

T H E W R I T I N G A C A D E M Y ®

Assessment Companion

Grade 5 · Cluster 5

ECR: Paired Passages



Passage: A Difficult Compromise

Grade 5 Assessment Companion: Cluster 5

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Module 1 · Balanced Evidence Across Paired Passages

Both texts contribute to the response

C L U S T E R 5 · M O D U L E 1 · 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	Use evidence from both passages to support a thesis (central idea) about compromise and fairness.
STANDARDS	5.11B(ii) paired 5.11C(vii-viii) compare 5.12B(i-iii) ECR
RPLD STAGE THIS WEEK	Emergent to Visible: students NOTICE evidence in both passages.
EVIDENCE TYPE	Daily Learning Artifact: a thesis (central idea) supported by evidence from each passage.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on paired-passage evidence.

Path A : Application Artifact

Student writes a thesis (central idea) with evidence from both passages.

Path C : Choice Demonstration

Same target, same scoring.

Grade the target, not everything. Check that evidence comes from BOTH passages.

Multiple-Choice Check

Five questions on using evidence from both passages.

A Difficult Compromise

"A Difficult Compromise." In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress. Southern states wanted enslaved people counted as part of their population. (Paired with "A Visit to the Workshop," about a child visiting an inventor's workshop in 1880.)

Grade 5, Cluster 5 (Scope & Sequence). Students write paired-passage ECRs using balanced evidence from both texts, using the HABIT framework.

1. What is the central idea of "A Difficult Compromise"?

- A. Philadelphia is a city.
- B. Leaders met in 1787.
- C. At the Constitutional Convention, the question of how to count enslaved people for representation caused serious disagreement.
- D. Governments have rules.

2. Which evidence from the passage BEST supports the central idea?

- A. Southern states wanted enslaved people counted as part of their population to gain more power in Congress.
- B. The convention was in summer.
- C. Leaders argued.
- D. Philadelphia has buildings.

3. Why must a paired-passage response use evidence from BOTH texts?

- A. To make it longer.
- B. Because using both texts shows how two perspectives or examples connect to the same idea.
- C. To fill the page.
- D. Because the teacher said so.

4. Which sentence does NOT belong?

- A. The compromise affected representation.
- B. My neighbor has a dog.
- C. Enslaved people were counted as less than free people.
- D. Southern states gained power.

5. Which sentence is spelled correctly?

- A. The comprmise was controvershul.
- B. The compromise was controversial.
- C. The compromize was contravershial.
- D. The comprmise was contraversial.

Purpose: a quick, gradeable check of 5.11B(ii) paired. 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. Central idea

Correct: C

The central idea connects the compromise to its effects.

2. Best evidence

Correct: A

The three-fifths detail is the key evidence.

3. Both texts

Correct: B

Two texts show connected perspectives or examples.

4. Does not belong

Correct: B

A pet comment is irrelevant.

5. Spelling

Correct: B

"compromise" and "controversial" are correct.

Questions 1 or 3 missed widely: practice using evidence from both passages.

Exemplars & Rubric

Prompt: "Write a thesis (central idea) about "A Difficult Compromise" and support it with evidence from the passage." 5.12B(i)

4 *"The Constitutional Convention revealed that compromise does not always mean fairness, because the debate over counting enslaved people for representation gave some states more power while treating people as less than equal."*

SECURE: precise thesis (central idea) · RPLD: Independent

3 *"The convention showed that counting people for representation caused serious disagreement."*

DEMONSTRATES: clear, slightly general · RPLD: Visible

2 *"Leaders made a deal."*

DEVELOPING: fact, no controlling idea · RPLD: Emergent · Next: what does the deal show?

1 *"Compromise."*

BEGINNING: topic only · RPLD: Foundational · Next: model a thesis (central idea)

This four-point scale scores the thesis (central idea) with paired-passage evidence.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"A paired-passage response uses evidence from BOTH texts. What does each passage show about compromise?"

SAY

"'Compromise' is a topic. 'The Three-Fifths Compromise helped some states but treated people unfairly' is a thesis (central idea)."

► Students write a thesis (central idea) and list one piece of evidence from each passage.

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

Module 2 · HOW Responses: Similarities and Differences

Compare and connect the paired passages

C L U S T E R 5 · 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	Write a HOW response that compares similarities and differences between the paired passages.
STANDARDS	5.11B(ii) paired 5.11C(i-ii) develop 5.11C(v-viii) compare 5.12B(i-iii) ECR
RPLD STAGE THIS WEEK	Visible: students COMPARE the texts.
EVIDENCE TYPE	Daily Learning Artifact: similarities and differences with evidence from both texts.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on comparing passages.

Path A : Application Artifact

Student charts similarities and differences.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the comparison uses evidence from both texts.

Multiple-Choice Check

Five questions on comparing paired passages.

A Difficult Compromise

"A Difficult Compromise." In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress. Southern states wanted enslaved people counted as part of their population. (Paired with "A Visit to the Workshop," about a child visiting an inventor's workshop in 1880.)

Grade 5, Cluster 5 (Scope & Sequence). Students write paired-passage ECRs using balanced evidence from both texts, using the HABIT framework.

1. What is a SIMILARITY between the two passages?

- A. Both are about food.
- B. Both passages show people working to solve a difficult problem.
- C. Both are poems.
- D. Both are about animals.

2. What is a DIFFERENCE between the two passages?

- A. "A Difficult Compromise" is about government while "A Visit to the Workshop" is about invention.
- B. Both are identical.
- C. Neither has a main idea.
- D. Both are fiction.

3. Which transition BEST introduces a comparison?

- A. However
- B. Similarly, both passages show
- C. But
- D. Next

4. Which sentence is spelled correctly?

- A. The similaritiys are importent.
- B. The similarities are important.
- C. The simalarites are importint.
- D. The similerities are importent.

5. Which sentence correctly uses a semicolon?

- A. One passage is about government the other; is about invention.
- B. One passage is about government; the other is about invention.
- C. One passage; is about government the other is about invention.
- D. One; passage is about government the other is about invention.

Purpose: a quick, gradeable check of 5.11B(ii) paired. 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. Similarity

Correct: B

Both passages show problem solving.

2. Difference

Correct: A

The topics differ (government vs. invention).

3. Transition

Correct: B

"Similarly, both passages show" introduces a comparison.

4. Spelling

Correct: B

"similarities" and "important" are correct.

5. Semicolon

Correct: B

A semicolon joins two related independent clauses.

Questions 1 or 2 missed widely: practice identifying similarities and differences.

Exemplars & Rubric

Prompt: “Compare one similarity and one difference between the two passages.” 5.12B(i-ii)

4 *“Both passages show people facing difficult problems that require careful thought. However, the compromise passage deals with an unfair political decision, while the workshop passage shows creative problem solving. This difference matters because it reveals that not all solutions serve everyone equally.”*

SECURE: similarity + difference + analysis · RPLD: Independent

3 *“Both are about problems. One is government, the other is invention.”*

DEMONSTRATES: similarity + difference, lighter · RPLD: Visible

2 *“They are different.”*

DEVELOPING: vague · RPLD: Emergent · Next: name the specific similarity/difference

1 *“Passages.”*

BEGINNING: topic only · RPLD: Foundational · Next: model a comparison

This four-point scale scores the comparison.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

“Find one way the passages are alike and one way they are different. Use evidence from both.”

SAY

“‘They are different’ is too vague. Tell me HOW they are different and WHY it matters.”

► Students create a T-chart (similarities / differences), then write.

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

Module 3 · Building a Conclusion That Finishes the Thinking

The conclusion proves the response is complete

C L U S T E R 5 · 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	Write a conclusion that restates the thesis (central idea), summarizes the argument, and states the significance.
STANDARDS	5.11B(iii) conclusion 5.11C(iii-iv) develop 5.11C(vii-viii) compare 5.12B(i-iii) ECR
RPLD STAGE THIS WEEK	Independent: students WRITE a conclusion that finishes the thinking.
EVIDENCE TYPE	Daily Learning Artifact: a conclusion paragraph.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on conclusions.

Path A : Application Artifact

Student writes a conclusion paragraph.

Path C : Choice Demonstration

Same target, same scoring.

Grade whether the conclusion restates the thesis (central idea) and states significance.

Multiple-Choice Check

Five questions on writing conclusions.

A Difficult Compromise

"A Difficult Compromise." In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress. Southern states wanted enslaved people counted as part of their population. (Paired with "A Visit to the Workshop," about a child visiting an inventor's workshop in 1880.)

Grade 5, Cluster 5 (Scope & Sequence). Students write paired-passage ECRs using balanced evidence from both texts, using the HABIT framework.

1. Which is the BEST concluding sentence?

- A. The end.
- B. I liked both passages.
- C. Both passages.
- D. Because both passages show that problem solving requires careful thought, they remind us that the best solutions come from understanding the problem, not just reacting to it.

2. What should a conclusion do?

- A. Introduce new evidence.
- B. Restate the thesis (central idea) and explain why it matters.
- C. List facts.
- D. Ask a question.

3. Which word is spelled correctly?

- A. conclushun
- B. conclusion
- C. conclusion
- D. conclusian

4. Which sentence does NOT belong in a conclusion?

- A. This shows why problem solving matters.
- B. Here is a brand-new fact not mentioned before.
- C. Both passages prove that careful thinking leads to better results.
- D. Understanding the cause is always the first step.

5. Which sentence has correct subject-verb agreement?

- A. The conclusions proves the point.
- B. The conclusion prove the point.
- C. The conclusion proves the point.
- D. The conclusion proving the point.

Purpose: a quick, gradeable check of 5.11B(iii) conclusion. 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 conclusion restates the thesis (central idea) and states significance.

2. What a conclusion does

Correct: B

A conclusion restates and explains significance.

3. Spelling

Correct: C

"conclusion" is correct.

4. Does not belong

Correct: B

A conclusion should not introduce new evidence.

5. Agreement

Correct: C

"proves" agrees with singular "conclusion."

Questions 1 or 2 missed widely: practice restating the thesis (central idea) + significance.

Exemplars & Rubric

Prompt: “Write a conclusion for your paired-passage ECR that restates the thesis (central idea) and explains why it matters.” 5.12B(iii)

4 *"Because both passages show that solving problems requires understanding the cause, they remind us that careful thinking, not guessing, produces the fairest and most lasting results. Whether the challenge is a garden or a government, evidence leads to better answers."*
 SECURE: restates thesis (central idea) + states significance · RPLD: Independent

3 *"Both passages show that thinking carefully about problems is important."*
 DEMONSTRATES: restates thesis (central idea), lighter significance · RPLD: Visible

2 *"That is the end."*
 DEVELOPING: not a conclusion · RPLD: Emergent · Next: restate the thesis (central idea)

1 *"Done."*
 BEGINNING: not a conclusion · RPLD: Foundational · Next: model restating the thesis (central idea)

This four-point scale scores the conclusion.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

"A conclusion is not just 'the end.' Restate your thesis (central idea) and tell the reader WHY it matters."

SAY

"Ask yourself: so what? Why should the reader care?"

► Students write their conclusion, then check: does it restate the thesis (central idea) and state significance?

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

Module 4 · The Full Paired-Passage ECR

The independent paired-passage 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

ASSESSMENT TARGET	Write a complete paired-passage ECR with balanced evidence from both texts.
STANDARDS	5.12B(i-iii) ECR 5.11B structure 5.11C(i-viii) develop 5.11D(xxix) spelling
RPLD STAGE THIS WEEK	Independent to Reflective: students OWN the full paired-passage ECR.
EVIDENCE TYPE	Monthly-facing Module Evidence: the culminating paired-passage ECR.

Three Ways to Gather the Evidence

Path A : Quick Check

The 5-question Multiple-Choice Check on the full paired-passage ECR.

Path A : Application Artifact

Student writes the full ECR with evidence from both passages.

Path C : Choice Demonstration

Same target, same scoring.

This is the cluster's anchor evidence. Score on the four-point scale.

Multiple-Choice Check

Five questions on the full paired-passage ECR.

A Difficult Compromise

"A Difficult Compromise." In the summer of 1787, leaders met in Philadelphia to fix the country's government. At the Constitutional Convention, they argued about many things, but one issue caused serious disagreement, how to count enslaved people when deciding representation in Congress. Southern states wanted enslaved people counted as part of their population. (Paired with "A Visit to the Workshop," about a child visiting an inventor's workshop in 1880.)

Grade 5, Cluster 5 (Scope & Sequence). Students write paired-passage ECRs using balanced evidence from both texts, using the HABIT framework.

1. Which is the BEST concluding sentence?

- A. The end.
- B. I liked reading.
- C. History is old.
- D. Because both passages prove that difficult problems require careful thought and evidence, they remind us that the best solutions consider everyone affected.

2. Which sentence does NOT belong?

- A. Evidence from both passages supports the idea.
- B. My birthday is in March.
- C. The compromise affected representation.
- D. Invention requires persistence.

3. Which sentence is spelled correctly?

- A. The compromis was dificult.
- B. The compromise was difficult.
- C. The comprimise was dificult.
- D. The compromize was dificalt.

4. Which sentence has correct subject-verb agreement?

- A. Both passages shows the idea.
- B. Both passages show the idea.
- C. Both passages showing the idea.
- D. Both passages was show the idea.

5. Which order BEST organizes a paired-passage ECR?

- A. Random facts from one text.
- B. A thesis (central idea), body paragraphs with evidence from both texts, and a conclusion.
- C. One sentence from each text.
- D. The conclusion first.

Purpose: a quick, gradeable check of 5.12B(i-iii) ECR. 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 conclusion restates the thesis (central idea) and connects both texts.

2. Does not belong

Correct: B

A birthday is irrelevant.

3. Spelling

Correct: B

"compromise" and "difficult" are correct.

4. Agreement

Correct: B

"show" agrees with plural "passages."

5. Organization

Correct: B

A paired-passage ECR balances evidence from both texts.

This is the anchor check. Widespread misses on 1 or 5: reteach paired-passage ECR structure.

Exemplars & Rubric

Prompt: “In a paired-passages ECR, explain what both passages show about how people solve difficult problems. Use evidence from both texts.” 5.12B(i-iii)

4 *“Both passages show that solving difficult problems requires careful thought and evidence. In ‘A Difficult Compromise,’ leaders debated how to count people for representation, and the Three-Fifths Compromise revealed that political solutions can be deeply unfair. In ‘A Visit to the Workshop,’ a young inventor learned that testing ideas and revising them leads to real results. Together, these texts prove that the best solutions consider everyone affected and rely on evidence, not assumptions.”*

SECURE: balanced evidence + conclusion · RPLD: Independent

3 *“Both passages are about solving problems. One is about government and the other is about invention. They show that thinking carefully matters.”*

DEMONSTRATES: balanced, lighter · RPLD: Visible

2 *“Both passages are about problems.”*

DEVELOPING: vague · RPLD: Emergent · Next: add evidence from each text

1 *“Problems.”*

BEGINNING: does not answer · RPLD: Foundational · Next: plan thesis (central idea) + evidence from each

This four-point scale scores the anchor paired-passages ECR.

TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

SAY

“Use evidence from BOTH passages. Balance is the key.”

SAY

“Each body paragraph should draw from at least one text.”

► Give a plan box. Independent write; conference after.

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