

THE WRITING ACADEMY®

Assessment Companion

Grade 3 · Cluster 7

Poetry & Narrative

Passage: MLK - A Dream Can Grow

Grade 3 Assessment Companion: Cluster 7

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Module 1 · Notice the Message & Feeling The heart of the poem

CLUSTER 7 · MODULE 1 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Identify the poem's message and central feeling: how a dream grows: and tell it apart from a single line.
STANDARDS	3.12A(iii) poetry characteristics 3.12A(i) narrative characteristics 3.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE the poem's message and feeling.
EVIDENCE TYPE	Daily Learning Artifact: one sentence stating the poem's message about how a dream grows.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check: a fast grade of message/feeling recognition.

Path B

: Application Artifact Student writes the poem's message in one sentence and names the image that shows it.

Path C

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

Grade the target, not everything. Collect the message sentence. In poetry, note whether the student

Multiple-Choice Check

Five questions on this module's target: noticing the message and feeling of the poem.

MLK - A Dream Can Grow

I used to think that dreams came late, But underneath an August sky, Around us thousands filled the space, The crowd grew quiet, row by row, The words moved over heads that day, I did not understand each phrase; But I understood the word called hope, I understood my mama's tears, The future once had seemed to me One thoughtful word, one caring deed, The dream traveled. The dream grew. It traveled home through stories told, It travels when we make some room A dream can be a planted seed A dream can be a lantern bright, A dream can be a song we know, The dream traveled. The dream travels still. That afternoon I thought I'd see "Carry this hope. Protect its light. The little child I was that day I hear the crowd grow calm once more, If someone asks where dreams can go, They live not only in a speech, And now, although the years move on, (Paired with "What Will You Give?")

Grade 3, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative.

1. What is the message of the poem?

- A. Dreams happen at night.
- B. Hearts pump blood.
- C. A dream begins in one heart, but it grows when many people help it.
- D. Towns have classrooms.

2. Which line BEST shows that a dream can spread to many people?

- A. But many hearts can help it grow.
- B. A dream can start inside your heart.
- C. In classrooms, homes, and towns.
- D. Dreams are nice to have.

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

- A. The poem is about a jar.
- B. The poem lists three places.
- C. The poem has some words.
- D. The poem feels hopeful, because a small dream can grow into something big.

4. What makes "A Dream Can Grow" a poem?

- A. It is a list of facts.
- B. It uses short lines and images to share a feeling.
- C. It is a set of directions.
- D. It is a letter to a friend.

5. Which sentence has correct subject-verb agreement?

- A. Many hearts help the dream grow.
- B. Many hearts helps the dream grow.
- C. Many hearts is help the dream grow.
- D. Many hearts helping the dream grow.

Purpose: a quick, gradeable check of 3.12A(iii): identifying the poem's message and feeling. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

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

1. Message

Correct: C

The message ties the dream's small start to its growth through many people. The others are literal or off-topic. Picking a literal line shows the student reads words, not meaning : ask “what is the poem really saying?”

2. Line that shows spreading

Correct: A

“But many hearts can help it grow” shows the dream spreading. The others are the start, a list, or an opinion. Choosing the start line : practice matching a line to the idea it proves.

3. Central feeling

Correct: D

Naming the hopeful feeling captures the poem's tone. The others are literal or off-topic. Choosing a literal option shows the student isn't reading feeling : name the emotion the poem creates.

4. What makes it a poem

Correct: B

Short lines and images that share a feeling are poetry features. The distractors describe a list, directions, or a letter. Choosing a non-poem form : contrast a poem with a list or a letter.

5. Subject-verb agreement

Correct: A

“help” agrees with the plural subject “hearts.” The others use wrong forms. Wrong verb : practice plural-subject agreement. poem's meaning and feeling, not just its words.

If several students miss the same question, Questions 1 or 3 missed widely : more work reading a poem's meaning and feeling, not just its words.

Exemplars & Rubric

Prompt: “In one sentence, state the message of “A Dream Can Grow.”” 3.12A(iii)” 3.12A(iii)

4 “The poem’s message is that a dream can begin in just one heart, but it grows powerful when many people share it and help it come true.””

SECURE · clear message + feeling, in the student’s words · RPLD: Independent 3 “A dream starts small but can grow when people help it.” · DEMONSTRATES · clear message, lighter feeling · RPLD: Visible 2 “The poem is about a dream and hearts and towns.” · DEVELOPING · retells words; no message · RPLD: Emergent · Next: “what is the poem really saying?” 1 “A dream.” · BEGINNING · a topic word only · RPLD: Foundational · Next: model turning the topic into a message

Which rubric applies? This four-point Targeted Evidence Scale scores the message response. The Multiple-Choice Check uses its own 5-point key. In poetry, reward naming the feeling as well as the idea.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“A poem shares a feeling and a message. What is this poem telling us about how a dream grows?”

SAY

SAY

“Don’t just list the words. The dream starts in one heart, but many hearts help it grow: that’s the message.”

► Read the poem aloud together; ask “how does it make you feel, and why?” before students write.

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

Module 2 · Vivid Words & Imagery Craft that creates a picture

CLUSTER 7 · MODULE 2 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Choose vivid, precise words and figurative language (imagery, comparison) that create a feeling.
STANDARDS	3.12A(iv) poetry craft 3.12A(ii) narrative craft 3.11C(ii) word choice
RPLD STAGE THIS WEEK	Visible: students CHOOSE vivid words and images that carry feeling.
EVIDENCE TYPE	Daily Learning Artifact: one plain sentence made vivid with a precise word or an image.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on vivid words and figurative language.

Path B

: Application Artifact Student rewrites one plain sentence to create a picture or feeling with craft.

Path C

: Choice Demonstration Student may highlight, say, or rewrite the vivid line: same target, same scoring.

Grade the target, not everything. Grade whether the word or image creates a clearer picture or

Multiple-Choice Check

Five questions on this module's target: choosing vivid words and images that carry feeling.

MLK - A Dream Can Grow

I used to think that dreams came late, But underneath an August sky, Around us thousands filled the space, The crowd grew quiet, row by row, The words moved over heads that day, I did not understand each phrase; But I understood the word called hope, I understood my mama's tears, The future once had seemed to me One thoughtful word, one caring deed, The dream traveled. The dream grew. It traveled home through stories told, It travels when we make some room A dream can be a planted seed A dream can be a lantern bright, A dream can be a song we know, The dream traveled. The dream travels still. That afternoon I thought I'd see "Carry this hope. Protect its light. The little child I was that day I hear the crowd grow calm once more, If someone asks where dreams can go, They live not only in a speech, And now, although the years move on, (Paired with "What Will You Give?")

Grade 3, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative.

1. Which word most vividly completes: "A dream can ____ inside your heart"?

- A. be
- B. grow
- C. stay
- D. sit

2. Which line uses figurative language (an image or comparison)?

- A. A dream is a thing.
- B. Dreams are okay.
- C. I have a dream sometimes.
- D. A dream is a tiny seed that many hearts help grow.

3. Which sentence uses the most vivid, poetic language?

- A. The dream spread from heart to heart like sunlight across a town.
- B. The dream went to some places.
- C. There was a dream and stuff.
- D. People had a dream thing.

4. Which revision adds a stronger IMAGE to "The dream got bigger"?

- A. The dream got kind of big.
- B. The dream became larger.
- C. The dream grew until it filled every classroom and home.
- D. The dream was big now.

5. Which new line keeps the poem's hopeful feeling?

- A. Then the dream was deleted.
- B. The dream got a flat tire.
- C. The dream was boring.
- D. And so the little dream grew brave and bright.

Purpose: a quick, gradeable check of 3.12A(iv) / 3.11C(ii): vivid word choice and figurative language. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

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

1. Vivid verb

Correct: B

“grow” fits the poem’s image of a dream getting bigger; “be/stay/sit” are flat. Choosing a flat verb : trade for a vivid one that fits the feeling.

2. Figurative language

Correct: D

Comparing a dream to a seed is an image (figurative). The others are plain or opinions. Choosing a plain sentence : practice spotting comparisons/images.

3. Most vivid language

Correct: A

The simile (“like sunlight across a town”) paints a picture. The others rely on “stuff/thing.” Tolerating “stuff/thing” : replace vague words with an image.

4. Stronger image

Correct: C

“filled every classroom and home” shows the dream spreading. The others just say “big.” Choosing “big” : push for a picture, not a size word.

5. Keeps the feeling

Correct: D

“grew brave and bright” keeps the hopeful tone. The distractors break the mood or feeling. Choosing a mood- breaker : check that craft choices fit the poem’s feeling. language and imagery; Question 1/4 : vivid word choice.

If several students miss the same question, Questions 2 or 3 missed widely : practice figurative language and imagery; Question 1/4 : vivid word choice.

Exemplars & Rubric

Prompt: “Rewrite one plain sentence about the dream to create a picture or a feeling.” 3.12A(iv) 3.12A(iv)

4 “The little dream glowed inside one heart, then spread from person to person like sunlight warming a whole town.”

SECURE · vivid words + a clear image that carries feeling · RPLD: Independent 3 “The dream grew bigger and brighter as more people believed in it.” · DEMONSTRATES · vivid, less imagery · RPLD: Visible 2 “The dream got kind of big and stuff.” · DEVELOPING · vague words, no image · RPLD: Emergent · Next: add one picture word 1 “A dream.” · BEGINNING · no craft yet · RPLD: Foundational · Next: model turning a plain line into an image

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

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Poets paint pictures with words. Instead of ‘the dream got big,’ show it: ‘the dream filled every home.’”

SAY

SAY

“An image or a comparison: ‘like sunlight’: makes your reader FEEL the dream grow.”

► Model one image aloud (“got big” : “filled every classroom and home”); then students craft one line of their

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

Module 3 · Show It: Structure & Order Shape the poem or story

CLUSTER 7 · MODULE 3 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Shape a poem's lines or a narrative's order, combine sentences, and edit nouns and proper nouns.
STANDARDS	3.12A(i)/(iii) genre structure 3.11C(i) combine 3.11D(ix) proper nouns
RPLD STAGE THIS WEEK	Independent: students SHOW and OWN poem/story structure.
EVIDENCE TYPE	Daily Learning Artifact: a short ordered plan (beginning : middle : end, or line order) + one combined sentence.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on structure, combining, and proper nouns.

Path B

: Application Artifact Student orders the events of a short narrative or the lines of a short poem and combines two sentences.

Path C

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

Grade the target, not everything. Grade whether the poem/story has a sensible order and the

Multiple-Choice Check

Five questions on this module's target: poem/story structure, combining, and proper nouns.

MLK - A Dream Can Grow

I used to think that dreams came late, But underneath an August sky, Around us thousands filled the space, The crowd grew quiet, row by row, The words moved over heads that day, I did not understand each phrase; But I understood the word called hope, I understood my mama's tears, The future once had seemed to me One thoughtful word, one caring deed, The dream traveled. The dream grew. It traveled home through stories told, It travels when we make some room A dream can be a planted seed A dream can be a lantern bright, A dream can be a song we know, The dream traveled. The dream travels still. That afternoon I thought I'd see "Carry this hope. Protect its light. The little child I was that day I hear the crowd grow calm once more, If someone asks where dreams can go, They live not only in a speech, And now, although the years move on, (Paired with "What Will You Give?")

Grade 3, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative.

1. Which is the BEST order for a short narrative about a dream growing?

- A. A dream begins, more people join it, and it changes the community.
- B. List random words in any order.
- C. Start at the end, then stop.
- D. Write only the title.

2. Best way to combine: "A dream can start small. Many hearts help it grow."

- A. A dream can start small many hearts help it grow.
- B. A dream. Small. Hearts. Grow.
- C. A dream can start small, but many hearts help it grow.
- D. No change is needed.

3. Which sentence connects two ideas smoothly?

- A. Dream and then people and stuff.
- B. When one person dreams, others can join in and help it grow.
- C. Hearts towns dream grow.
- D. A dream people and also.

4. In "Dr. Martin Luther King Jr.," what kind of noun is this?

- A. A common noun: it names a general person.
- B. A verb: it shows action.
- C. An adjective: it describes.
- D. A proper noun: it names a specific person.

5. In "classrooms, homes, and towns," which are common nouns?

- A. and, and
- B. Martin and Luther
- C. classrooms, homes, and towns
- D. the and a

Purpose: a quick, gradeable check of 3.12A / 3.11C(i) / 3.11D: shaping structure, combining, and editing nouns. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

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

A narrative moves begin : develop : change. The distractors are unordered, backwards, or too short. Choosing unordered : use a plan (beginning/middle/end) before drafting.

2. Best combine

Correct: C

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

3. Smooth connection

Correct: B

“When one person dreams, others can join...” connects two ideas. The distractors are vague or ungrammatical. Choosing a vague option : practice connecting words.

4. Proper noun

Correct: D

“Dr. Martin Luther King Jr.” names a specific person : proper noun. Choosing “common noun” : specific names are proper.

5. Common nouns

Correct: C

“classrooms, homes, towns” name general things (common nouns). The others are conjunctions/articles or a proper name. Choosing a non-noun : sort words into noun vs. not-a-noun. and combining; Questions 4-5 : proper/common noun practice before Module 4.

If several students miss the same question, Questions 1 or 2 missed widely : reteach structure and combining; Questions 4-5 : proper/common noun practice before Module 4.

Exemplars & Rubric

Prompt: “Combine two lines about the dream into one sentence, and check your proper nouns.” 3.11C(i)

4 “A dream can start inside one heart, but when many hearts help, it grows big enough to change classrooms, homes, and whole towns.”

SECURE · one correct combined sentence; proper nouns capitalized · RPLD: Independent 3 “A dream starts small, and many hearts help it grow.” · DEMONSTRATES · correct combine, lighter craft · RPLD: Visible 2 “A dream starts small many hearts help it grow.” · DEVELOPING · joins without a connector (run-on) · RPLD: Emergent · Next: add a connecting word 1 “A dream starts small. Hearts help.” · BEGINNING · leaves the lines uncombined · RPLD: Foundational · Next: model one combine aloud

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

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Shape your lines. Take two short lines and make one that flows: use a word like 'but' or 'when.’”

SAY

SAY

“Every name keeps its capital: Dr. Martin Luther King Jr.”

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

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

Module 4 · Own & Defend: Compose Write your own dream piece

C L U S T E R 7 · 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	Compose a short narrative or poem with genre characteristics and craft: a clear feeling, images, and a satisfying ending: then check spelling.
STANDARDS	3.12A(i-iv) compose narrative & poetry 3.11B structure 3.11D(xxxii) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND their own composition.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating original narrative or poem about a dream or giving.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on craft, endings, and spelling.

Path B

: Application Artifact Student writes a short narrative or poem with a clear feeling, at least one image, and a satisfying ending.

Path C

: Choice Demonstration Student may write a poem OR a short narrative: same craft target, same scoring.

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

Multiple-Choice Check

Five questions on this module's target: craft, a satisfying ending, and spelling.

MLK - A Dream Can Grow

I used to think that dreams came late, But underneath an August sky, Around us thousands filled the space, The crowd grew quiet, row by row, The words moved over heads that day, I did not understand each phrase; But I understood the word called hope, I understood my mama's tears, The future once had seemed to me One thoughtful word, one caring deed, The dream traveled. The dream grew. It traveled home through stories told, It travels when we make some room A dream can be a planted seed A dream can be a lantern bright, A dream can be a song we know, The dream traveled. The dream travels still. That afternoon I thought I'd see "Carry this hope. Protect its light. The little child I was that day I hear the crowd grow calm once more, If someone asks where dreams can go, They live not only in a speech, And now, although the years move on, (Paired with "What Will You Give?")

Grade 3, Cluster 7 (Scope & Sequence). Students respond to and compose poetry and narrative.

1. Which is the BEST ending for a narrative about a growing dream?

- A. The end.
- B. I hope you liked my poem.
- C. Dream is a word.
- D. And so the dream that began in one heart lived on in a whole community.

2. Which line does NOT belong in a poem about a growing dream?

- A. A dream can start inside your heart.
- B. My shoes are a size two and they are red.
- C. Many hearts help it grow.
- D. The dream spread like morning light.

3. Which sentence is spelled correctly?

- A. A dreem can grow inside your heart.
- B. A dream can groe inside your hart.
- C. A dream can grow inside your heart.
- D. A dreme can grow inside your heart.

4. Which sentence has correct subject-verb agreement?

- A. The dreams grow when people believe.
- B. The dreams grows when people believe.
- C. The dreams is grow when people believe.
- D. The dreams growing when people believe.

5. Which BEST shows the shape of a narrative?

- A. A list of random words.
- B. A beginning that sets up the dream, a middle where it grows, and an ending that shows what changed.
- C. One line with no feeling.
- D. The ending first, then nothing.

Purpose: a quick, gradeable check of 3.12A(iv) / 3.11D(xxxii): composing with craft, endings, and spelling. Administration: ~10 minutes, independent. Scoring: 5 points (1 each); Answer Key & Error Analysis on the next page.

Answer Key & Error Analysis

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

1. Best ending

Correct: D

The correct ending shows what the dream became: a satisfying close. The others just stop or plead. Choosing “the end” : model endings that show change or feeling.

2. Does not belong

Correct: B

A line about red shoes breaks the poem's focus. The others fit the dream theme. Missing it : practice keeping every line on the poem's feeling.

3. Correct spelling

Correct: C

This line spells “dream,” “grow,” and “heart” correctly. The others misspell them. Repeated misses : a high- frequency spelling sweep (11D(xxxii)).

4. Subject-verb agreement

Correct: A

“grow” agrees with the plural “dreams.” The others use wrong forms. Wrong verb : agreement practice (11D(i)).

5. Narrative shape

Correct: B

A narrative has a beginning, a middle, and an ending that shows change. The distractors are a list, one line, or backwards. Choosing a list : use a beginning/middle/end plan before drafting. on 1 or 5 : reteach endings and narrative shape; miss on 3 : a spelling sweep.

If several students miss the same question, This is the pre-assessment check. Widespread misses on 1 or 5 : reteach endings and narrative shape; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Write a short poem OR narrative about a dream that grows. Use a clear feeling, at least”

4 *“My dream began as one small spark, / a whisper only I could hear. / But friend by friend, it caught and grew, / until our whole town shone with it. / Now the dream belongs to everyone.”*
 SECURE · clear feeling + image + satisfying ending; strong genre craft · RPLD: Independent

3 *“My dream started small, but more people believed in it, and soon it grew big enough to help everyone.”*
 DEMONSTRATES · clear idea + some craft · RPLD: Visible 2 “I had a dream and it got bigger.” · DEVELOPING · idea only; no image or feeling · RPLD: Emergent · Next: add one image + an ending 1 “Dream.” · BEGINNING · no composition yet · RPLD: Foundational · Next: plan a beginning, middle, and end

Which rubric applies? The four-point Targeted Evidence Scale scores this original composition: the cluster's anchor evidence for narrative/poetry craft, and the score to record if you take a Cluster 7 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Now you write. Compose a short poem or story about a dream that grows: give it a feeling, at least one

SAY

SAY

“Use what we practiced: a clear feeling, an image, and lines or a beginning-middle-end that hold together.”

► Let students choose poem OR narrative. Give a plan box (feeling / image / ending). Independent write;

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