

THE WRITING ACADEMY®

# Assessment Companion

Grade 4 · Cluster 5

Connecting Two Texts

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Passage: Looking Back to Move Forward

**Grade 4 Assessment Companion: Cluster 5**

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

CLUSTER 5 · MODULE 1 · MODULE ASSESSMENT MAP

## What to Assess This Week

|                             |                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------|
| <b>ASSESSMENT TARGET</b>    | Find the one central idea that connects both texts: not just one of them.             |
| <b>STANDARDS</b>            | 4.12B(i) central idea across texts 4.11B(ii) purposeful conclusion 4.11D(i) agreement |
| <b>RPLD STAGE THIS WEEK</b> | Emergent : Visible: students NOTICE the idea connecting both texts.                   |
| <b>EVIDENCE TYPE</b>        | 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 texts.

### ***Looking Back to Move Forward***

Text 1: Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas. “Who are they?” Ava asked. “They are thinkers from ancient Greece and Rome,” her teacher said. “During the Renaissance, people began to study their ideas again.” Ava thought about that. Why would people look back at the past? Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important. People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless. These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness. Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. Text 2 (“Voices That Shaped Texas”): If you turn on the radio in Texas, you might hear many different styles of music. That mix didn’t just happen, it came from artists who shared their stories and traditions. Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas.

*Grade 4, Cluster 5 (Scope & Sequence). Students connect a detail from EACH text to one central idea and write a clear informative response with a purposeful conclusion.*

### **1. Which idea fits BOTH texts?**

- A. The Renaissance was in Europe.
- B. Texas has many musicians.
- C. Ideas and creative voices from the past shape how people think and live today.
- D. Stories have characters.

### **2. Which sentence connects the two texts correctly?**

- A. Both texts show that ideas and voices from the past leave a lasting influence.
- B. “Looking Back to Move Forward” is a story.
- C. Lydia Mendoza was a singer.
- D. Texas is a big state.

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

- A. Both show ideas shaping how people think.
- B. Both show a lasting influence.
- C. Both connect the past to today.
- D. Lydia Mendoza, Chelo Silva, and Bledsoe were Texas musicians.

### **4. Which is the BEST connecting central idea?**

- A. I like music more than history.
- B. Whether it is Renaissance thinking or Texas music, ideas and voices from the past still shape us.
- C. The Renaissance changed art.
- D. Texas culture is interesting.

### **5. Which sentence has correct subject-verb agreement?**

- A. Both texts show how the past shapes the present.
- B. Both texts shows how the past shapes the present.

- C. Both texts is show how the past shapes the present.
- D. Both texts showing how the past shapes the present.

Purpose: a quick, gradeable check of 4.12B(i); finding the idea that connects two texts. 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. Connecting idea

**Correct: C**

The correct idea fits both texts (past ideas/voices shape today). 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 (lasting influence). The others are single-text facts. Choosing a single-text fact : practice “one idea = two texts.”

### 3. Does NOT fit both

**Correct: D**

Naming only the Texas musicians fits one text. The others fit both. Missing it : test every idea against BOTH texts.

### 4. Best connecting idea

**Correct: B**

The correct idea spans both (Renaissance thinking AND Texas music). The distractors are an opinion or single- text facts. Picking the opinion : contrast “I like...” with “ideas and voices still shape us.”

### 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 &amp; Rubric

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

**4** “Both “*Looking Back to Move Forward*” and “*Voices That Shaped Texas*” show that ideas and creative voices from the past continue to shape how people think and live today.””

SECURE · one idea that clearly fits BOTH texts · RPLD: Independent 3 “Both texts show that the past still shapes people today.” · DEMONSTRATES · connects both, slightly general · RPLD: Visible 2 “One text is about the Renaissance and one is about Texas music.” · DEVELOPING · names both but no connecting idea · RPLD: Emergent · Next: “what is ONE idea for both?” 1 “The Renaissance.” · BEGINNING · one text only · RPLD: Foundational · Next: model 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 Renaissance ideas AND about the Texas

**SAY**

**SAY**

“If your idea only fits one text, it isn't the connection yet.”

► Draw two overlapping circles (Renaissance story, Texas voices); the connecting idea goes in the middle.

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

# Module 2 · Evidence From BOTH Texts One detail from each

CLUSTER 5 · MODULE 2 · MODULE ASSESSMENT MAP

## What to Assess This Week

|                             |                                                                                                          |
|-----------------------------|----------------------------------------------------------------------------------------------------------|
| <b>ASSESSMENT TARGET</b>    | Choose relevant evidence from EACH text to support the connecting idea.                                  |
| <b>STANDARDS</b>            | 4.12B(ii) evidence from both 4.11C(ii) word choice                                                       |
| <b>RPLD STAGE THIS WEEK</b> | Visible: students CHOOSE one relevant detail from EACH text.                                             |
| <b>EVIDENCE TYPE</b>        | 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.

### Looking Back to Move Forward

Text 1: Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas. “Who are they?” Ava asked. “They are thinkers from ancient Greece and Rome,” her teacher said. “During the Renaissance, people began to study their ideas again.” Ava thought about that. Why would people look back at the past? Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important. People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless. These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness. Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. Text 2 (“Voices That Shaped Texas”): If you turn on the radio in Texas, you might hear many different styles of music. That mix didn’t just happen, it came from artists who shared their stories and traditions. Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas.

Grade 4, Cluster 5 (Scope & Sequence). Students connect a detail from EACH text to one central idea and write a clear informative response with a purposeful conclusion.

#### 1. Which detail from Text 1 supports the connecting idea?

- A. The story has a title.
- B. Ava learns that Renaissance ideas changed the way people think.
- C. Ava is a character.
- D. Stories can be long.

#### 2. Which detail from Text 2 supports the connecting idea?

- A. Texas is large.
- B. Songs have notes.
- C. Musicians play shows.
- D. Texas musicians like Lydia Mendoza shaped the state's culture through their talent.

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

- A. One detail about Renaissance ideas AND one about the Texas musicians' influence.
- B. Two details about the Renaissance only.
- C. Two details about the musicians only.
- D. No details, just an opinion.

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

- A. Renaissance ideas changed how people think.
- B. The Texas artists shaped culture.
- C. The story about Ava has several chapters.
- D. Both show a lasting influence.

#### 5. Which precise word best completes: “Both ideas and voices \_\_\_\_ the world around them”?

- A. did
- B. had

- C. went
- D. shaped

Purpose: a quick, gradeable check of 4.12B(ii): choosing relevant evidence from BOTH texts. 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. Evidence from Text 1

**Correct: B**

The Renaissance-ideas detail proves the idea. The others are about form or generic. Choosing a form detail : pull the detail that proves the connecting idea.

### 2. Evidence from Text 2

**Correct: D**

The Texas-musicians detail proves the idea. The others are generic. Choosing a generic 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 chapters 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**

“shaped” names exactly what ideas and voices did; “did/had/went” 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 &amp; Rubric

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

**4** “From “Looking Back to Move Forward,” Ava learns that Renaissance ideas changed the way people think. From “Voices That Shaped Texas,” musicians like Lydia Mendoza shaped the state's culture. Both details show that ideas and voices leave a lasting influence.””

SECURE · one relevant detail from EACH text, tied to the idea · RPLD: Independent 3 “The Renaissance changed thinking, and the Texas musicians shaped culture.” · DEMONSTRATES · a detail from each, lightly connected · RPLD: Visible 2 “Ava learns about the Renaissance.” · DEVELOPING · evidence from one text only · RPLD: Emergent · Next: add a detail from the OTHER text 1 “There is a story and an article.” · 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 about the Renaissance ideas AND one about the

**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

CLUSTER 5 · MODULE 3 · MODULE ASSESSMENT MAP

## What to Assess This Week

|                             |                                                                                                 |
|-----------------------------|-------------------------------------------------------------------------------------------------|
| <b>ASSESSMENT TARGET</b>    | Explain HOW the two texts connect, organize the response, and edit.                             |
| <b>STANDARDS</b>            | 4.11B(ii) purposeful conclusion 4.11C(i) combine 4.11D(ix) proper nouns                         |
| <b>RPLD STAGE THIS WEEK</b> | Independent: students SHOW and OWN the connection and structure.                                |
| <b>EVIDENCE TYPE</b>        | 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 proper nouns.

### 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 proper nouns.

### Looking Back to Move Forward

Text 1: Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas. “Who are they?” Ava asked. “They are thinkers from ancient Greece and Rome,” her teacher said. “During the Renaissance, people began to study their ideas again.” Ava thought about that. Why would people look back at the past? Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important. People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless. These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness. Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. Text 2 (“Voices That Shaped Texas”): If you turn on the radio in Texas, you might hear many different styles of music. That mix didn’t just happen, it came from artists who shared their stories and traditions. Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas.

*Grade 4, Cluster 5 (Scope & Sequence). Students connect a detail from EACH text to one central idea and write a clear informative response with a purposeful conclusion.*

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

- A. The texts connect because both show that ideas and voices from the past keep shaping how people think and live.
- B. One is a story and one is an article.
- C. There are two texts here.
- D. The Renaissance and Texas both exist.

### 2. Best way to combine: “Renaissance ideas changed thinking. Texas musicians shaped culture.”

- A. Renaissance ideas changed thinking Texas musicians shaped culture.
- B. Renaissance. Ideas. Texas. Culture.
- C. Just as Renaissance ideas changed thinking, Texas musicians shaped their culture.
- D. No change is needed.

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

- A. Renaissance and then Texas and stuff.
- B. Like the Renaissance thinkers, the Texas musicians also left a lasting mark.
- C. Two texts and also culture.
- D. Ideas voices shaped connect past.

### 4. In “Lydia Mendoza” and “Texas,” what kind of nouns are these?

- A. Common nouns: they name general things.
- B. Verbs: they show action.
- C. Adjectives: they describe.
- D. Proper nouns: they name a specific person and place.

### 5. In a lasting idea,” which word is a singular noun?

- A. a

- B. lasting
- C. idea
- D. truly

#### CLUSTER 5 · MODULE 3 · MULTIPLE-CHOICE CHECK

Purpose: a quick, gradeable check of 4.11B(ii) / 4.11C(i): explaining the connection, combining, and proper nouns.

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

**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 (past ideas/voices keep shaping us). The others just note there are two texts. Choosing a “two texts” option shows listing : model “they connect because...”.

### 2. Best combine

**Correct: C**

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

### 3. Transition

**Correct: B**

“Like the Renaissance thinkers...also” links the texts. The distractors are vague or ungrammatical. Choosing a vague option : practice comparison transitions (like, also, just as).

### 4. Proper nouns

**Correct: D**

“Lydia Mendoza” and “Texas” name a specific person and place : proper nouns. The others are wrong types. Choosing another type : specific names are proper.

### 5. Singular noun

**Correct: C**

“idea” names one thing. “a” is an article; “lasting” describes; “truly” is an adverb. Choosing a non-noun : sort words into noun vs. not-a-noun. EXPLAINING the connection; Questions 4-5 : proper/common nouns.

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

## Exemplars &amp; 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 ideas and voices from the past keep shaping the present: Renaissance thinking changed how people see the world, just as Texas musicians shaped their culture.”  
 SECURE · explains the connection and names both · RPLD: Independent 3 “Both texts connect because each shows the past shaping people today.” · DEMONSTRATES · explains the connection, lighter detail · RPLD: Visible

**2** “One text is about the Renaissance and one is about music.”  
 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. Proper- 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: ‘Like the Renaissance thinkers, the Texas musicians also...’.”

► Model one connecting sentence aloud, then have students write their own and circle every proper noun.

“ ” = 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 5 · 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

|                             |                                                                                                                                                      |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ASSESSMENT TARGET</b>    | Write a complete connecting response: a connecting idea, evidence from BOTH texts, an explanation, and a purposeful conclusion: then check spelling. |
| <b>STANDARDS</b>            | 4.12B(i-iii) informative ECR 4.11B(ii) conclusion 4.11D(xxxv) spelling                                                                               |
| <b>RPLD STAGE THIS WEEK</b> | Independent : Reflective: students OWN and DEFEND a connected two-text response.                                                                     |
| <b>EVIDENCE TYPE</b>        | 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.

### Looking Back to Move Forward

Text 1: Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael. At first, it looked like a group of people in a large building. Then Ava noticed more. Some people were reading. Others were talking. A few were pointing as if they were explaining ideas. "Who are they?" Ava asked. "They are thinkers from ancient Greece and Rome," her teacher said. "During the Renaissance, people began to study their ideas again." Ava thought about that. Why would people look back at the past? Her teacher explained that the Renaissance was a time of change in Europe. Artists like Raphael wanted their work to look real. They showed people with clear details and expressions. This helped others see people as thoughtful and important. People also began to think differently about government. In the past, kings held most of the power. During the Renaissance, some people studied ideas from Greece and Rome. They began to believe that citizens should have a voice. They believed people should not feel powerless. These changes affected how people saw the world. Art showed people thinking and learning. Government ideas focused more on freedom and fairness. Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. Text 2 ("Voices That Shaped Texas"): If you turn on the radio in Texas, you might hear many different styles of music. That mix didn't just happen, it came from artists who shared their stories and traditions. Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her music helped Tejano music grow and reach more listeners across Texas.

*Grade 4, Cluster 5 (Scope & Sequence). Students connect a detail from EACH text to one central idea and write a clear informative response with a purposeful conclusion.*

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

- A. That's all about the two texts.
- B. I liked the story best.
- C. Texas is a place.
- D. Together, both texts show that ideas and voices from the past keep shaping the way we think and live today.

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

- A. Renaissance ideas changed how people think.
- B. Honestly, old history stuff is way more boring than music.
- C. Texas musicians shaped their culture.
- D. Both show a lasting influence.

### 3. Which sentence is spelled correctly?

- A. Ideas and voices from the past still shape our lives.
- B. Ideas and voices from the past still shappe our lives.
- C. Ideas and voises from the past still shape our lives.
- D. Ideas and voices from the passt still shape our lives.

### 4. A strong connecting answer must...

- A. use only the story.
- 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.

Purpose: a quick, gradeable check of 4.12B(iii) / 4.11D(xxxv): organizing and finishing a connecting response. 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 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 history and music isn’t informative. The other three inform. Missing it : practice opinion vs. informative.

### 3. Correct spelling

**Correct: A**

This sentence spells “voices,” “past,” and “shape” 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 &amp; Rubric

**Prompt:** “Explain how “Looking Back to Move Forward” and “Voices That Shaped Texas” share a”

**4** “Looking Back to Move Forward,” Ava learns how Renaissance ideas changed the way people think. In “Voices That Shaped Texas,” musicians like Lydia Mendoza shaped the state’s culture with their talent. Together, these examples show that what people create and think can influence the world long after their time.”  
SECURE · connecting idea + a detail from EACH text + explanation + conclusion · RPLD: Independent

**3** “Both texts show the past shaping today. The Renaissance changed thinking, and Texas musicians shaped culture. That is the shared idea.”  
DEMONSTRATES · uses both texts, thinner explanation · RPLD: Visible 2 “Ava learns about the Renaissance in the story.”  
· 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 5 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)