

THE WRITING ACADEMY®

# Assessment Companion

Grade 5 · Cluster 8

Research

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Passage: From Protest to Participation

**Grade 5 Assessment Companion: Cluster 8**

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# Module 1 · Challenge and Question

Research begins with a question

C L U S T E R 8 · 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    | Identify a research question and locate evidence that addresses it.                                                                                     |
| STANDARDS            | 5.11B(i) structure 5.11B(iv) transitions 5.11C(iii-iv) develop 5.11C(ix) research 5.12B(i-ii) ECR 5.13A(iii-iv) research 5.13B(i) sources 5.13F(i) cite |
| RPLD STAGE THIS WEEK | Emergent to Visible: students NOTICE how a research question guides the search for evidence.                                                            |
| EVIDENCE TYPE        | Daily Learning Artifact: a research question + one piece of evidence.                                                                                   |

### Three Ways to Gather the Evidence

**Path A : Quick Check**

The 5-question Multiple-Choice Check on research questions and evidence.

**Path A : Application Artifact**

Student writes a research question and locates evidence.

**Path C : Choice Demonstration**

Same target, same scoring.

Grade whether the question is focused and the evidence addresses it.

**Multiple-Choice Check**

Five questions on forming research questions and finding evidence.

***From Protest to Participation***

"From Protest to Participation: How a Nation Changes." A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. But some of the most important changes begin with something that cannot be seen on a map. (Paired with "How Change Happens: Observe, Adapt, Test, and Improve" and other research sources.)

*Grade 5, Cluster 8 (Scope & Sequence). Students write research-based ECRs, gathering evidence from multiple sources using the HABIT framework.*

**1. Which is the BEST research question about the passage?**

- A. What color is the flag?
- B. How do ideas about fairness become real changes in a nation?
- C. Is history old?
- D. Do nations exist?

**2. Which evidence from the passage addresses this question?**

- A. The passage states that when people believe they deserve fair treatment, they find ways to make their voices heard.
- B. Nations have borders.
- C. Inventions exist.
- D. The passage is long.

**3. Which sentence shows stronger thinking?**

- A. The passage demonstrates that national change begins when citizens demand that their ideas of fairness be reflected in law.
- B. Stuff changes.
- C. History happened.
- D. Nations do things.

**4. Which word is spelled correctly?**

- A. reserch
- B. reseach
- C. research
- D. resurch

**5. Which is a credible source for research?**

- A. A random social media post.
- B. A published article by a historian with sources listed.
- C. A text from a friend.
- D. An unsigned blog with no sources.

Purpose: a quick, gradeable check of 5.11B(i) structure. 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. Research question

**Correct: B**

The question is focused and addresses the passage's central idea.

### 2. Evidence

**Correct: A**

The evidence directly addresses how fairness becomes change.

### 3. Stronger thinking

**Correct: A**

"demonstrates that national change begins when citizens demand" is precise.

### 4. Spelling

**Correct: C**

"research" is correct.

### 5. Credible source

**Correct: B**

A published article with sources is credible.

**Questions 1 or 5 missed widely: practice forming focused research questions and evaluating sources.**

## Exemplars & Rubric

**Prompt:** "Write a focused research question about "From Protest to Participation" and identify one piece of evidence that addresses it." 5.13A(iii)

**4** *"How do citizens' ideas about fairness lead to real changes in a nation? The passage explains that when people believe they deserve fair treatment, they find ways to make their voices heard, and those voices shape the laws that govern everyone."*

SECURE: focused question + evidence + explanation · RPLD: Independent

**3** *"How does change happen? The passage says people speak up."*

DEMONSTRATES: question + evidence, lighter · RPLD: Visible

**2** *"Why does history happen?"*

DEVELOPING: too broad · RPLD: Emergent · Next: narrow the question

**1** *"History."*

BEGINNING: topic only · RPLD: Foundational · Next: model a research question

This four-point scale scores the research question + evidence.

## TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

### SAY

"Research begins with a QUESTION. A good question is focused enough to answer with evidence."

### SAY

"'Why does history happen?' is too broad. 'How do ideas about fairness become real changes?' is focused."

► Students write a focused question, then find one piece of evidence that addresses it.

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

# Module 2 · Evidence and Choice

Choose the best evidence from multiple sources

C L U S T E R 8 · 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

|                             |                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ASSESSMENT TARGET</b>    | Select the strongest evidence from multiple sources and explain why it is the best choice.                                                        |
| <b>STANDARDS</b>            | 5.11A plan 5.11B(i) structure 5.11B(iv) transitions 5.11C(iii-iv) develop 5.12B(i-ii) ECR 5.13B(ii) evaluate 5.13D(i-ii) synthesize 5.13E(i) cite |
| <b>RPLD STAGE THIS WEEK</b> | Visible: students CHOOSE the strongest evidence.                                                                                                  |
| <b>EVIDENCE TYPE</b>        | Daily Learning Artifact: best evidence from multiple sources + explanation of choice.                                                             |

## Three Ways to Gather the Evidence

### Path A : Quick Check

The 5-question Multiple-Choice Check on evaluating and choosing evidence.

### Path A : Application Artifact

Student selects the best evidence and explains the choice.

### Path C : Choice Demonstration

Same target, same scoring.

**Grade whether the student selects strong evidence and explains why.**

## Multiple-Choice Check

Five questions on choosing and evaluating evidence.

### ***From Protest to Participation***

"From Protest to Participation: How a Nation Changes." A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. But some of the most important changes begin with something that cannot be seen on a map. (Paired with "How Change Happens: Observe, Adapt, Test, and Improve" and other research sources.)

*Grade 5, Cluster 8 (Scope & Sequence). Students write research-based ECRs, gathering evidence from multiple sources using the HABIT framework.*

### **1. Which piece of evidence is STRONGEST for a research paper on how nations change?**

- A. My friend said nations change.
- B. The passage explains that when people believe they deserve fair treatment, they find ways to make their voices heard.
- C. I heard something on TV.
- D. A student said history is cool.

### **2. WHY is that evidence stronger?**

- A. It is longer.
- B. It comes from the text and names a specific process (believing in fairness leads to action).
- C. It uses fancy words.
- D. It sounds nice.

### **3. Which is a reliable way to evaluate a source?**

- A. Check if it looks nice.
- B. Determine whether the author cites evidence and other experts support similar claims.
- C. Count the pictures.
- D. See if it is long.

### **4. Which word is spelled correctly?**

- A. evindance
- B. evindanse
- C. evidence
- D. evindince

### **5. Which sentence correctly cites a source?**

- A. The text says stuff (nobody).
- B. According to the passage, "when people believe they deserve fair treatment, they find ways to make their voices heard."
- C. Someone wrote it somewhere.
- D. It was in a book maybe.

Purpose: a quick, gradeable check of 5.11A plan. 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. Strongest evidence

**Correct: B**

The evidence comes from the text and names a specific process.

### 2. Why stronger

**Correct: B**

It cites the text and names the mechanism.

### 3. Evaluate a source

**Correct: B**

Check for cited evidence and expert support.

### 4. Spelling

**Correct: C**

"evidence" is correct.

### 5. Citation

**Correct: B**

"According to the passage" properly introduces a direct quote.

**Questions 1 or 3 missed widely: practice evaluating evidence strength.**

## Exemplars &amp; Rubric

**Prompt:** “Choose the strongest piece of evidence from the passage and explain why it is the best choice.” 5.13B(ii)

**4** *“The strongest evidence is the passage’s statement that when people believe they deserve fair treatment, they find ways to make their voices heard. This is the best choice because it names the specific process, believing in fairness leads to action, that answers the research question directly.”*

SECURE: evidence + explanation of choice · RPLD: Independent

**3** *“The passage says people speak up for fairness. This is good evidence because it answers the question.”*

DEMONSTRATES: evidence + lighter explanation · RPLD: Visible

**2** *“The passage has evidence.”*

DEVELOPING: no specific evidence · RPLD: Emergent · Next: name the specific evidence

**1** *“Evidence.”*

BEGINNING: topic only · RPLD: Foundational · Next: model selecting evidence

This four-point scale scores evidence selection + explanation.

## TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

**SAY**

“Not all evidence is equal. Choose the piece that BEST answers your question, and explain WHY.”

**SAY**

“Strong evidence names a specific process or fact. Weak evidence is vague.”

► Students list three pieces of evidence, rank them, then write about the strongest.

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

# Module 3 · Action, Consequence, and Revision

How evidence leads to informed decisions

C L U S T E R 8 · 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

|                             |                                                                                                                          |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>ASSESSMENT TARGET</b>    | Trace how evidence leads from action to consequence to revision in the research process.                                 |
| <b>STANDARDS</b>            | 5.11B(i) structure 5.11B(iv) transitions 5.11C(iii-iv) develop 5.12B(i-ii) ECR 5.13B(ii) evaluate 5.13C research process |
| <b>RPLD STAGE THIS WEEK</b> | Independent: students TRACE the research process.                                                                        |
| <b>EVIDENCE TYPE</b>        | Daily Learning Artifact: an action/consequence/revision chain from the research.                                         |

## Three Ways to Gather the Evidence

### Path A : Quick Check

The 5-question Multiple-Choice Check on the research process.

### Path A : Application Artifact

Student traces action/consequence/revision.

### Path C : Choice Demonstration

Same target, same scoring.

**Grade whether the student traces the research process.**

**Multiple-Choice Check**

Five questions on the research process.

***From Protest to Participation***

"From Protest to Participation: How a Nation Changes." A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. But some of the most important changes begin with something that cannot be seen on a map. (Paired with "How Change Happens: Observe, Adapt, Test, and Improve" and other research sources.)

*Grade 5, Cluster 8 (Scope & Sequence). Students write research-based ECRs, gathering evidence from multiple sources using the HABIT framework.*

**1. In the research process, what comes AFTER gathering evidence?**

- A. Stop.
- B. Evaluate whether the evidence answers the question, and revise the approach if it does not.
- C. Guess.
- D. Give up.

**2. Which sentence shows an informed revision?**

- A. I changed my mind for no reason.
- B. After reviewing the evidence, I revised my thesis (central idea) to focus on how civic participation creates lasting change.
- C. I erased everything.
- D. I copied someone else.

**3. Which transition BEST introduces a revised idea?**

- A. However
- B. After reviewing the evidence
- C. But
- D. Next

**4. Which word is spelled correctly?**

- A. revishun
- B. revision
- C. revision
- D. revishen

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

- A. The evidence supports the claim.
- B. The evidence support the claim.
- C. The evidence supporting the claim.
- D. The evidence was support the claim.

Purpose: a quick, gradeable check of 5.11B(i) structure. 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. After gathering

**Correct: B**

Evaluate and revise is the next step.

### 2. Informed revision

**Correct: B**

The revision cites evidence and narrows focus.

### 3. Transition

**Correct: B**

"After reviewing the evidence" introduces a revision.

### 4. Spelling

**Correct: C**

"revision" is correct.

### 5. Agreement

**Correct: A**

"supports" agrees with singular "evidence."

Questions 1 or 2 missed widely: practice the evaluate/revise step.

## Exemplars &amp; Rubric

**Prompt:** “Trace how your research question led to evidence, and explain any revision you made based on what you found.” 5.13C

**4** *"My original question asked how nations change. After gathering evidence, I found that the passage focuses specifically on how ideas about fairness become law. I revised my thesis (central idea) to focus on civic participation as the process that turns ideas into action. This revision made my response more precise because it matched the evidence I found."*

SECURE: question + evidence + revision + explanation · RPLD: Independent

**3** *"I started with a broad question and narrowed it after reading. The evidence helped me focus."*

DEMONSTRATES: lighter revision · RPLD: Visible

**2** *"I found evidence."*

DEVELOPING: no revision traced · RPLD: Emergent · Next: explain what you changed and why

**1** *"Research."*

BEGINNING: topic only · RPLD: Foundational · Next: model the revision process

This four-point scale scores the research process trace.

## TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

**SAY**

"Good researchers REVISE their thinking when the evidence shows them something new."

**SAY**

"Tell me what you started with, what the evidence showed, and how your thinking changed."

► Students write the three steps: question, evidence, revision.

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

# Module 4 · The Full Research-Based ECR

The independent research response

C L U S T E R 8 · 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 research-based ECR with evidence from multiple sources.             |
| STANDARDS            | 5.12B(i-iii) ECR 5.11B structure 5.11C develop 5.13A-F research 5.11D(xxix) spelling |
| RPLD STAGE THIS WEEK | Independent to Reflective: students OWN the full research-based ECR.                 |
| EVIDENCE TYPE        | Monthly-facing Module Evidence: the culminating research ECR.                        |

### Three Ways to Gather the Evidence

**Path A : Quick Check**

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

**Path A : Application Artifact**

Student writes the full research-based ECR.

**Path C : Choice Demonstration**

Same target, same scoring.

This is the cluster's anchor evidence.

**Multiple-Choice Check**

Five questions on the full research-based ECR.

***From Protest to Participation***

"From Protest to Participation: How a Nation Changes." A nation can change in many ways. Borders can move. New inventions can transform daily life. New people can arrive and build communities. Laws can be written, challenged, or replaced. But some of the most important changes begin with something that cannot be seen on a map. (Paired with "How Change Happens: Observe, Adapt, Test, and Improve" and other research sources.)

*Grade 5, Cluster 8 (Scope & Sequence). Students write research-based ECRs, gathering evidence from multiple sources using the HABIT framework.*

**1. Which is the BEST concluding sentence for a research ECR?**

- A. The end.
- B. I did research.
- C. History is old.
- D. Because the evidence from multiple sources shows that ideas about fairness become real changes when citizens have the courage to speak up, research confirms that informed voices are the engine of national progress.

**2. Which sentence does NOT belong?**

- A. Evidence from multiple sources supports the claim.
- B. My pet hamster is named Buttons.
- C. Citizens' voices shape laws.
- D. Research shows that participation matters.

**3. Which sentence is spelled correctly?**

- A. The reserch supportts the conclusion.
- B. The research supports the conclusion.
- C. The reseach supports the conclusion.
- D. The resurch supports the conclusian.

**4. Which sentence has correct subject-verb agreement?**

- A. The sources supports the claim.
- B. The sources support the claim.
- C. The sources supporting the claim.
- D. The sources was support the claim.

**5. Which order BEST organizes a research-based ECR?**

- A. Random facts from one source.
- B. A thesis (central idea), body paragraphs with evidence from multiple sources, and a conclusion.
- C. One sentence.
- 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 synthesizes evidence from multiple sources.

### 2. Does not belong

**Correct: B**

A pet name is irrelevant.

### 3. Spelling

**Correct: B**

"research," "supports," and "conclusion" are correct.

### 4. Agreement

**Correct: B**

"support" agrees with plural "sources."

### 5. Organization

**Correct: B**

A research ECR uses evidence from multiple sources.

**This is the anchor check. Widespread misses: reteach research ECR structure.**

## Exemplars &amp; Rubric

**Prompt:** “Write a research-based ECR explaining how ideas about fairness become real changes in a nation. Use evidence from multiple sources.” 5.12B(i-iii)

**4** *“Ideas about fairness become real changes when citizens have the courage to speak up and demand that their beliefs be reflected in law. The passage explains that when people believe they deserve fair treatment, they find ways to make their voices heard. Research from other sources confirms that civic participation, such as voting and organized protest, turns individual ideas into collective action. Because these voices shape the laws a nation lives by, informed participation is the engine of national progress.”*

SECURE: thesis (central idea) + multi-source evidence + conclusion · RPLD: Independent

**3** *“People speak up for fairness and that changes the nation. The passage says voices make a difference.”*

DEMONSTRATES: thesis (central idea) + evidence, lighter · RPLD: Visible

**2** *“Nations change.”*

DEVELOPING: vague · RPLD: Emergent · Next: add evidence from sources

**1** *“Research.”*

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

This four-point scale scores the anchor research ECR.

## TEACHER SCRIPT : EXPLAINING THIS TASK TO STUDENTS

**SAY**

“This is your research ECR. Use evidence from MORE THAN ONE source to prove your thesis (central idea).”

**SAY**

“Name each source and explain what it adds to your argument.”

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

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