coherence/transitions; Questions 4-5 : more noun practice before Module 4.

If several students miss the same question, Questions 1 or 3 missed widely : reteach coherence/transitions; Questions 4-5 : more noun practice before Module 4.

Exemplars & Rubric

Prompt: “Combine two sentences from the passage into one clear sentence, using a connecting”

4 “Because people could not protect their homes from lightning, Benjamin Franklin invented the lightning rod to keep them safe.”

SECURE · one correct sentence that connects cause and solution · RPLD: Independent 3 “Franklin was an inventor, and he invented the lightning rod.” · DEMONSTRATES · correct combine, lighter connection · RPLD: Visible 2 “Franklin was an inventor he invented the rod.” · DEVELOPING · joins without a connector (run-on) · RPLD: Emergent · Next: add a connecting word 1 “Franklin was an inventor. He invented the rod.” · BEGINNING · leaves the sentences uncombined · RPLD: Foundational · Next: model one combine aloud

Which rubric applies? The four-point Targeted Evidence Scale scores this revision artifact. Noun editing is scored on the Standards Sweep tracking sheet.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Make your ideas FLOW. Use a connecting word: 'because,' 'who,' 'so': to show how the problem and the

SAY

SAY

“Two short sentences become one smooth one when you add a word that links them.”

► Show one combine aloud, then have students combine a different pair and circle every noun.

“ ” = say word-for-word · ► = teacher direction (do not read aloud)

Module 4 · Own & Defend: Full ECR The independent extended response

C L U S T E R 4 · M O D U L E 4 · M O D U L E A S S E S S M E N T M A P

What to Assess This Week

ASSESSMENT TARGET	Write a complete informational ECR with a purposeful conclusion: central idea, supporting details, and a strong ending: then check spelling.
STANDARDS	3.12B(i-iii) informational ECR 3.11B(ii) purposeful conclusion 3.11D(xxx)-(xxxii) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND an extended response.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating ECR that shows the whole cluster target, including a real conclusion.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on organizing, concluding, and spelling.

Path B

: Application Artifact Student writes the full ECR with a central idea, two or more details, and a purposeful conclusion.

Path C

: Choice Demonstration Student may plan-then-write or dictate-then-write: same target, same scoring.

Grade the target, not everything. This is the cluster's anchor evidence. Score the full ECR on the

Multiple-Choice Check

Five questions on this module's target: organizing, writing a purposeful conclusion, and

The Invention of Electricity

Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities. One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes. Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops. Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. (Paired with "The Founding Fathers.")

Grade 3, Cluster 4 (Scope & Sequence). Students build the foundation for argument writing.

1. Which is the BEST purposeful conclusion for a piece about Franklin?

- A. The end of my writing.
- B. I hope you liked it.
- C. Franklin's lightning rod is one example of how new ideas can solve real problems and keep people safe.
- D. Franklin is a name.

2. Which sentence does NOT belong in an informational ECR about Franklin?

- A. Franklin invented the lightning rod.
- B. Franklin is way cooler than any other inventor ever.
- C. People could not protect their homes before.
- D. The rod helped keep homes safe.

3. Which sentence is spelled correctly?

- A. Franklin invented the lightning rod.
- B. Franklin invintted the lightning rod.
- C. Franklin invented the lightening rod.
- D. Franklin invennted the lightning rod.

4. Which sentence has correct subject-verb agreement?

- A. People was not understand lightning long ago.
- B. People does not understood lightning long ago.
- C. People is not understand lightning long ago.
- D. People did not understand lightning long ago.

5. Which order BEST organizes an informational ECR?

- A. Just a list of facts.
- B. One sentence only.
- C. The conclusion first, then random facts.
- D. A central idea, several supporting details, and a purposeful conclusion.

Answer Key & Error Analysis

Not just the right answer: what a wrong choice reveals, and what to do about it.

1. Best conclusion

Correct: C

The correct conclusion restates the idea and gives it meaning (new ideas solve problems). The others just stop or state a fact about a name. Choosing “the end” shows stopping vs. concluding : this cluster’s focus: model purposeful conclusions.

2. Does not belong

Correct: B

The correct answer is an opinion, which doesn’t belong in an informational ECR. The other three inform. Missing it : practice the opinion vs. informational check.

3. Correct spelling

Correct: A

“invented” and “lightning” are spelled correctly. The others misspell “invented” or “lightning.” Repeated misses : high-frequency + content-word spelling (11D(xxx)-(xxxii)).

4. Subject-verb agreement

Correct: D

“did not understand” agrees with the plural subject “People.” The others use wrong forms. Wrong verb form : agreement practice (11D(i)).

5. Best organization

Correct: D

The ECR shape is idea : details : purposeful conclusion. The distractors are a list, a fragment, or backwards. Choosing a list : require a plan before drafting. on 1 : reteach conclusions (this cluster’s focus); miss on 3 : a spelling sweep.

If several students miss the same question, This is the pre-assessment check. Widespread misses on 1 : reteach conclusions (this cluster’s focus); miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Explain how Benjamin Franklin solved a problem in a new way. Use details from the”

4 “Benjamin Franklin solved a real problem in a new way. Long ago, people did not understand lightning or how to protect their homes from it. Franklin, who was an inventor and leader, created the lightning rod to keep homes safe. His lightning rod shows how a new idea can solve a real problem and protect people.”
SECURE · idea + details + purposeful conclusion (full ECR) · RPLD: Independent

3 “Franklin invented the lightning rod. People could not protect their homes before, so it helped. New ideas can help people.”
DEMONSTRATES · idea + details + a short conclusion · RPLD: Visible

2 “Franklin made a lightning rod for homes.”
DEVELOPING · one fact; no controlling idea or conclusion · RPLD: Emergent · Next: add an idea + a conclusion

1 “Lightning rod.”
BEGINNING · does not develop the prompt · RPLD: Foundational · Next: plan idea + two details + a conclusion

Which rubric applies? The four-point Targeted Evidence Scale scores this anchor ECR: the cluster's strongest single piece of evidence, and the score to record if you take a Cluster 4 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“This is your extended response. Explain how Franklin solved a problem in a new way, give two details from

SAY

SAY

“Your conclusion should do more than stop: tell your reader why Franklin's idea mattered.”

► Give a plan box (idea / detail 1 / detail 2 / conclusion). Independent write; conference only after the draft is

“ ” = say word-for-word · ► = teacher direction (do not read aloud)