

Unit Planning Organizer

Grade: 4

Unit: 1

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Note: Teachers are strongly encouraged to look at the UPO for the context of assessments.

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Notes:

- Supporting standards *may be* embedded in performance tasks. If they are not embedded, they *must* be assessed through teacher-designed classroom measures.
- Supporting standards *will not* be embedded in common formative pre/post assessments.

Unit Planning Organizer

Note: All supporting documents for Standards-Based CFAs and Performance Tasks are located at the end of the Unit Planning Organizer.

Subject(s)	ELA					
Grade/Course	4 th Grade					
Title of Standards-Based Unit	Personal Narrative and Themes					
Estimated Duration of Unit	5 Weeks					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)	
RL. 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 1, 2, 3)
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text. (DOK 2, 3)

RL.4.3	Describe in depth a character, setting, or event in a story or drama drawing on specific details in the text (e.g. a characters thoughts, words, or actions). (DOK 1, 2, 3)
RL. 4.9	Compare and Contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures. (DOK 3, 4)
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (DOK 3, 4) a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. e. Provide a conclusion that follows from the narrated experiences or events.
SL 4.1	Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparations and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles.

Iowa Core Standards- Support Standards (to be instructed and assessed)

Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.

RL.4.6; W.4.8; SL.4.2; L.4.1.a, b, f; L.4.2.d; L.4.4.a, b, c

Reading Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
RL 4.1	- Refer - Explain - Drawing	- How to find details in a text - How to explain what the text says explicitly and when drawing inferences from the text	1, 2, 3
RL.4.2	- Determine - Summarize	- How to find theme of a story - How to find theme of a drama - How to find theme of a poem - How to summarize the text	2
RL.4.3	Describe	- How to describe a character (traits, personality, impact on the story, physical traits) - How to describe the setting of a story (time, place)	1, 2

		• How to describe events from a story (chronologically) • How to use details from the text to describe story elements.	
RL. 4.9	• Compare • Contrast	• Treatment of similar themes and topics • Patterns of events in stories, myths, and traditional literature	3, 4

Writing Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (nouns and noun phrases)	Depth of Knowledge
W.4.3 a	• Orient • Establish • Introduce • Organize	• How to orient a reader • How to establish a situation (in writing) • How to introduce a narrator and characters • How to organize an event sequence	2
W.4.3e	• Provide	• How to develop a conclusion that completes a narrative	3

Speaking and Listening Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (nouns and noun phrases)	Depth of Knowledge
SL 4.1a	• Read • Draw • Explore	• Materials • On information • Ideas	1, 2, 3
SL 4.1b	• Carry out • Follow	• Assigned roles • Agreed-upon rules	1, 2, 3

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
<u>Reading</u> How do authors teach life lessons through their stories?	<u>Reading</u> We can learn life lessons from stories we read.
<u>Writing</u> What elements do good writers put in their writing? What are some ways that good writers keep their readers attention?	<u>Writing</u> Good authors keep their readers attention.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards	
Assessment/Performance Task	Assessed Standards
Pre CFA(s)	RL. 4.1, 4.2, 4.3,
Performance Task #1	W 4.3 a
Performance Task #2	W 4.3 e
Performance Task #3	SL 4.1 a & b
Performance Task #4	RL 4.9, SL 4.1 a & b
Post CFA	RL. 4.1, 4.2, 4.3

Standards-Based Common Formative Pre- and Post- Assessment Answer Key

(See student version of CFA at the end of the document.)

1. There was a rumor that Tina's family won the lottery. How did this rumor start? Refer to details in the text. (RL 4.1)

Possible answers:

- Tina and Maya had a secret conversation.
 - Maya told her sister about Tina's family winning the lottery. Maya's sister "burst through the door and yelled, 'Tina's family won the lottery!' She was loud enough for all the neighbors to hear."
2. In paragraph 6, what inference can you make about the people that are coming to the door? Refer to details in the text. (RL 4.1)

Possible answers:

- People heard the rumor and want money from Tina's family. "There had been talk around town for days about the lottery." "Everyone was guessing who it could be." "Soon the house was full of people. All of them needing something."
- When people are rich, they are asked for a lot of money.
 - o *The details above are for both possible answers.*

Choose the letter that best answers the question (RL 4.2)

3A. Choose one of the words below that you think represents the theme.

- a. Wealth
- b. **Misunderstandings**
- c. Secrets
- d. Friendships

If students pick other choices and can support them with the text, they can be counted correct.

3B. Using the word you chose, write a theme as a phrase or a sentence.

- **Possible statement using "misunderstanding":** Misunderstandings happen when there are rumors.

4A. Use details to tell why this is the theme. (RL.4.2)

Possible answer:

- Tina heard her mom talking about winning a lottery, but it was not the money lottery; it was her work lottery.
These details must support the answer to 3b, even if the student chose a different theme.

4B. Summarize the text. (RL.4.2)

- *Answers will vary.*

5. Choose a character from the story and give one trait that describes the character, using details from the text. (RL.4.3)

Possible answers:

- Tina – a dreamer, optimistic
- “We’re rich!” “I guess we’ll travel around the world now. And get new sneakers.” “I’m sure now that we have money, my mother won’t complain if I just throw these away.”
- Maya’s sister – boisterous
- “She burst through the door and yelled, “Tina’s family won the lottery! She was loud enough for all the neighbors to hear.”
- Neighbors – assuming
- “Soon the house was full of people. All of them needed something.”

Scoring Guide: RL.4.1 (Q 1, 2)

Proficient	Close to Proficient	Far from Proficient
- o Refers to details in the text when explaining what the text says explicitly - o Refers to details in the text when drawing inferences from the text	o Meets 1 proficient criteria	o Meets none of the proficient criteria.
	Comments:	

Scoring Guide: RL.4.2 (Q 3a, 3b, 4a, 4b)

Proficient	Close to Proficient	Far from Proficient
- o Determines the theme. - o Gives details to support the theme. - o Summarizes the text.	o Meets 2 of the proficient criteria.	o Meets 1 or none of the proficient criteria.
	Comments:	

Scoring Guide: RL.4.3 (Q3)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Describes more than one character and supports with specific details from the text.	- o Describe a character - o Supports the description of the character with specific details from the text.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Step 3: Standards-based Performance Tasks

Performance Task Synopses

Suggested Engaging Scenario: You have been hired as a journalist by a publishing company of a new kids' magazine to write the main cover story for the first issue in which 4th graders will be the target audience. This personal narrative story has to be exciting and interesting to keep the attention of the student readers. Be sure to write your story from a first-person point of view, and your story needs to teach other kids a life lesson. Your final task will be presenting your story to your target audience.

Task 1: (W 4.3 a) Students will be brainstorming ideas of personal experiences where they learned lessons to write about in an interesting way. Students will complete a prewrite web, list, or graphic organizer to organize their thinking.

Task 2: (W.4 e) Students will create a rough draft of their personal narrative story, making sure to include an interesting "hook"/introduction to grab the readers' attention, developing a sequence of events, and ending with a strong conclusion.

Task 3: (SL 4.1 a, b) Students will take on the role of the magazine editor and work with other students in the class to peer edit others' writings. Students will be required to edit at least one other student's writing.

Task 4: (RL 4.9, SL 4.1 a, b) Students will publish their final magazine story and be prepared to present their articles in either in small groups or as a whole group. Discussion will focus on identifying themes and lessons learned, and comparing and contrasting these themes.

Performance Task # 1- In Detail

Priority Standard: W.4.3.a

Support Standards: L.4.1.a, b, f; L.4.2.d; L.4.4.a, b, c

Big Ideas:

- We can learn life lessons from stories we read.
- Good authors keep their readers attention.

Essential Questions:

- How do authors teach life lessons through their stories?
- What elements do good writers put in their writing?
- What are some ways that good writers keep their readers attention?

DOK: 1, 2

Synopsis: Students will be brainstorming ideas of personal experiences where they learned lessons to write about in an interesting way. Students will complete a prewrite web, list, or graphic organizer to organize their thinking.

Suggested Engaging Scenario: You have been hired as a journalist by a publishing company of a new kids' magazine to write the main cover story for the first issue in which 4th graders will be the target audience. This personal narrative story has to be exciting and interesting to keep the attention of the student readers. Be sure to write your story from a first person perspective, and your story needs to teach other kids a life lesson. Your final task will be presenting your story to your target audience.

Teacher Directions:

- Prior to this task, students should be able to identify themes of stories, and be able to compare and contrast similar themes.
- Students should have an understanding of why authors want to teach lessons through stories.
- Students need to know how to do the prewriting state of the writing process.
- Prior to this performance task, you may want to teach a series of mini-lessons that model brainstorming a variety of personal experiences that have led to you learning a life lesson. You may want to model how to choose the best experience that will lend itself to writing an exciting personal narrative that teaches a lesson, while holding the attention of the readers.
- Consider providing students with examples of student personal narrative writing (possibly from appendix B, or student samples from previous years). Students may refer to these pieces while writing their own piece.
- Set the expectations that during this performance assessment (performance tasks #1-4); they will be asked to include a “hook” to introduce their writing piece, include events that unfold sequentially, and provide a strong conclusion in their final product.
- Students begin the prewrite stage of the writing process. Have them make the choice on using a graphic organizer and have them guide their own thinking on how they proceed with their writing piece.

Student Directions:

You have been hired as a journalist by a publishing company of a new kids’ magazine to write the main cover story for the first issue in which 4th graders will be the target audience. This personal narrative story has to be exciting and interesting to keep the attention of the student readers. You will be writing your story from a first person point of view, and your story needs to teach other kids a life lesson.

- Think about a time when you learned a lesson from a personal experience. You will need to think about which experience helped you learn a really good life lesson, and is one where you could write an interesting personal narrative.
- Evaluate which one of your personal experiences you will use to write about.
- Complete a prewrite of this personal narrative, depicting a theme or lesson learned.
- Create a clear introduction that hooks the reader.

Scoring Guide (W 4.3 a)

Proficient	Close to Proficient	Far from Proficient
- o Orients reader by establishing a real situation - o Introduces a narrator and/or characters - o Organizes an event sequence that unfolds naturally	o Meets 2 of the proficient criteria.	o Meets 1 or 0 of the proficient criteria.
	Comments:	

Performance Task # 2 - In Detail

Priority Standard: W 4.3 e**Support Standards:** L.4.1.a, b, f; L.4.2.d; L.4.4.a, b, c**Big Ideas:**

- We can learn life lessons from stories we read.
- Good authors keep their readers attention.

Essential Questions:

- How do authors teach life lessons through their stories?
- What elements do good writers put in their writing?
- What are some ways that good writers keep their readers attention?

DOK: 2, 3**Synopsis:**

Students will create a rough draft of their personal narrative story, making sure to include an interesting “hook”/introduction to grab the readers’ attention, developing a sequence of events, and ending with a strong conclusion.

Suggested Engaging Scenario:

You have been hired as a journalist by a publishing company of a new kids’ magazine to write the main cover story for the first issue in which 4th graders will be the target audience. This personal narrative story has to be exciting and interesting to keep the attention of the student readers. Be sure to write your story from a first-person point of view, and your story needs to teach other kids a life lesson. Your final task will be presenting your story to your target audience.

Teacher Directions:

- Prior to this task, students should be able to identify themes of stories, and be able to compare and contrast similar themes.
- Students should have an understanding of why authors want to teach lessons through stories.
- Students will need to know how to do the rough draft stage of the writing process.
- Prior to this performance task, you may want to model how to write a rough draft of a personal narrative that teaches a lesson, while holding the attention of the readers.
- Consider providing students with examples of student personal narrative writing (possibly from appendix B, or student samples from previous years). Students may refer to these pieces while writing their own piece.
- Set the expectations that during this performance assessment (performance tasks #1-4), students will be asked to include a “hook” to introduce their writing piece, include events that unfold sequentially, and provide a strong conclusion in their final product.
- Students begin the rough draft stage of the writing process.

Student Directions:

You have been hired as a journalist by a publishing company of a new kids’ magazine to write the main cover story for the first issue in which 4th graders will be the target audience.

- Write your personal narrative story from a first-person perspective.
- Be sure to write your story with exciting and interesting events unfolding in sequential order to keep the attention of the student readers.
- Your story needs to teach other kids an important life lesson.
- Your story needs to include an interesting “hook”/introduction.
- Your story needs to include a sequence of events that happen throughout the story.
- Your story needs to include a solid conclusion that restates the lesson learned.
- At the end of this task, your rough draft needs to be complete.

Scoring Guide (W 4.3 e)

Proficient	Far from Proficient
o Provides a conclusion that follows from the narrated experiences or events.	o Meets none of the proficient criteria.
	Comments:

Performance Task # 3 - In Detail

Priority Standard: **SL 4.1 a & b**

Support Standards: L.4.1.a, b, f; L.4.2.d; L.4.4.a, b, c

Big Ideas:

- We can learn life lessons from stories we read.
- Good authors keep their readers attention.

Essential Questions:

- How do authors teach life lessons through their stories?
- What elements do good writers put in their writing?
- What are some ways that good writers keep their readers attention?

DOK: 2, 3

Synopsis: Students will take on the role of the magazine editor and work with other students in the class to peer edit others’ writings. Students will be required to edit at least one other student’s writing.

Suggested Engaging Scenario: You have been hired as a journalist by a publishing company of a new kids’ magazine to write the main cover story for the first issue in which 4th graders will be the target audience. This personal narrative story has to be exciting and interesting to keep the attention of the student readers. Be sure to write your story from a first-person point of view, and your story needs to teach other kids a life lesson. Your final task will be presenting your story to your target audience.

Teacher Directions:

- Prior to this task, students should be able to identify themes of stories, and be able to compare and contrast similar themes.
- Students should have an understanding of why authors want to teach lessons through stories.

- Students will need to know how to do the editing/revision stage of the writing process.
- Students need to have experience using a standard set of editing marks (refer to the Supporting Documents section at the end of this unit.)
- Prior to this performance task, you may want to model how to edit and revise a personal narrative that teaches a lesson, while holding the attention of the readers.
- Consider providing students with examples of student personal narrative writing (possibly from appendix B, or student samples from previous years). Students may refer to these pieces while writing their own piece.
- Set the expectations that during this performance assessment (performance tasks #1-4), students will be asked to include a “hook” to introduce their writing piece, include events that unfold sequentially, and provide a strong conclusion in their final product.
- Decide if you want to select the student partners to edit, or if you would like students to select their own editing partners.
- Provide students with the editing symbols document (if they don’t already have it).
- Allow time for students to work with at least one partner to edit their rough drafts.

Student Directions:

You have been hired as an editor by a publishing company of a new kids’ magazine to edit and revise the main cover story written by a journalist for the first issue. Keep in mind that 4th graders will be the target audience that will be reading this story.

- Edit and revise your partner’s story.
- Use your editing symbols resource.
- Look for ways the journalist can add more details and more juicy adjectives.
- Be sure your partner has an interesting “hook”/introduction.
- Be sure your partner wrote from a first-person perspective.
- Be sure to your partner wrote exciting and interesting events unfolding in sequential order.
- Did your partner keep the attention of the student readers?
- Did your partner’s story end with a solid conclusion?
- Did your partner’s story teach other kids an important life lesson?
- At the end of this task, you need to edit and help revise at least one person’s writing.

Scoring Guide (SL 4.1 a & b)

Proficient	Close to Proficient	Far from Proficient
- o Comes to discussions prepared, having read or studied required material. - o Draws on preparation and other information known about the topic. - o Explores ideas in discussion. - o Follows agreed-upon rules for discussions and carries out assigned role(s).	o Meets 3 of the proficient criteria.	o Meets 2 or fewer of the proficient criteria.
	Comments:	

Performance Task # 4 - In Detail

Priority Standard: RL 4.9, SL 4.1 a & b

Support Standards: L.4.1.a, b, f; L.4.2.d; L.4.4.a, b, c

Big Ideas:

- We can learn life lessons from stories we read.

- Good authors keep their readers attention.

Essential Questions:

- How do authors teach life lessons through their stories?
- What elements do good writers put in their writing?
- What are some ways that good writers keep their readers attention?

DOK: 1, 2, 3, 4

Synopsis: Students will publish their final magazine story and be prepared to present their articles in either in small groups or as a whole group. Discussion will focus on identifying themes and lessons learned, and comparing and contrasting these themes.

Engaging Scenario: You have been hired as a journalist by a publishing company of a new kids' magazine to write the main cover story for the first issue in which 4th graders will be the target audience. This personal narrative story has to be exciting and interesting to keep the attention of the student readers. Be sure to write your story from a first-person point of view, and your story needs to teach other kids a life lesson. Your final task will be presenting your story to your target audience.

Teacher Directions:

- Prior to this task, students should be able to identify themes of stories, and be able to compare and contrast similar themes.
- Students should have an understanding of why authors want to teach lessons through stories.
- Students will need to know how to do the publish stage of the writing process.
- Prior to this performance task, you may want to model how to produce a final, published piece of writing.
- Consider providing students with examples of student personal narrative writing (possibly from appendix B, or student samples from previous years). Students may refer to these pieces while writing their own piece.
- Set the expectations that during this performance assessment (performance tasks #1-4), students will be asked to include a "hook" to introduce their writing piece, include events that unfold sequentially, and provide a strong conclusion in their final product.
- Decide how you want students to share their writings: in partners, small groups, or whole group.

Student Directions:

You have been hired as a journalist by a publishing company of a new kids' magazine to write the main cover story for the first issue. Keep in mind that 4th graders will be the target audience that will be reading this story.

- Use the suggestions of the editor to revise your story into the best possible story you have written.
- Look for ways you can add more details and more juicy adjectives.
- Be sure you have an interesting "hook"/introduction.
- Be sure you wrote from a first-person perspective.
- Be sure to you wrote exciting and interesting events unfolding in sequential order.
- Did you keep the attention of your target audience: 4th grade readers?
- Did your story end with a solid conclusion?
- Did your story teach other kids an important life lesson?
- Your published version of your story is due at the end of this task.
- Be prepared to share your story with your classmates. Throughout the sharing of your classmates' stories, you will be comparing and contrasting themes and life lessons learned.

Scoring Guide (RL 4.9)		
Proficient	Close to Proficient	Far from Proficient
- o Compares the treatment of similar themes, topics, and patterns of events in stories. - o Contrasts the treatment of similar themes, topics and patterns of events in stories.	o Meets 1 of the proficient criteria.	o Meets 0 of the proficient criteria.
	Comments:	

Scoring Guide (SL 4.1 a & b)		
Proficient	Close to Proficient	Far from Proficient
- o Comes to discussions prepared, having read or studied required material. - o Draws on preparation and other information known about the topic. - o Explores ideas in discussion. - o Follows agreed-upon rules for discussions and carries out assigned role(s).	o Meets 3 of the proficient criteria.	o Meets 2 or fewer of the proficient criteria.
	Comments:	

Student and Supplemental Materials

Common Formative Assessment

Unit 1 □ 4th grade

The Lottery

“It’s a secret. Don’t tell anyone!” Maya crossed her heart. “I swear. I won’t tell anyone. What’s the secret?”

Tina looked around. She wanted to be sure that no one could hear her. Then she whispered into Maya’s ear: “My parents won the lottery. We’re rich!” Tina and Maya then talked about how different her life would be. “I guess I’ll travel around the world now. And get new sneakers. These are falling apart.” She looked down at her worn-out shoes. Then, she kicked them off. “I’m sure that now that we have money, my mother won’t complain if I just throw these away.”

It was getting late. They headed home for dinner. Tina waited for her parents to announce how much they had won. But dinner was the same old thing: rice and chicken wings. They didn’t talk about their riches. Tina figured they were waiting for just the right time to tell her.

Maya met her sister on the porch. “I’ve got something to tell you, but you have to promise not to tell anyone.” Then she said, “Tina’s rich. Her parents won the lottery.”

Her sister didn’t understand about secrets. She burst through the door and yelled, “Tina’s family won the lottery!” She was loud enough for all the neighbors to hear.

There had been talk around town for days about the lottery. Someone in their town had won. The winner had not come forward. So everyone was guessing about who it could be. Tina’s father was doing the dishes when the first neighbor arrived. Her mother opened the door. “Excuse me,” Mrs. Hanly said. “But we are having some trouble with the rent. Could you lend me \$100 please?” There was soon another knock at the door. “My car is broken down. Could you maybe help me get it fixed?” asked one. “We need just \$50,” said another, “just enough for a bus ticket.” Soon the house was full of people. All of them needed something.

“We would love to help,” Tina’s parents said. “But what makes you think we are so rich to help everyone?” One by one, they mentioned the lottery. “I did win a lottery,”

Tina’s mother said, “At my work. It was a drawing to see who would get next Saturday off, and I won.

*Source: Readworks.org

Answer the questions using complete sentences. (RL 4.1)

1. There was a rumor that Tina’s family won the lottery. How did this rumor start? Refer to details in the text.

2. In paragraph 6, what inference can you make about the people that are coming to the door? Refer to details in the text.

Choose the letter that best answers the question (RL 4.2)

3a. Choose one of the words below that you think represents the theme.

- A. Wealth
- B. Misunderstandings
- C. Secrets
- D. Friendships

3b. Using the word you chose in 3a., write a theme as a phrase or a sentence.

4a. Use details to tell why this is the theme. (RL.4.2)

4b. Summarize the story. (RL.4.2)

5. Choose a character from the story and give one character trait that describes this person, using details from the text. (RL.4.3)

Traits	Details from the text that support your answer

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Created by a team of Mississippi Bend AEA9 teachers and Quality Learning Reading Consultants.

- o Student refers to details in the text when explaining what the text says explicitly (#1) - o Student refers to details in the text when drawing inferences from the text (#2)	o Meets less than 1 of the proficient criteria.
	Comments:

Scoring Guide: RL.4.2 (Q 3,4)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Chooses more than one event that supports the theme and gives details to support their answer.	- o Answers B for #1 to identify the theme. - o Chooses an event from the story that strongly supports the theme. - o Gives details to support their answer for previous bullet point. - o Summary of the story.	o Meets 3 of the proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide RL.4.3 (Q5)	
Proficient	Far from Proficient
- o Identifies character and chooses 1 character trait to describe this character. - o Describes a character in-depth using details from the text	o Meets less than 1 of the proficient criteria.
	Comments:

Resources for editing marks and proofreading:

Self/peer editing checklist:

<http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>

Copy editing marks resources:

http://school.boiseschools.org/modules/groups/homepagefiles/cms/2386916/File/Curriculum/General%20Documents/editing_symbols.pdf

<http://teacher.scholastic.com/writeit/PDF/CopyEditingMarks.pdf>

<http://www.reallygoodstuff.com/images/art/147779.pdf>

Optional:

Language Assessment

Standard: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
(4.1 b)

Directions: Read the following paragraph and identify if the bolded verbs are in past, present, or future tense.

The teacher (1) **was talking** about the Native American people during social studies. We learned where they lived in the United States when colonists first arrived. She (2) **will be talking** about the different tribes this week. Currently, she (3) **is talking** about the food they eat.

1. _____
2. _____
3. _____

Directions: Use the verb phrase, *to be playing*, and write a sentence in past, present, and future tense.

4. (Past) _____

5. (Present) _____

6. (Future) _____

ANSWERS:

ANSWER KEY

Standard: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

Directions: Read the following paragraph and identify if the bolded verbs are in past, present, or future tense.

The teacher (1) **was talking** about the Native American people during social studies. We learned where they lived in the United States when colonists first arrived. She (2) **will be talking** about the different tribes this week. Currently, she (3) **is talking** about the food they eat.

1. past
2. future
3. present

Directions: Use the verb phrase, *to be playing*, and write a sentence in past, present, and future tense.

4. (Past) answers will vary
5. (Present) answers will vary
6. (Future) answers will vary

Standard: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L 4.1 f)

Directions: If the words form a sentence, write the word *sentence*. If not, think of words to make the sentence complete. Write the new sentence. (Text taken from Harcourt Trophies Language Handbook pg. 93.)

1. Found a secret place.
2. She planted a roof garden.
3. The blooming flowers.

Directions: Draw one line under each independent clause. Draw two lines under each dependent clause. (Text taken from Harcourt Trophies Language Handbook pg. 118.)

4. We love our pig because he is sweet
5. When Wilbur talks, the farmyard listens.
6. After Wilbur escaped, the geese caught him.

Directions: Read the run-ons and choose the example that does NOT rewrite it correctly.

7. Wilbur really loved Charlotte she was a true friend.
 - a. Wilbur really loved Charlotte because she was a true friend.
 - b. Wilbur really loved Charlotte, she was a true friend.
 - c. Wilbur really loved Charlotte. She was a true friend.
 - d. Wilbur really loved Charlotte, and she was a true friend.
8. Fern was horrified at the thought of Wilbur being killed she tried to keep him as a pet.
 - a. Fern was horrified at the thought of Wilbur being killed, so she tried to keep him as a pet.
 - b. Fern was horrified at the thought of Wilbur being killed. She tried to keep him as a pet.
 - c. Fern was horrified at the thought of Wilbur being killed because she tried to keep him as a pet.
 - d. Fern was horrified at the thought of Wilbur being killed; she tried to keep him as a pet.

Directions: Read the fragments and choose the example that rewrites them correctly.

9. The geese in the pen beside Wilbur. Always nosy and interfering with his plans.
- The geese in the pen beside Wilbur were always nosy and interfering with his plans.
 - The geese in the pen beside Wilbur. Were always nosy and interfering with his plans.
 - The geese in the pen beside Wilbur were always nosy. Interfering with his plans.
 - The geese were nosy and interfering with Wilbur's plans and they were in the pen beside him.
10. The author wrote Charlotte's Web. To entertain readers with a heart-wrenching tale about friendship.
- The author wrote Charlotte's Web to entertain readers. With a heart-wrenching tale about friendship.
 - The author wrote Charlotte's Web to entertain readers with a heart-wrenching tale. That was about friendship.
 - The author wrote Charlotte's Web with a heart-wrenching tale about friendship.
 - The author wrote Charlotte's Web to entertain readers with a heart-wrenching tale about friendship.

ANSWER KEY

Standard: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Directions: If the words form a sentence, write *sentence*. If not, think of words to make the sentence complete. Write the new sentence. (Text taken from Harcourt Trophies Language Handbook pg. 93.) 1 point for each correct answer

1. Found a secret place.
Possible Answer: The young boy found a secret place to play.
2. She planted a roof garden.
sentence
3. The blooming flowers.
Possible Answer: The blooming flowers smell great.

Directions: Draw one line under each independent clause. Draw two lines under each dependent clause. (Text taken from Harcourt Trophies Language Handbook pg. 118.) 2 points per each question

4. We love our pig because he is sweet.
5. When Wilbur talks, the farmyard listens.
6. After Wilbur escaped, the geese caught him.

Directions: Read the run-ons and choose the example that does NOT rewrite it correctly.

7. Wilbur really loved Charlotte she was a true friend.
 - a. Wilbur really loved Charlotte because she was a true friend.
 - b. Wilbur really loved Charlotte, she was a true friend.
 - c. Wilbur really loved Charlotte. She was a true friend.
 - d. Wilbur really loved Charlotte, and she was a true friend.
8. Fern was horrified at the thought of Wilbur being killed she tried to keep him as a pet.
 - a. Fern was horrified at the thought of Wilbur being killed, so she tried to keep him as a pet.
 - b. Fern was horrified at the thought of Wilbur being killed. She tried to keep him as a pet.
 - c. Fern was horrified at the thought of Wilbur being killed because she tried to keep him as a pet.
 - d. Fern was horrified at the thought of Wilbur being killed; she tried to keep him as a pet.

Directions: Read the fragments and choose the example that rewrites them correctly.

9. The geese in the pen beside Wilbur. Always nosy and interfering with his plans.
 - a. The geese in the pen beside Wilbur were always nosy and interfering with his plans.
 - b. The geese in the pen beside Wilbur. Were always nosy and interfering with his plans.
 - c. The geese in the pen beside Wilbur were always nosy. Interfering with his plans.
 - d. The geese were nosy and interfering with Wilbur's plans and they were in the pen beside him.
10. The author wrote Charlotte's Web. To entertain readers with a heart-wrenching tale about friendship.
 - a. The author wrote Charlotte's Web to entertain readers. With a heart-wrenching tale about friendship.
 - b. The author wrote Charlotte's Web to entertain readers with a heart-wrenching tale. That was about friendship.
 - c. The author wrote Charlotte's Web with a heart-wrenching tale about friendship.
 - d. The author wrote Charlotte's Web to entertain readers with a heart-wrenching tale about friendship.