

T H E W R I T I N G A C A D E M Y ®

Assessment Companion

Grade 4 · Cluster 3

Connecting Two Texts

Passage: A Lone Star Choice

Grade 4 Assessment Companion: Cluster 3

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Module 1 · The Connecting Idea One idea that fits BOTH texts

CLUSTER 3 · MODULE 1 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET	Find the one idea that connects the poem and the drama: not just one of them.
STANDARDS	4.12B(i) central idea across texts 4.11B(iv) develop a piece 4.11D(i) agreement
RPLD STAGE THIS WEEK	Emergent : Visible: students NOTICE the idea connecting both texts.
EVIDENCE TYPE	Daily Learning Artifact: a one-sentence connecting idea that fits BOTH texts.

Three Ways to Gather the Evidence

Path A

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

Path B

: Application Artifact Student writes one connecting idea and names a detail from each text.

Path C

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

Grade the target, not everything. Collect the connecting idea. Check that it fits BOTH texts, not only

Multiple-Choice Check

Five questions on this module's target: one idea that fits BOTH the poem and the drama.

A Lone Star Choice

Text 1: Texas stood beneath wide skies, A young republic in people's eyes. Once part of Mexico long ago, Now standing alone, unsure where to go. Leaders talked both day and night, About joining the U.S. and what was right. Some were hopeful, while others felt hopeless. Wondering what the choice was about. In 1845, a change was made, Texas joined the U.S.: a choice that stayed. But Mexico did not agree, And anger grew across the sea. Soon a war began to rise, With soldiers marching under open skies. Battles were fought both near and far, Each side showing who they are. The war came to an end at last, But its effects were strong and vast. The U.S. gained land across the West, Changing the map and passing the test. For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history. Text 2 ("Making it Happen"): NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand. [Mrs. Chen turns from the board.] AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art? MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them. MATEO: [Leans over.] Like... they just paid for it? MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen. NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. [They walk side by side with backpacks.] MATEO: That kind of sounds like today, just... different.

Grade 4, Cluster 3 (Scope & Sequence). Students connect two texts into one clear informative response, supporting a connecting idea with evidence from BOTH.

1. Which idea fits BOTH texts?

- A. Texas is a state.
- B. A drama has actors.
- C. An important choice or idea becomes real only when it gains enough support.
- D. Poems can rhyme.

2. Which sentence connects the two texts correctly?

- A. Both texts show that big changes need people's support to succeed.
- B. "A Lone Star Choice" is a poem.
- C. "Making It Happen" is a drama.
- D. Texas is in the south.

3. A connecting idea must fit BOTH texts. Which does NOT?

- A. Both show a choice that needs support.
- B. Both are about ideas becoming real.
- C. Both show change taking effort.
- D. "Making It Happen" is a play with characters who talk.

4. Which is the BEST connecting central idea?

- A. I like poems more than plays.
- B. Whether it is a state's choice or a person's idea, support is what turns a decision into reality.
- C. Texas joined the United States.
- D. Plays are performed on a stage.

5. Which sentence has correct subject-verb agreement?

- A. Both texts show how support creates change.
- B. Both texts shows how support creates change.
- C. Both texts is show how support creates change.
- D. Both texts showing how support creates change.

C L U S T E R 3 · M O D U L E 1 · M U L T I P L E - C H O I C E C H E C K

Answer Key & Error Analysis

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

1. Connecting idea

Correct: C

The correct idea fits both texts (choices/ideas need support). The others describe only one text or a form. Picking a one-text option : reteach “does this fit BOTH?”

2. Correct connection

Correct: A

The correct sentence names what both show (change needs support). The others are single-text facts. Choosing a single-text fact : practice “one idea = two texts.”

3. Does NOT fit both

Correct: D

Describing the drama's form fits only one text. The others fit both. Missing it : test every idea against BOTH texts.

4. Best connecting idea

Correct: B

The correct idea captures both (support turns a decision into reality). The distractors are an opinion or single-text facts. Picking the opinion : contrast “I like...” with “support is what turns...”.

5. Subject-verb agreement

Correct: A

“show” agrees with the plural subject “texts.” The others use wrong forms. Wrong verb : plural-subject agreement. that fit BOTH texts before drafting the connecting response.

If several students miss the same question, Questions 1 or 3 missed widely : more work on ideas that fit BOTH texts before drafting the connecting response.

Exemplars & Rubric

Prompt: “Write one connecting idea that fits BOTH texts.” 4.12B(i) 4.12B(i)

4 “Both “A Lone Star Choice” and “Making It Happen” show that an important choice or idea only becomes real when enough people give it their support.””

SECURE · one idea that clearly fits BOTH texts · RPLD: Independent 3 “Both texts show that change needs support to happen.” · DEMONSTRATES · connects both, slightly general · RPLD: Visible 2 “Texas made a choice and a play is about ideas.” · DEVELOPING · names both but no connecting idea · RPLD: Emergent · Next: “what is ONE idea for both?” 1 “Texas joined the United States.” · BEGINNING · one text only · RPLD: Foundational · Next: model finding an idea that fits both

Which rubric applies? This four-point Targeted Evidence Scale scores the connecting-idea response. The Multiple-Choice Check uses its own 5-point key. The idea must fit BOTH texts.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Find ONE idea that fits BOTH texts. What is true about Texas's choice AND about the idea in the play?”

SAY

SAY

“If your idea only fits the poem or only the play, it isn't the connection yet.”

► Draw two overlapping circles (poem, drama); the connecting idea goes in the middle. Give think time before

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

Module 2 · Evidence From BOTH Texts One detail from each

C L U S T E R 3 · M O D U L E 2 · 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	Choose relevant evidence from EACH text: one from the poem and one from the drama: to support the connecting idea.
STANDARDS	4.12B(ii) evidence from both 4.11C(ii) word choice
RPLD STAGE THIS WEEK	Visible: students CHOOSE one relevant detail from EACH text.
EVIDENCE TYPE	Daily Learning Artifact: one detail from Text 1 + one from Text 2 that both support the connecting idea.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on choosing evidence from both texts.

Path B

: Application Artifact Student names one supporting detail in each text and labels which text it came from.

Path C

: Choice Demonstration Student may chart, say, or list one detail per text: same target, same scoring.

Grade the target, not everything. Grade whether the student pulls one relevant detail from EACH

Multiple-Choice Check

Five questions on this module's target: one relevant detail from EACH text.

A Lone Star Choice

Text 1: Texas stood beneath wide skies, A young republic in people's eyes. Once part of Mexico long ago, Now standing alone, unsure where to go. Leaders talked both day and night, About joining the U.S. and what was right. Some were hopeful, while others felt hopeless. Wondering what the choice was about. In 1845, a change was made, Texas joined the U.S.: a choice that stayed. But Mexico did not agree, And anger grew across the sea. Soon a war began to rise, With soldiers marching under open skies. Battles were fought both near and far, Each side showing who they are. The war came to an end at last, But its effects were strong and vast. The U.S. gained land across the West, Changing the map and passing the test. For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history. Text 2 ("Making it Happen"): NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand. [Mrs. Chen turns from the board.] AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art? MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them. MATEO: [Leans over.] Like... they just paid for it? MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen. NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. [They walk side by side with backpacks.] MATEO: That kind of sounds like today, just... different.

Grade 4, Cluster 3 (Scope & Sequence). Students connect two texts into one clear informative response, supporting a connecting idea with evidence from BOTH.

1. Which detail from Text 1 (the poem) supports the connecting idea?

- A. The poem uses rhyme.
- B. Texas had to gain support before its choice to join the United States could happen.
- C. Texas is a large state.
- D. Poems are short.

2. Which detail from Text 2 (the drama) supports the connecting idea?

- A. The play has a stage.
- B. Dramas have acts.
- C. Characters wear costumes.
- D. In the play, an idea only becomes real after enough people back it.

3. A connecting response needs evidence from BOTH texts. Which pair does that?

- A. One detail about Texas's choice AND one about the idea gaining support in the play.
- B. Two details about the poem only.
- C. Two details about the drama only.
- D. No details, just an opinion.

4. Which detail does NOT belong as evidence for the connecting idea?

- A. Texas needed support for its choice.
- B. The play's idea needed backers.
- C. The poem has four stanzas that each rhyme.
- D. Both show change requires support.

5. Which precise word best completes: "Both a state and a person must ____ support to succeed"?

- A. do
- B. have
- C. go
- D. gain

C L U S T E R 3 · M O D U L E 2 · M U L T I P L E - C H O I C E C H E C K

Answer Key & Error Analysis

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

1. Evidence from Text 1

Correct: B

The poem detail (needing support for the choice) proves the idea. The others are about form or are generic. Choosing a form detail : pull the detail that proves the connecting idea.

2. Evidence from Text 2

Correct: D

The drama detail (idea needs backers) proves the idea. The others are about the stage/form. Choosing a form detail : same practice, Text 2.

3. Evidence from BOTH

Correct: A

A connecting response needs one detail from EACH text. The distractors use one text or none. Choosing a one- text pair : require one detail per text.

4. Does not belong

Correct: C

The number of stanzas is about form, not the connecting idea. The others support it. Missing it : test each detail against the connecting idea.

5. Precise verb

Correct: D

“gain” names exactly what both must do with support; “do/have/go” are vague. Choosing a vague verb : trade for a precise verb. from-BOTH rule; Questions 1-2 : relevant-detail practice per text.

If several students miss the same question, Question 3 missed widely : reteach the evidence- from-BOTH rule; Questions 1-2 : relevant-detail practice per text.

Exemplars & Rubric

Prompt: “Give one detail from EACH text that supports your connecting idea.” 4.12B(ii) 4.12B(ii)

4 “From “A Lone Star Choice,” Texas needed enough support before it could join the United States. From “Making It Happen,” the idea in the play only became real once people backed it. Both details show that support turns a choice or idea into reality.”

SECURE · one relevant detail from EACH text, tied to the idea · RPLD: Independent 3 “Texas needed support, and the play’s idea needed support too.” · DEMONSTRATES · a detail from each, lightly connected · RPLD: Visible 2 “Texas joined the United States.” · DEVELOPING · evidence from one text only · RPLD: Emergent · Next: add a detail from the OTHER text 1 “There is a poem and a play.” · BEGINNING · no clear evidence from either text · RPLD: Foundational · Next: find one detail in each text

Which rubric applies? The four-point Targeted Evidence Scale scores this evidence artifact: one detail from EACH text. The MC Check keeps its 5-point key.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Prove your idea from BOTH texts. Give me one detail from the poem AND one from the play.”

SAY

SAY

“Label them: ‘From Text 1...’ and ‘From Text 2...’ so we can see you used both.”

► Have students point to one detail in each text before writing. Two texts, two pieces of evidence.

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

Module 3 · Connect & Explain Tie the two texts together

C L U S T E R 3 · M O D U L E 3 · 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	Explain HOW the two texts connect, organize the response, and edit nouns and verbs.
STANDARDS	4.11B(iv) structured piece 4.11C(i) combine 4.11D(x)-(xiv) verbs/nouns
RPLD STAGE THIS WEEK	Independent: students SHOW and OWN the connection and structure.
EVIDENCE TYPE	Daily Learning Artifact: one sentence explaining how the texts connect + one combined sentence.

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on explaining the connection, combining, and editing.

Path B

: Application Artifact Student writes a sentence explaining how the two ideas connect and combines two sentences.

Path C

: Choice Demonstration Student may chart, say, or write the connection: same target, same scoring.

Grade the target, not everything. Grade whether the student EXPLAINS the connection (not just

Multiple-Choice Check

Five questions on this module's target: connecting the texts, combining, and editing

A Lone Star Choice

Text 1: Texas stood beneath wide skies, A young republic in people's eyes. Once part of Mexico long ago, Now standing alone, unsure where to go. Leaders talked both day and night, About joining the U.S. and what was right. Some were hopeful, while others felt hopeless. Wondering what the choice was about. In 1845, a change was made, Texas joined the U.S.: a choice that stayed. But Mexico did not agree, And anger grew across the sea. Soon a war began to rise, With soldiers marching under open skies. Battles were fought both near and far, Each side showing who they are. The war came to an end at last, But its effects were strong and vast. The U.S. gained land across the West, Changing the map and passing the test. For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history. Text 2 ("Making it Happen"): NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand. [Mrs. Chen turns from the board.] AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art? MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them. MATEO: [Leans over.] Like... they just paid for it? MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen. NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. [They walk side by side with backpacks.] MATEO: That kind of sounds like today, just... different.

Grade 4, Cluster 3 (Scope & Sequence). Students connect two texts into one clear informative response, supporting a connecting idea with evidence from BOTH.

1. Which sentence best **EXPLAINS** how the two texts connect?

- A. The texts connect because both show that a choice or idea needs people's support before it can become real.
- B. One is a poem and one is a play.
- C. There are two texts here.
- D. Texas and the play both exist.

2. Best way to combine: "Texas needed support. The play's idea needed support."

- A. Texas needed support the play's idea needed support.
- B. Texas. Support. Play. Idea.
- C. Both Texas and the play's idea needed support to succeed.
- D. No change is needed.

3. Which sentence uses a transition to connect the texts?

- A. Texas and then the play and stuff.
- B. Just as Texas needed backing for its choice, the idea in the play needed support too.
- C. Two texts and also support.
- D. Texas play idea support connect.

4. Which sentence uses the correct verb tense to match the past-tense passage?

- A. Texas gain the support it needed to join.
- B. Texas will gains the support it needed to join.
- C. Texas gaining the support it needed to join.
- D. Texas gained the support it needed to join.

5. In "Texas" and "United States," what kind of nouns are these?

- A. Common nouns: they name general places.
- B. Verbs: they show action.
- C. Proper nouns: they name specific places.
- D. Adjectives: they describe.

CLUSTER 3 · MODULE 3 · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

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

1. Best explanation

Correct: A

The correct sentence explains WHY the texts connect (both need support). The others just note there are two texts. Choosing a “two texts” option shows listing, not explaining : model “they connect because...”.

2. Best combine

Correct: C

The correct answer joins the two into one idea correctly. The others are a run-on, fragments, or unchanged. Choosing “no change” : model “combine two into one connected idea.”

3. Transition

Correct: B

“Just as Texas..., the idea...too” links the texts. The distractors are vague or ungrammatical. Choosing a vague option : practice comparison transitions (just as, like, both).

4. Verb tense

Correct: D

“gained” matches the past-tense passage. The others use wrong tense or form. Wrong tense : practice consistent past tense (11D(x)-(xiv)).

5. Proper nouns

Correct: C

“Texas” and “United States” name specific places : proper nouns. Choosing “common nouns” : specific places are proper. EXPLAINING the connection; Questions 4-5 : verb tense and proper nouns.

If several students miss the same question, Questions 1 or 3 missed widely : reteach EXPLAINING the connection; Questions 4-5 : verb tense and proper nouns.

Exemplars & Rubric

Prompt: “In one sentence, explain HOW the two texts connect. Then combine two short sentences”

4 “The two texts connect because both show that support is what turns a decision into reality: Texas gained the backing it needed to join the United States, just as the idea in the play needed people to make it real.”

SECURE · explains the connection and names both · RPLD: Independent 3 “Both texts connect because each one needed support to make a change happen.” · DEMONSTRATES · explains the connection, lighter detail · RPLD: Visible

2 “One text is about Texas and one is about a play.”

DEVELOPING · lists both but doesn’t explain the connection · RPLD: Emergent · Next: “they connect because...”
frame 1 “There are two texts.” · BEGINNING · no connection explained · RPLD: Foundational · Next: model one connecting sentence

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

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“Don’t just say there are two texts: EXPLAIN how they connect. They connect because...”

SAY

SAY

“Use a linking phrase: ‘Just as Texas needed support, the idea in the play needed support too.’”

► Model one connecting sentence aloud, then have students write their own and check verb tense.

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

Module 4 · Own & Defend: Connecting ECR The independent two-text response

C L U S T E R 3 · 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 connecting response: a connecting idea, evidence from BOTH texts, an explanation, and a conclusion: then check spelling.
STANDARDS	4.12B(i-iii) informative ECR 4.11B(iv) develop 4.11D(xxxv) spelling
RPLD STAGE THIS WEEK	Independent : Reflective: students OWN and DEFEND a connected two-text response.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating connecting ECR (uses BOTH texts).

Three Ways to Gather the Evidence

Path A

: Quick Check The 5-question Multiple-Choice Check on organizing a connecting response.

Path B

: Application Artifact Student writes the full response: connecting idea + one detail from each text + explanation + 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 connecting ECR

Multiple-Choice Check

Five questions on this module's target: organizing, connecting, and spelling in a full ECR.

A Lone Star Choice

Text 1: Texas stood beneath wide skies, A young republic in people's eyes. Once part of Mexico long ago, Now standing alone, unsure where to go. Leaders talked both day and night, About joining the U.S. and what was right. Some were hopeful, while others felt hopeless. Wondering what the choice was about. In 1845, a change was made, Texas joined the U.S.: a choice that stayed. But Mexico did not agree, And anger grew across the sea. Soon a war began to rise, With soldiers marching under open skies. Battles were fought both near and far, Each side showing who they are. The war came to an end at last, But its effects were strong and vast. The U.S. gained land across the West, Changing the map and passing the test. For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history. Text 2 ("Making it Happen"): NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand. [Mrs. Chen turns from the board.] AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art? MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them. MATEO: [Leans over.] Like... they just paid for it? MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen. NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. [They walk side by side with backpacks.] MATEO: That kind of sounds like today, just... different.

Grade 4, Cluster 3 (Scope & Sequence). Students connect two texts into one clear informative response, supporting a connecting idea with evidence from BOTH.

1. Which is the BEST conclusion for a connecting response?

- A. That's all about the two texts.
- B. I liked the poem best.
- C. Texas is a place.
- D. Together, both texts show that support is what turns a choice or an idea into something real.

2. Which sentence does NOT belong in an informative connecting ECR?

- A. Texas needed support for its choice.
- B. The poem is honestly way better than the boring play.
- C. The play's idea needed backers.
- D. Both show support creates change.

3. Which sentence is spelled correctly?

- A. Both texts show that support creates real change.
- B. Both texts show that suport creates real change.
- C. Both texts show that support creates reel change.
- D. Both texts show that support creats real change.

4. A strong connecting answer must...

- A. use only the poem.
- B. use only the text you liked.
- C. use evidence from BOTH texts and explain the connection.
- D. use no evidence at all.

5. Which order BEST organizes a connecting ECR?

- A. Just facts from one text.
- B. A connecting idea, one detail from each text, an explanation, and a conclusion.
- C. One sentence about one text.
- D. The conclusion first, then random facts.

CLUSTER 3 · MODULE 4 · MULTIPLE-CHOICE CHECK

Answer Key & Error Analysis

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

1. Best conclusion

Correct: D

The correct conclusion restates the connection and its meaning. The others just stop, give an opinion, or name a place. Choosing “that’s all”/opinion : model conclusions that restate the connection.

2. Does not belong

Correct: B

An opinion comparing the texts isn’t informative. The other three inform. Missing it : practice opinion vs. informative in a connecting response.

3. Correct spelling

Correct: A

This sentence spells “support,” “creates,” and “real” correctly. The others misspell them. Repeated misses : a spelling sweep (11D(xxxv)).

4. Connecting requirement

Correct: C

A connecting answer must use BOTH texts and explain the connection. The distractors use one text or none. Choosing a one-text option : reteach: one answer = two texts.

5. Best organization

Correct: B

The connecting ECR shape is idea : a detail from each : explanation : conclusion. The distractors use one text, are too short, or backwards. Choosing a one-text option : require a connecting plan. on 4 or 5 : reteach the connecting structure; miss on 3 : a spelling sweep.

If several students miss the same question, This is the pre-assessment check. Widespread misses on 4 or 5 : reteach the connecting structure; miss on 3 : a spelling sweep.

Exemplars & Rubric

Prompt: “Explain how “A Lone Star Choice” and “Making It Happen” share a common idea. Use”

4 “Both texts share the idea that support is what turns a choice or an idea into reality. In “A Lone Star Choice,” Texas had to gain support before it could join the United States. In “Making It Happen,” an idea only became real after enough people backed it. Both examples show that important changes cannot happen alone: they need people to support them.”

SECURE · connecting idea + a detail from EACH text + explanation + conclusion · RPLD: Independent

3 “Both texts show change needs support. Texas needed support to join, and the play’s idea needed support too. That is the shared idea.”

DEMONSTRATES · uses both texts, thinner explanation · RPLD: Visible 2 “Texas joined the United States after a choice.” · DEVELOPING · one text only; no connection · RPLD: Emergent · Next: add the other text + a connecting idea 1 “They are both texts.” · BEGINNING · no evidence or explanation · RPLD: Foundational · Next: plan idea + one detail per text

Which rubric applies? The four-point Targeted Evidence Scale scores this anchor connecting ECR: the cluster’s strongest single piece of evidence. It must use BOTH texts; that is the score to record if you take a Cluster 3 grade.

TEACHER SCRIPT: EXPLAINING THIS TASK TO STUDENTS

SAY

SAY

“This is your connecting response. Give one shared idea, one detail from EACH text, explain the connection,

SAY

SAY

“Remember: one answer = two texts. If you only used one, you’re not done yet.”

► Give a connecting plan box (idea / Text 1 detail / Text 2 detail / conclusion). Independent write; conference

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