Grade 4 English Language Arts Practice Test
This document contains a Practice Test that shows what each part, or session, of the actual grade 4 transitional English Language Arts assessment is like.

The Practice Test may be used at home or at school for students to become familiar with the LEAP test they will take in spring 2013. It can help students feel more relaxed when they take the actual test.

Some sessions of the Practice Test are shorter than those on the actual test. The LEAP Assessment Guides (http://www.doe.state.la.us/topics/assessment_guides.html) provide information on the number of questions that are on the actual test.

The Content and Style rubrics for scoring student responses to the writing prompt are located on pages 43 and 44. For more information about what sample work looks like for a grade 4 writing prompt, use the Sample Student Work (Grades 3–8) document, found on the LDOE website at http://www.doe.state.la.us/topics/writing_prompts.html

The English language arts test has four sessions to be taken separately:

- Session 1: Writing (pages 2 to 7) includes a passage and a Writing Topic; a planning sheet for notes, brainstorming, and/or writing an outline; and two Rough-Draft pages. The Writer’s Checklist and Final-Draft pages are on pages 40 to 42.
  
  NOTE: On the actual test, the Writer’s Checklist, the directions to the writing session (above the passage), and the Writing Topic will be read aloud. The passage must not be read aloud except to students with the accommodation Tests Read Aloud. Each student should be given a dictionary and thesaurus to use during the writing session only.

- Session 2: Using Information Resources (pages 8 to 19) includes 4 sources students use to answer 5 multiple-choice questions and 2 constructed-response questions.

- Session 3: Reading and Responding (pages 20 to 35) includes 4 reading passages students use to answer 20 multiple-choice questions and 8 constructed-response questions.

- Session 4: Proofreading (pages 36 to 39) includes 8 multiple-choice questions that assess a student’s ability to revise sentences.

Students put their answers to multiple-choice items on the Answer Sheets on pages 60 to 62 and to constructed-response items on pages 45 to 49.

Scoring rubrics for the constructed-response items are located on pages 50 to 59. Answer keys for the multiple-choice items are located on pages 63 to 65.
For the writing session, you will write a composition that uses information from a reading passage to respond to the Writing Topic.

- Before you begin the test, your teacher will read aloud the Writer’s Checklist, the directions above the passage, and the Writing Topic.
- You may use a dictionary and thesaurus for this session only.
- You may review your work in this session but do not work on any other part.
Toys

Each year, toy companies spend a lot of time and money developing what they hope will be the best new toy. A must-have toy can make a lot of money for a company. The average price of a toy is less than $8.00. Almost 3 billion toys are sold in our country each year. That makes for about $21 billion in yearly toy sales! Every toy company wants to have a great year in sales.

Toy companies know that some types of toys are always popular. Building sets are one example. These sets come with many pieces that kids can put together in different ways, which makes them so exciting. One day, a child may build a helicopter. The next day, the pieces can be used to build a robot or a castle. Dolls are popular for many of the same reasons. Children like playing with dolls because they can use dolls to act out different situations. In addition, a doll can become a friend. With all the ways toys are used, they become invaluable to a child.

Puzzles are another type of toy that many children enjoy. This is because some puzzles are very challenging. They make children use their brains, so they feel proud when successfully completing a difficult puzzle.

When a person walks into a toy store, the endless number of toys can seem overwhelming and confusing. Why are there so many options? A toy company’s goal is to sell more and more toys. For this reason, a company will make many varieties of toys at the same time. They make popular toys that they know will sell and new toys that they hope will become the next great thing. Toy companies also try to sell more toys by changing old toys to make them seem new and different. “If you loved Racing Robots, you’ll love Spinning Racing Robots even more!”

Toy companies work hard to create products that children will enjoy, but they are also concerned with selling as many toys as they possibly can. They must constantly be thinking of new toys that will grab children’s attention while continuing to provide the old, reliable ones. With that in mind, buyers should consider purchasing those toys that children will be able to use for a long time.
Writing Topic

What kind of children’s toy would you like to create? Think about what it would look like and what it would do. Why would children want to play with it?

After reading the passage, write a letter to a toy company to convince it to make your toy. Make sure to include a description of the toy and why your toy is worth making. Use details from the passage to support your ideas.

- Remember that your audience is your teacher; use appropriate language and explain your ideas.
- Give specific details and enough information so that your teacher will understand your ideas.
- Be sure to write clearly and check your writing for correct spelling, punctuation, and grammar.

Use page 5 for notes, brainstorming, and/or writing an outline. Write a rough draft on pages 6 and 7. Write your final draft on pages 41 and 42.

Remember: The prewriting activities on page 5 and the rough draft on pages 6 and 7 will not be scored. Only your final draft on pages 41 and 42 will be scored.
Use for notes, brainstorming, and/or an outline.
Session 2: Using Information Resources Directions

This is a test of your ability to use information resources.

- This session has several resources followed by both multiple-choice and constructed-response questions.

- Four answers are given for each multiple-choice question. Choose the answer you think is better than the others.

- Write your answers for questions 1 through 7 in the spaces provided on the answer sheet.

- You may review your answers in this session but do not work on any other part.
Session 2: Using Information Resources

Research Topic: Roald Dahl

Suppose you want to write a report about Roald Dahl, a well-known author of children’s books. Four different sources of information about Roald Dahl are contained in this session of the test. The information sources and the page numbers where you can find them are listed below.

1. From the Magazine Read Now!
   a. “The Delightful Mr. Dahl” (page 10)
   b. Poll Results (page 11)

2. Entry from the Encyclopedia Children’s Authors of the World
   “Roald Dahl” (page 12)

3. From the Book Roald Dahl: A Visit with an Author
   a. Page 1 (page 13)
   b. Index (page 14)
   c. Copyright Page (page 15)

4. Web Page
   Dahl Facts (page 16)

Note: Model bibliographic entries for different types of documents are on page 17.

Directions: Skim pages 10 through 16 to become familiar with the information in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed these sources, answer the questions on pages 18 and 19. Use the information sources to answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.
Many people discover Roald Dahl through his stories and poems. His books are translated into several languages. He has also inspired TV and radio shows and movies. With his help, kids all over the world imagine strange candies, friendly giants, and awful villains. Indeed, Roald Dahl led a life full of adventure. Yet, he had other interests, too.

More Than Just Words: The Roald Dahl Foundation

Roald Dahl became interested in helping people who had serious injuries and diseases. As a writer, Roald cared about helping children read more. To carry out these goals, his family set up the Roald Dahl Foundation. The foundation helps people, hospitals, and charities by giving money for medical and educational needs. It continues the spirit of giving that Roald expressed throughout his life.

Stories For All Ages: The Roald Dahl Museum and Story Centre

Roald Dahl’s widow, Felicity Dahl, wanted to set up a central place to protect all of Roald’s writings. She helped create the Roald Dahl Museum and Story Centre in Buckinghamshire, England. It holds a collection of Roald’s writings and recordings for the public to review. His personal letters and postcards are found there, as well as photographs and many of his awards. As you can see, one can get a pretty complete picture of Roald Dahl’s life by reviewing this library. The museum also encourages people to write creatively.

Now, people of all ages are learning about Roald Dahl through his works. Through his stories, the foundation, and the museum, Roald Dahl will continue to help and delight communities around the world for years.

Jordan Thibadeaux is a freelance writer in London, England. He has spent many years as a librarian at the Roald Dahl Museum and Story Centre.

Many movies have been inspired by Roald Dahl’s books. Some of the best-known movies include . . .

- 2005 Charlie and the Chocolate Factory
- 1996 James and the Giant Peach
- 1996 Matilda
- 1989 Danny, the Champion of the World
- 1971 Willy Wonka and the Chocolate Factory
You asked for it. Well, here it is! These are the results of our international poll. Everything kids wanted to know related to Roald Dahl is here. We had over 10,000 kids respond from over twenty countries around the world. Check out the results . . .

### Poll Results

**How many Roald Dahl books have you read?**

<table>
<thead>
<tr>
<th>Number of Books Read</th>
<th>0</th>
<th>5</th>
<th>10</th>
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<tr>
<td>Percent of Kids</td>
<td>100</td>
<td>75</td>
<td>50</td>
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**If you could eat any of the treats from Willy Wonka’s Chocolate Factory, which one would you choose?**

- Candy Balloons
- Invisible Lollies
- Hot Ice Cubes
- 3-Course Meal Gum

Percent of Kids:

- Candy Balloons: 0, 10, 20, 30
- Invisible Lollies: 0, 10, 20, 30
- Hot Ice Cubes: 0, 10, 20, 30
- 3-Course Meal Gum: 0, 10, 20, 30
Roald Dahl

Roald Dahl (1916–1990) is a well-known author of children’s literature. He has published many short stories, poems, and novels. He has also written several movie scripts. Born in Llandaff, Wales, Dahl was one of five siblings. His parents were from Norway. He was educated in England but did not attend a university. Instead, he went to work right away at Shell Oil Company. When World War II began, Dahl left Shell and joined the Royal Air Force to become a fighter pilot. After his experience, a friend encouraged him to write a story about what happened. Americans liked his story, and he was paid to write many more. His first book was *The Gremlins* (1943). Walt Disney liked it so much he considered making it into a film. Dahl also published stories in many important American magazines, including *The Saturday Evening Post* and *The Atlantic*.

Roald Dahl eventually shifted his attention toward writing mainly for children. His own children encouraged him to create imaginative stories for them at bedtime. This helped him make up a lot of good stories. He wrote over nineteen novels for children. The most famous of these novels include *Matilda* and *Charlie and the Chocolate Factory*. His books have been translated into several languages. They are read by children all over the world.
Chapter One

Roald (pronounced roo´ – ahl) Dahl was always writing. He kept at it throughout his life. Believe it or not, Roald’s English teacher once told him that he was not very good at writing down his ideas. It is a good thing this comment did not discourage him.

After Roald served as a soldier in the Royal Air Force for Great Britain, a friend encouraged him to submit a story to an American magazine called The Saturday Evening Post. Roald wrote several stories based on his experiences as a fighter pilot, and soon he wrote his first novel, The Gremlins. Filmmaker Walt Disney read the novel and liked it. He invited Roald to visit him in the United States, and they became friends. Disney asked Roald whether he could make a movie based on the novel. That movie was never made, but Roald was very honored by the request.

Highlights of Dahl’s Life

• Roald Dahl is born in Llandaff, South Wales, on September 13, 1916.

• At age 12, he attends Repton Public School in Derbyshire, in the heart of England.

• Upon graduating from school, he begins working for Shell Oil Company. He is later transferred to its offices in East Africa.

• Roald learns to fly fighter planes after joining the Royal Air Force in Kenya.

• He writes and publishes his first story, which was based upon his experiences as a soldier.

• Roald Dahl publishes his first novel in 1943.
### Index

Numbers in **bold** print refer to pages with a photograph or an illustration.

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DID YOU KNOW THAT... 

While he did not always make good grades, Roald Dahl was good at sports and won trophies for soccer and rugby.

Roald Dahl was tall at 6 feet and 5 3/4 inches (1.96 meters). This is the height he wrote in his passport.

Roald Dahl had a large family. He had five siblings, two step-siblings, and five children of his own.

He was a co-writer of the movie script Chitty Chitty Bang Bang, a 1968 comedy about a silly car.

Almost all his stories were written in his writing hut. It was a little, one-room shed he built in his garden.

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Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*, Sixth Edition. They show acceptable ways to write bibliographic entries.

**A Book by a Single Author**

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.

(Author) (Title of work) (City) (Publisher) (Year)

**A Book by More Than One Author**


(Authors) (Title of work) (City) (Publisher) (Year)

**An Encyclopedia Entry**


(Title of article) (Name of encyclopedia) (Year)

**A Magazine Article**


(Author) (Title of article) (Publication Name) (Date of issue) (Pages)

**Book Issued by an Organization Identifying no Author**


(Name of organization) (Title of work) (City) (Publisher) (Year)
Session 2: Using Information Resources

1. What part of the bibliographic entry belongs in the blank space? Use the copyright page and the model bibliographic entries page for information.


A. the author’s name  
B. the title of the book  
C. the city of publication  
D. the publisher’s name

2. Based on the bar graph in the poll results, about how many of the kids that were polled have read five Roald Dahl books?

A. 10 percent  
B. 20 percent  
C. 25 percent  
D. 45 percent

3. Which resource gives Roald Dahl’s height?

A. page 1 from the book  
B. Dahl Facts from the Web page  
C. the encyclopedia entry “Roald Dahl”  
D. “The Delightful Mr. Dahl”
Session 2: Using Information Resources

4. What pages of the book Roald Dahl: A Visit with an Author have information about the Roald Dahl Foundation?
   A. pages 4–5
   B. pages 20–22
   C. pages 58–59
   D. pages 59–60

5. Which resource can a reader use to find out how long Roald Dahl lived?
   A. the encyclopedia entry “Roald Dahl”
   B. “The Delightful Mr. Dahl”
   C. Dahl Facts from the Web page
   D. the poll results

Write your answers to questions 6 and 7 on the lines provided on page 45.

6. Identify two different jobs that Roald Dahl had. Name each resource where the information is found. Write your answers in the chart in your answer document.

7. Identify two facts about Roald Dahl that appear in both the encyclopedia entry from Children’s Authors of the World and page 1 from Roald Dahl: A Visit with an Author.
Session 3: Reading and Responding

This is a test of how well you understand what you read.

- This session consists of reading passages followed by both multiple-choice and constructed-response questions.
- Read each passage and then answer the questions.
- Write your answers for questions 8 through 35 in the spaces provided on the answer sheets.
- You may review your answers in this session but do not work on any other part.
“Rabbit Plays Tug-of-War” is a tale from the Creek and Muscogee Indian tribes. In this retelling by S.E. Schlosser, a rabbit plays a trick on two snakes. Read the passage and then answer questions 8 through 13.

Rabbit Plays Tug-of-War

Now Rabbit had a favorite place on the river where he always went to drink water. It was on a bend in the river, and two Snakes lived there, one on the upper side of the bend and one on the lower. Rabbit soon learned that neither of the Snakes knew that the other Snake lived there.

Ho, ho, ho, thought Rabbit. I am going to have a bit of fun!

Rabbit went to the Snake that lived on the upper bend of the river. “I am a very strong Rabbit,” he told the Snake. “I bet I can pull you right out of the water.”

“I bet you can’t!” said the Snake, who was very strong indeed.

“I will go get a grapevine,” said Rabbit. “You will pull one end and I will pull the other. If I pull you out of the water, I win the contest. If you pull me into the water, then you win.”

The Snake on the upper bend agreed. Then Rabbit went to the Snake on the lower bend and made the same deal. He told both Snakes that he would be standing out of sight on top of the riverbank and would give a whoop¹ when he was in place and ready to start the contest. Both Snakes were pleased with the arrangement. They were sure they would win against such a feeble little Rabbit.

Rabbit took a long grapevine and strung it across the wide bend in the river. He handed one end to the first Snake and the other end to the second Snake. Then he gave a loud whoop when he was in place and ready to start the contest. Both Snakes were tugging and pulling with all their might.

“That Rabbit is really strong,” thought the Snake on the upper bank. He would tug and tug and the vine would come a little closer to him and then he would nearly be pulled out of the water.

“My, Rabbit is much stronger than he appears,” thought the Snake on the lower bank after he was almost hurled out of the water by an extra-strong pull from up the river.

Rabbit sat on the bank above both Snakes and laughed and laughed. The Snakes heard him laughing and realized that they had been fooled. Letting go of the rope, they swam to the middle of the bend and met each other for the first time.

¹ whoop: yell or shout
Both Snakes were angry with Rabbit for making them look foolish. They agreed that Rabbit could no longer drink from his favorite place on the river bend where they lived. In spite of his protests, they sent Rabbit away and would not let him come down to the riverbank anymore. So whenever Rabbit grew thirsty, he had to turn himself into a fawn\(^2\) in order to get a drink from the river.

After that, Rabbit decided not to play any more jokes on Snakes.

2. fawn: a young deer
8. What is the main idea of the passage?
   A. Fooling others can be unwise.
   B. Tug-of-war can be a challenging game.
   C. Rabbit is smarter than the Snakes.
   D. The Snakes punish Rabbit.

9. The turning point in the passage happens when the Snakes
   A. pull on the grapevine.
   B. agree to the contest.
   C. send Rabbit away.
   D. meet for the first time.

10. Rabbit turns himself into a different animal because he wants to
    A. swim across the river safely.
    B. drink from the river safely.
    C. be friends with the Snakes.
    D. play more tricks on the Snakes.

11. At the end of the passage, Rabbit knows he should
    A. stay away from river creatures.
    B. think carefully before playing a trick.
    C. move to another part of the river.
    D. avoid getting caught after playing a trick.
Write your answers to questions 12 and 13 on the lines provided on page 46.

12. Identify the setting in “Rabbit Plays Tug-of-War.” Explain why this setting is important to the story.

13. What is most likely the storyteller's opinion of Rabbit? Give one detail from the passage to support your answer.
Many people enjoy chocolate, but few know where it comes from. Read the passage about chocolate and then answer questions 14 through 21.

Where Does Chocolate Come From?
by Robert Burleigh

How is it made? Did Columbus discover it? Did Thomas Edison invent it? Did someone just find it growing somewhere, ready to eat?

The truth is even stranger: All chocolate comes from the seeds of one kind of tree. The seeds, of course, go through many changes on the way to a candy bar. But it all starts in the tropical rainforests of the world.

These rainforests are found near the equator. They are warm and humid and filled with exotic birds, animals, flowers, and trees. And one of those trees is the source of all chocolate—the cacao (ca-COW) tree.

Cacao. Kakawa. The name was first used 3,000 years ago, when a people called the Olmecs inhabited what is now Mexico. Perhaps while wandering through the dense undergrowth, the Olmecs came upon a tree with small, five-petaled white flowers and oddly shaped pods. And so the chocolate story begins.

The cacao tree, reaching a height of thirty feet or more, grows under the sheltering shade, or canopy, of the taller trees around it. Its flowers, which are pollinated¹ by a gnatlike fly called a midge, bloom throughout the year. But that is only the beginning.

What comes next is perhaps the strangest thing about the cacao’s appearance. Dozens of oval-shaped, foot-long pods, which change color from green to yellow to purple-red as they ripen, grow from all parts of the tree, even the trunk. From the trunk? Early European drawings of the cacao tree, showing the pods growing from the trunk, were thought by many to be just bad illustrations. But it is true. Imagine a tree dotted with many colorful footballs!

Split the pod open and look inside. It is filled with a thick whitish pulp. Dig deeper still. Stacked in columns in the center of the pulp (which is delicious but has no taste of chocolate) are rows of pale, almond-sized seeds. And it is these cacao-tree seeds—after they are fermented,² dried, roasted, shelled, and crushed to a smooth paste—from which chocolate is made.

1. pollinated: having received pollen from another flower in order to reproduce
2. fermented: having gone through a process that chemically changes the seeds
14. In paragraph 5, what does the word **canopy** mean?
   A. closeness
   B. pressure
   C. height
   D. cover

15. According to the passage, what happens **before** the pods grow?
   A. The seeds are dried and roasted.
   B. The flowers bloom on the tree.
   C. The leaves become football-shaped.
   D. The pods change their colors.

16. Which paragraph tells the reader how to find the cacao seeds in a pod?
   A. paragraph 2
   B. paragraph 3
   C. paragraph 6
   D. paragraph 7

17. Which is the **most likely** reason that many people thought early European drawings of the cacao tree were bad?
   A. There were not enough details shown on the pods.
   B. The colors were not the same as the real pods.
   C. The pods looked like they were in the wrong place.
   D. There were not enough pods shown on the tree.
18. What is the author’s purpose for writing this passage?
   A. to persuade readers that chocolate tastes good
   B. to inform readers of the history of chocolate
   C. to explain why cacao trees need special care
   D. to describe the challenge of picking cacao pods

19. Which statement from the passage is an opinion?
   A. “What comes next is perhaps the strangest thing.”
   B. “One of those trees is the source of all chocolate.”
   C. “It all starts in the tropical rainforests of the world.”
   D. “These rainforests are found near the equator.”
Session 3: Reading and Responding

Write your answers to questions 20 and 21 on the lines provided on page 47.

20. Using information from the passage, explain the difference between the pods that are ready to be harvested and the pods that are not ready to be harvested.

21. How do you know this passage is nonfiction? Give two details from the passage to support your answer.
“A Puppy’s Tail” is a poem about how young dogs express themselves. It says something about people, too. Read the poem and then answer questions 22 through 27.

A Puppy’s Tail

Without a doubt, the puppy’s tail
Becomes his way of telling
If he feels tired, mean, content, or sad—
Or if he feels like yelling.

The quick flick-flick of a doggy’s tail
Makes children know his mood
Is full of fun and eager play
Or that he’s ready for some food.

The puppy’s tail is a news report
Letting people know ahead
Whether he wants to romp around the block
Or he is headed straight to bed.

Although people don’t have tails to wag
To show the way they feel—
With smiles, frowns, and hands outstretched
Their feelings are revealed.
22. Which lines from the poem show how people express themselves?
   A. lines 3–4
   B. lines 7–8
   C. lines 11–12
   D. lines 15–16

23. In this poem, the rhyming words appear mostly
   A. at the end of every other line.
   B. at the beginning of each line.
   C. at the end of the last two lines.
   D. in the middle of each line.

24. How is the puppy’s tail like a news report?
   A. It wags all day long.
   B. It tells what the puppy wants.
   C. It stops at the end of the day.
   D. It warns of danger.

25. What is most likely the poet’s attitude toward puppies?
   A. annoyed
   B. curious
   C. understanding
   D. impatient
Write your answers to questions 26 and 27 on the lines provided on page 48.

26. What does the “quick flick-flick of a doggy’s tail” show? Give one specific detail from the poem to support your answer.

27. Using information from the poem, identify three different moods a puppy can express by using its tail.
“Nana!” Zach yelled, flinging open the kitchen door. “I need a new button!”

“No need to shout.” Nana looked up from her newspaper. “Why do you need a new button?”

“This morning I lost a button right here.” Zach pointed to the top of his coat. “All day I’ve been so cold.”

“Well, we can’t have that. I’ll get my magic button box,” Nana said. She headed for her bedroom and returned with an enormous tin box.

“Where did you get that?” Zach asked.

“I’ve been collecting these buttons since I was a little girl,” Nana said, lifting the old box to the table. Then she tapped the lid as if she were knocking on a door. “Inside this box, Zach, is not just a button collection. Inside are a thousand stories and a million memories.”

“But what makes it magic?” Zach asked.

“You’ll see,” Nana said with a grin. Then she opened the box and poured a waterfall of a zillion buttons onto the table. There were large, round, silver ones and soft, football-shaped, brown ones and black ones with diamonds and gold ones decorated with black thread. Some looked like beetles, others like shells. Zach wanted to examine each and every button.

“Where’d this one come from, Nana?” Zach picked up a big, old, square leather button.

“That one came from the coat your grandfather wore when he was courting me.” Nana smiled. “He was so tall and handsome. I remember him wearing that coat the first time we went ice-skating.”

Grandpa must have heard Nana talking about him, because he came into the kitchen to see what she and Zach were doing.

“I see you’ve brought out the magic button box,” he said.

“Yes,” Zach answered, “but Nana still hasn’t told me what’s magic about it.”

“Haven’t you figured it out yet?”

Zach shook his head and frowned.

The three sat at the kitchen table for a long time, making the buttons dance between their fingers while Nana and Grandpa told Zach stories. It was nearly dark when Zach’s mom came home from work to find them hovering over their treasure. Nana jumped up, surprised.
“I had no idea it was this late! I haven’t even started dinner,” she said.

“What are you doing?” Mom asked. “Oh, you’ve brought out the magic button box. Let me see.” She sat down without even taking off her coat. Then she ran her fingers across the table. “I remember this one.” She picked up a brass button with an anchor engraved on it. “This came from a sailor suit I had when I was ten. I wore it the first time you took me to the ocean,” she said to Nana and Grandpa. She closed her eyes and smelled it, remembering the salty sea air.

Nana found a tiny, white, silk button. “Look, Catherine. This was on the infant suit Zach wore when you brought him home from the hospital. Oh, he was so tiny and cuddly, remember?”

“I remember,” Mom said.

“You mean that button was mine?” Zach asked. He picked it up for a closer look. “I didn’t know any of my buttons were in here.”

“Of course they are. You’re part of this family, aren’t you?” Grandpa said. “Isn’t this from the tiger costume you wore last Halloween?” Grandpa picked out a furry, orange-and-black-striped button.

“Wow, let me see that,” Zach said. The fur tickled his hand. “I was so mad when you gave that costume away. I thought I’d never see it again. But here it is—at least a piece of it.”

Grandpa nodded. “I think you’re starting to understand the magic of the button box, aren’t you, Zach?”

Zach grinned.

“We still need to replace that coat button you lost,” Nana said.

“How about using the button from my old coat?” Grandpa suggested.

“Good idea, Grandpa,” Zach said. “There’s just one problem with that: a memory will be missing from the box.”

“That’s OK, Zach. We’ll still remember,” Nana said.

But Zach wasn’t satisfied. He thought for a moment. Then he ran to the scissors drawer and snipped off the bottom button from his shirt.

“What are you doing?” Mom asked.

“I’m replacing a memory,” Zach said, tossing the button into the box. “And the next time I see that button, it’ll remind me of the day I found out the secret of the magic button box.”
Session 3: Reading and Responding

28. In paragraph 6, Nana says “Inside are a thousand stories and a million memories” to show that
   A. the buttons remind her of different times in her life.
   B. she started collecting buttons when she was a little girl.
   C. there are thousands, if not a million, buttons in the box.
   D. she has told stories about the buttons to thousands of people.

29. In paragraph 8, Zach wants to “examine each and every button.” Examine most likely means that he wants to
   A. count each button.
   B. look at each button.
   C. hear the story of each button.
   D. know why each button is magic.

30. In paragraph 22, why does Grandpa say to Zach, “You’re part of this family, aren’t you?”
   A. Zach is surprised to see buttons that once belonged to him.
   B. Zach thinks he has to ask permission to look at the buttons.
   C. Grandpa means that Zach can now add new buttons to the box.
   D. Grandpa thinks that Zach is now old enough to see the buttons.

31. It took so long to find a button for Zach’s coat because the family
   A. took time telling stories.
   B. could not find the right button.
   C. needed to teach Zach how to find a button.
   D. tried to discover the magic of the button box.
32. Zach’s family can best be described as a family that
   A. believes in magic.
   B. enjoys remembering its past.
   C. collects many different things.
   D. likes to sew buttons on old clothing.

33. This passage is an example of
   A. a mystery.
   B. science fiction.
   C. a fantasy.
   D. realistic fiction.

Write your answers to questions 34 and 35 on the lines provided on page 49.

34. What kind of person is Zach? Use one example from the passage to support your answer.

35. Identify two stories the family remembers as they look at the different buttons. Use information from the passage to support your answer.
Session 4: Proofreading

This is a test of how well you can find mistakes in writing. All questions are multiple choice.

- This session has a rough draft of a student’s letter to the editor.
- Read the rough draft carefully and then choose the best way to rewrite the underlined part.
- If the underlined part is correct the way it is written, choose D, “There is no error.”
- Write your answers for questions 36 through 43 in the spaces provided on the answer sheet.
Dear Editor,

I believe the gym should remain open after school. Until last week, the gym stayed open each 1
day after school for one hour. Then someone accidentully broke the basketball hoop, and now 2
as soon as school ends, the gym doors are locked.

When the gym stayed open after school, me and my friends played basketball, ran laps, and 3
jumped rope. Getting some exercise after sitting in class all day is a great idea! Now, kids just 4
stand outside, and wait, for their buses to arrive. Everyone want the gym to reopen after 5
school.

I am writing this letter to be printed in your newspaper, The cajun messenger, so Principal 6
Dewar will help us find a solution. If the principal is worried about the school or our safety, then 7
maybe some teachers could take turns watching us to be sure we are okay.

Sincere yours,

Robin Kinsmen
Session 4: Proofreading

36. How should you correct the error in number 1?
   A. change I believe: the gym to I believe the gym
   B. change I believe: the gym to I believe, the gym
   C. change I believe: the gym to I believe; the gym
   D. There is no error.

37. How should you correct the error in number 2?
   A. change accidentully to accidentally
   B. change accidentully to acidentally
   C. change accidentully to accidentaly
   D. There is no error.

38. How should you correct the error in number 3?
   A. change me and my friends to I and me friends
   B. change me and my friends to my and my friends
   C. change me and my friends to my friends and I
   D. There is no error.

39. How should you correct the error in number 4?
   A. change stand outside, and wait, for their buses to stand outside and wait for their buses
   B. change stand outside, and wait, for their buses to stand outside and wait for their buses
   C. change stand outside, and wait, for their buses to stand, outside, and wait for their buses
   D. There is no error.
Session 4: Proofreading

40. How should you correct the error in number 5?
   A. change Everyone want to Everyone is wanting
   B. change Everyone want to Everyone wanted
   C. change Everyone want to Everyone wants
   D. There is no error.

41. How should you correct the error in number 6?
   A. change The cajun messenger to The Cajun messenger
   B. change The cajun messenger to The Cajun Messenger
   C. change The cajun messenger to the cajun Messenger
   D. There is no error.

42. How should you correct the error in number 7?
   A. change is worried to worried
   B. change is worried to was worried
   C. change is worried to worrying
   D. There is no error.

43. How should you correct the error in number 8?
   A. change Sincere to Sincerely
   B. change Sincere to Sincerly
   C. change Sincere to Sincerely
   D. There is no error.
ENGLISH LANGUAGE ARTS
WRITER’S CHECKLIST

As you write your composition, remember these important points.

Content:
- Read the directions, the passage(s), and the writing topic carefully and write on all parts as directed.
- Present a clear main idea.
- Give enough details to support and develop your main idea.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Present your ideas in a logical order and include a clear beginning, middle, and ending.

Style:
- Use words that express your meaning well.
- Use a variety of sentence types and lengths to make your writing easy to follow.

Sentence Formation:
- Write in complete sentences and use a variety of sentence patterns.

Usage:
- Write using appropriate subject-verb agreement, verb tenses, word meanings, and word endings.

Mechanics:
- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:
- Write using correct spelling.

Remember to print or write neatly.

DIRECTIONS FOR WRITING

Follow the steps below to help you write a successful composition.

Step 1: Planning and Drafting
- Read the directions, the passage(s), and the writing topic in your test booklet carefully.
- Think about what you will write before you begin.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Use the space provided in your rough draft booklet for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

Step 2: Revising
- Review your composition to make sure you have covered all the points on the Writer’s Checklist.
- Reread your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your composition.
- Write your final draft neatly on the correct page(s) in your test booklet.
- Write your final draft in either print or cursive using a No. 2 pencil.

Step 3: Proofreading
- Read your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.

Points to Remember:
- Only the writing on the Final Draft pages in your test booklet will be scored.
- Your composition will be scored on (1) development and support of ideas including how you use the information in the passage(s), (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.
**CONTENT (One Passage): Central Idea, Development, and Organization**

**Key Questions:** Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

<table>
<thead>
<tr>
<th>Score Point</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent, though not necessarily perfect, control; many strengths present</td>
<td>• sharply focused central idea</td>
<td>• clear central idea</td>
<td>• vague central idea</td>
<td>• unclear or absent central idea</td>
</tr>
<tr>
<td>3 Reasonable control; some strengths and some weaknesses</td>
<td>• shows a general understanding of the task</td>
<td>• shows a partial understanding of the task</td>
<td>• shows a lack of understanding of the task</td>
<td></td>
</tr>
<tr>
<td>Inconsistent control; the weaknesses outweigh the strengths</td>
<td>• Little or no control; minimal attempt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Central Idea**
- A composition without evidence from the passage cannot receive a score higher than a 2 in Content.

**Use of the Passage and Development**
- includes ample, well-chosen evidence from the passage to support central idea
- Evidence and ideas are developed thoroughly.
- Details are specific, relevant, and accurate.
- includes sufficient and appropriate evidence from the passage to support central idea
- Evidence and ideas are developed adequately (may be uneven).
- Details are, for the most part, relevant and accurate.
- includes insufficient or no evidence from the passage, OR only summarizes or paraphrases passage information
- Evidence and ideas are not developed adequately (list-like).
- Some information may be irrelevant or inaccurate.
- includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage
- minimal/no development
- Information is irrelevant, inaccurate, minimal, confusing.

**Organization**
- Evidence of planning and logical order allows reader to easily move through the composition.
- Clear beginning, middle, and ending contribute sense of wholeness.
- effective transitions
- Logical order allows reader to move through the composition.
- has a beginning and an ending
- transitions
- attempt at organization
- digressions, repetition
- weak beginning and ending
- may lack transitions
- random order
- no beginning or ending
- difficult for the reader to move through the response

ELA Grade 4  
Page 43
**STYLE: Word Choice, Sentence Fluency, and Voice**

*Key Questions:* Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

<table>
<thead>
<tr>
<th>Score Point</th>
<th>4: Consistent, though not necessarily perfect, control; many strengths present</th>
<th>3: Reasonable control; some strengths and some weaknesses</th>
<th>2: Inconsistent control; the weaknesses outweigh the strengths</th>
<th>1: Little or no control; minimal attempt</th>
</tr>
</thead>
</table>
| **WORD CHOICE** | • precise  
• effective  
• vivid words and phrases appropriate to the task | • clear but less specific  
• includes some interesting words and phrases appropriate to the task | • generic  
• limited  
• repetitive  
• overused | • functional  
• simple (below grade level)  
• may be inappropriate to the task |
| **SENTENCE FLUENCY** | • fluid, very easy to follow, because of variety in length, structure, and beginnings | • generally varied in length and structure  
• Most sentences have varied beginnings. | • little or no variety in length and structure  
• Awkward sentences may affect the fluidity of the reading.  
• same beginnings | • simple sentences  
• no variety  
• Construction makes the response difficult to read. |
| **VOICE**  
(individual personality of the writing) | • compelling and engaging | • clear, but may not be particularly compelling | • weak and/or inconsistent voice | • no voice  
• Response is too brief to provide an adequate example of style; minimal attempt. |
6. In the chart below, identify **two** different jobs that Roald Dahl had. Name each resource where the information is found.

<table>
<thead>
<tr>
<th>Job</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Identify **two** facts about Roald Dahl that appear in **both** the encyclopedia entry from *Children’s Authors of the World* and page 1 from *Roald Dahl: A Visit with an Author.*

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Session 3: Reading and Responding
Constructed-Response Answer Sheet

12. Identify the setting in “Rabbit Plays Tug-of-War.” Explain why this setting is important to the story.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

13. What is most likely the storyteller’s opinion of Rabbit? Give one detail from the passage to support your answer.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
20. Using information from the passage, explain the difference between the pods that are ready to be harvested and the pods that are not ready to be harvested.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

21. How do you know this passage is nonfiction? Give two details from the passage to support your answer.

____________________________________________________________________

____________________________________________________________________

1. ____________________________________________________________________

____________________________________________________________________

2. ____________________________________________________________________

____________________________________________________________________
What does the “quick flick-flick of a doggy’s tail” show? Give one specific detail from the poem to support your answer.

Using information from the poem, identify three different moods a puppy can express by using its tail.
Session 3: Reading and Responding
Constructed-Response Answer Sheet

34. What kind of person is Zach? Use one example from the passage to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

35. Identify two stories the family remembers as they look at the different buttons. Use information from the passage to support your answer.

1. ______________________________________________________________________

________________________________________________________________________

2. ______________________________________________________________________

________________________________________________________________________
Session 3: Reading and Responding
Constructed-Response Scoring Rubric

6. Identify two different jobs that Roald Dahl had. Name each resource where the information is found. Write your answers in the chart in your answer document.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | Student response is complete. It  
|       | • identifies two different text-based jobs that Roald Dahl had in his life AND  
|       | • names the resource(s) where the information came from. |
| 1     | Student response is partial. It either  
|       | • identifies only one text-based job that Roald Dahl had in his life and names the resource OR  
|       | • identifies two different text-based jobs that Roald Dahl had in his life without naming either resource OR  
|       | • demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

Sample Top Score Response:

<table>
<thead>
<tr>
<th>Job</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighter pilot</td>
<td>Book chapter</td>
</tr>
<tr>
<td>Shell Oil Company</td>
<td>Encyclopedia article</td>
</tr>
</tbody>
</table>

OR

Other plausible text-based responses:

- Writer of stories (or novel/books): article, chapter excerpt
- Writer of poems: article
- Writer of children’s books: encyclopedia
- Writer of movie scripts: web page
- Athlete (won trophies); web page (Note: the context cannot be used to prove he did not play sports out of high school, so a fourth-grader might reasonably conclude that this was one of Dahl’s “jobs.”)
7. Identify **two** facts about Roald Dahl that appear in both the encyclopedia entry from *Children’s Authors of the World* and chapter 1 from *Roald Dahl: A Visit with an Author*.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | Student response is complete. It  
|       | • identifies two facts about Roald Dahl that are named in the encyclopedia article and the book chapter. |
| 1     | Student response is partial. It either  
|       | • identifies only one fact contained in the encyclopedia article and the book chapter OR  
|       | • demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

**Sample Top Score Response:**

- Joined the Royal Air Force  
- First Novel was *The Gremlins*

OR

**Other plausible text-based responses:**

- Published first book in 1943  
- Was a fighter pilot  
- Born in 1916  
- Born in Llandaff  
- Went to school in England  
- Worked for Shell  
- First story was about experience as soldier  
- Published story in magazine (*Saturday Evening Post*)  
- Met Walt Disney  
- Disney wanted to make book into movie
12. Identify the setting in “Rabbit Plays Tug-of-War.” Explain why this setting is important to the story.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | Student response is complete. It  
|       | • identifies the correct setting for the passage AND  
|       | • gives a plausible explanation for why the setting is important. |
| 1     | Student response is partial. It either  
|       | • identifies the correct setting for the passage OR  
|       | • gives a vague or general explanation of the importance of setting OR  
|       | • demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

**Sample Top Score Response:**

The setting of the story is a river and riverbank. The setting is important because the Snakes use the water in the river as a way to punish Rabbit at the end of the story by not allowing Rabbit to drink from the river.

OR

The setting of the story is a bend in the river. The setting is important since Rabbit asks the Snakes that live in the river to play a tug-of-war across both sides of the bend.

OR

Other plausible text-based responses.
  - Rabbit needed the river for drinking.
13. What is most likely the storyteller’s opinion of Rabbit? Give one detail from the passage to support your answer.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | Student response is complete. It  
|       | - identifies a reasonable opinion the author might have about Rabbit AND  
|       | - gives a detail from the story that supports the answer. |
| 1     | Student response is partial. It either  
|       | - identifies a reasonable opinion the author might have about Rabbit, without referring to a story detail OR  
|       | - demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

Sample Top Score Response:

The author thinks that Rabbit is wrong to play tricks. The author shows how Rabbit laughs at the two snakes, which makes Rabbit seem disrespectful and mean.

OR

The author thinks Rabbit is not being nice, and Rabbit is punished because he has to pretend to be another animal when he wants to drink from his favorite place.

OR

Other plausible text-based responses.
Session 3: Reading and Responding
Constructed-Response Scoring Rubric

20. Using information from the passage, explain the difference between the pods that are ready to be harvested and the pods that are not ready to be harvested.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>Student response is complete. It</td>
</tr>
<tr>
<td></td>
<td>• fully explains the difference in color between the pods that are ready to be harvested and the pods that are not ready to be harvested.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Student response is partial. It either</td>
</tr>
<tr>
<td></td>
<td>• identifies the difference between the pods but does not explain it OR</td>
</tr>
<tr>
<td></td>
<td>• identifies either the color of the unripe pods or the color of the harvested pods OR</td>
</tr>
<tr>
<td></td>
<td>• demonstrates a limited awareness and/or may contain errors.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Student response is incorrect, irrelevant, or too brief to evaluate.</td>
</tr>
<tr>
<td>Blank</td>
<td>Student fails to respond.</td>
</tr>
</tbody>
</table>

**Sample Top Score Response:**

The difference is their color. The unripe pods are either green or yellow. The ripe pods have turned purple-red and are ready to be harvested.

**OR**

Other plausible text-based responses.
21. How do you know this passage is nonfiction? Give two details from the passage to support your answer.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | Student response is complete. It  
|       | - identifies a characteristic of nonfiction evident in the passage AND  
|       | - gives two details from the passage to support the answer. |
| 1     | Student response is partial. It either  
|       | - identifies a characteristic of nonfiction evident in the passage and gives one or no details from the passage to support the answer OR  
|       | - demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

**Sample Top Score Response:**

It is about real things and real places. Cacao trees are from real rainforests near the equator. Also it talks about real people such as Columbus and Edison.

**OR**

Other plausible text-based responses:

- all chocolate comes from seeds of one kind of tree
- rainforests have birds, animals, flowers, and trees
- the Olmecs used to live in Mexico
- the Olmecs first used the word “cacao” 3,000 years ago
- the cacao tree can be 30 feet high
- the pods grow from the trunk
Session 3: Reading and Responding  
Constructed-Response Scoring Rubric

26. What does the “quick flick-flick of a doggy’s tail” show? Give one specific detail from the poem to support your answer.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | Student response is complete. It  
|       | • identifies what the “quick flick-flick” shows AND  
|       | • gives a specific detail from the poem to support the answer. |
| 1     | Student response is partial. It either  
|       | • identifies what the “quick flick-flick” shows with no detail OR  
|       | • demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

Sample Top Score Response:
It means he wants to play. Children know he is eager and full of fun.

OR

In line 8 it says “he’s ready for some food.”

OR

Other plausible text-based responses.
Using information from the poem, identify three different moods a puppy can express by using its tail.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student response is complete. It identifies three text-based moods a puppy can express by using its tail.</td>
</tr>
<tr>
<td>1</td>
<td>Student response is partial. It either identifies one or two text-based moods a puppy can express by using its tail OR demonstrates a limited awareness and/or may contain errors.</td>
</tr>
<tr>
<td>0</td>
<td>Student response is incorrect, irrelevant, or too brief to evaluate.</td>
</tr>
<tr>
<td>Blank</td>
<td>Student fails to respond.</td>
</tr>
</tbody>
</table>

Sample Top Score Response:

- Tired
- Mean
- Content

OR

Other plausible text-based responses:

- Sad
- Full of fun
- Eager to play
- Ready for food
- Want to romp
- Wants to go to bed
What kind of person is Zach? Use one example from the passage to support your answer.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 2     | Student response is complete. It  
|       | • Explains what kind of person Zach is AND  
|       | • Uses one example from the passage as support. |
| 1     | Student response is partial. It either  
|       | • identifies a trait but gives no example OR  
|       | • demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

Sample Top Score Response:

The kind of person Zach is/examples from the passage:

- Zach is loud and impulsive./He flings open the kitchen door and shouts to his Nana that he needs a new button for his coat.
- Zach sticks with things./He is determined to replace the button missing from the button box.
- Zach is enthusiastic./He is open to learning the magic of the button box.
- Zach is considerate./He replaces a button in the magic button box.

OR

Other plausible text-based responses.
Session 3: Reading and Responding
Constructed-Response Scoring Rubric

35. Identify two stories the family remembers as they look at the different buttons. Use information from the passage to support your answer.

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| 2     | Student response is complete. It  
       |   • identifies two stories the family remembers as they look at the different buttons AND  
       |   • uses information from the passage as support. |
| 1     | Student response is partial. It either  
       |   • identifies one story the family remembers as they look at the different buttons AND uses information from the passage as support OR  
       |   • identifies two stories the family remembers using limited information from the passage as support OR  
       |   • demonstrates a limited awareness and/or may contain errors. |
| 0     | Student response is incorrect, irrelevant, or too brief to evaluate. |
| Blank | Student fails to respond. |

Sample Top Score Response:

Stories the family remembers as they look through the button box:

- Grandpa wore a coat with square leather buttons when he and Nana were courting and when they went ice-skating.
- Mom wore a sailor suit on her first trip to the ocean when she was ten years old.
- Zach wore an infant suit when Mom brought him home from the hospital.
- Zach wore a tiger costume one Halloween. Later, Grandpa gave the costume away.
Session 2: Using Information Resources
Multiple-Choice Answer Sheet

Name: ____________________________________________

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. __CR________
7. __CR________

ELA Grade 4  Page 60
Session 3: Reading and Responding
Multiple-Choice Answer Sheet

Name: ________________________________

8. ____________  22. ____________
9. ____________  23. ____________
10. ____________  24. ____________
11. ____________  25. ____________
12. _______  26. _______
13. _______  27. _______
14. ____________  28. ____________
15. ____________  29. ____________
16. ____________  30. ____________
17. ____________  31. ____________
18. ____________  32. ____________
19. ____________  33. ____________
20. _______  34. _______
21. _______  35. _______
Name: __________________________________________

36. ____________  40. ____________
37. ____________  41. ____________
38. ____________  42. ____________
39. ____________  43. ____________
Session 2: Using Information Resources
Multiple-Choice Answer Key

Name: ________________________________

1.  D
2.  D
3.  B
4.  C
5.  A
6.  CR
7.  CR
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Session 4: Proofreading
Multiple-Choice Answer Key

Name: _____________________________________________

36. A __________ 40. C __________
37. A __________ 41. B __________
38. C __________ 42. D __________
39. B __________ 43. C __________