

ELA Literature Enduring Skills—Grade 4

Enduring Skill 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Note- How to read the assessment item descriptor:

ES 1, Demonstrator 1, RL 4.1

Example:

ES (enduring skill) 1,

Demonstrator (Statements that describe success with each standard) 1,

RL. 4.1(Reading Literature. Grade 4. Grade specific standard 1)

RI. 4.1(Reading Informational. Grade 4. Grade specific standard 1)

RF.4.1 (Reading Foundational. Grade 4. Grade specific standard 1)

Demonstrators

1. Identify key details and examples
2. Draw inferences
3. Explain and understand what the text says
4. Cite specific examples and details to support inferences
5. Explain the difference between explicit and inferred information

Assessment Items

A Duck out of Water

(1)The card arrived in the mail on Monday: *Come to Melissa's 10th birthday party!* Jenny was excited to receive the card. She didn't know Melissa too well. She was glad to think that Melissa wanted to be friends.

(2)Jenny tucked the card into her book bag. She showed it to her mother after dinner. "It's a swimming party, Jen," her mother said. How could she not have noticed? She grabbed it off the board and read each word aloud. She stopped when she read where it would be: the Elm Street pool.

(3)Jenny didn't even own a bathing suit. She liked skating. She played baseball. She was very good at checkers. But swimming was for ducks, and she wanted no part of it. "This might be a good time to learn to swim," her mother said. "I can take you to the pool every day after school. Really, you might even like it."

(4)Even the idea of swimming scared her. And right then, in her own kitchen, Jenny felt like she was drowning.

The following sources were used to create this document:

<http://www.readworks.org/passages/duck-out-water>

1. ES 1, Demonstrator 1, RL 4.1

Give at least 2 examples from the text to show how Jenny feels about swimming.

Correct Answer: Students answer will vary.

2. ES 1, Demonstrator 2, RL 4.1

How does Jenny feel about the party being at a pool?

- a. Jenny is very excited to show off her swimming skills. She can't believe her luck.
- b. Jenny is embarrassed about how she looks in a bathing suit.
- c. Jenny does not like to swim and is scared of the water.
- d. Jenny didn't think that Melissa could swim and is very surprised she would want to have her party at a pool.

Correct Answer: C

3. ES 1, Demonstrator 3, RL 4.1

What is the passage about?

- a. the awkward way that ducks walk on land
- b. someone that feels out of place
- c. the lack of water in some duck habitats
- d. a girl that is learning to swim

Correct Answer: B

4. ES 1, Demonstrator 4, RL 4.1

From the passage we can infer that Jenny's mother is encouraging. Which of the following examples does NOT demonstrate this?

- a. "This might be a good time to learn to swim," her mother said.
- b. "I can take you to the pool every day after school."
- c. "Really, you might even like it."
- d. "It's a swimming party, Jen," her mother said.

Correct Answer: D

5. ES 1, Demonstrator 5, RL 4.1

Explain the difference between explicit and inferred information.

Correct Answer: Student answers will vary.

Jump! Jump! Jump!

W.M. Akers

“You’re doing it all wrong,” said Ryan.

“You’re nuts!” shouted Tom. “I’m the best jumper there ever was!”

“Then how come you can’t touch the doorframe?”

“It’s hard, okay?”

Tom stood on the concrete, rubbing his shoulder and looking straight up. The doorway to the lunchroom was ten feet high, at least. Nobody his age could jump high enough to touch it. Older kids tried every day. Nobody even came close. But Ryan had dared Tom that he couldn’t do it, and so Tom had to try.

He muttered under his breath: “I’m the best jumper there ever was.”

It had started the year before at recess. A Frisbee was stuck in a tree. Nobody could jump high enough to get it. Nobody could climb the tree to get it. Nobody could throw anything that would knock it down. And so Tom had stood way back from the tree. He got a running start. And when he was going as fast as he could run, he leapt. It was like he was in the air forever, and then he felt the Frisbee in his hand. From that day on, when there was a problem that could be solved by jumping, they called Tom.

Everybody loved their jumping champion, except for Ryan. Before Tom had come along, Ryan had been the best jumper in the class. He could jump over hurdles. He could jump down the stairs. He could jump all sorts of places—but never quite as high as Tom. Ever since the day Tom had rescued the Frisbee, Ryan had been out for revenge. Now he was going to get it.

“Come on,” he taunted. “You can’t jump just a little bit higher? I thought you were *the best jumper there ever was!*”

Tom gritted his teeth. He tensed his legs. He threw his body up into the air. And he still fell short by at least two feet. He didn’t want to say it was impossible, but...

“It’s impossible,” he said.

“Ha! I knew it.”

“Unless we work together.”

“Excuse me?”

“Neither of us can jump high enough to touch it alone, but if we work together...” Tom explained his plan.

A few minutes later, Tom knelt on the ground. He laced his fingers together and held Ryan’s foot in his hands.

“One...two...three!” shouted Tom. On three, Ryan put all his weight on Tom’s hands, and Tom threw him up into the air. Ryan’s hand smashed into the doorframe, and he fell down laughing.

“We did it!” he said.

“Now it’s my turn!” said Tom.

Together, they were the best jumpers there ever were.

The following sources were used to create this document:

<http://www.readworks.org/passages/jump-jump-jump>

1. ES 1, Demonstrator 1, RL 4.1

Tom is the best jumper in his class. What evidence from the story supports this?

- a. Tom is the only person who is able to jump high enough to get the Frisbee out of the tree.
- b. Tom grits his teeth and tenses his legs before jumping toward the top of the lunchroom doorway.
- c. Tom falls at least two feet short of the lunchroom doorway when he tries jumping up to touch it.
- d. Tom kneels to the ground, laces his fingers together, and holds Ryan’s foot in his hands.

Correct Answer: A

2. ES 1, Demonstrator 2, RL 4.1

Why might Ryan be “out for revenge?”

- a. Ryan doesn’t believe that Tom is a better jumper than he is.

- b. Ryan is angry that Tom has taken his place as the best jumper in the class.
- c. Ryan is upset that Tom is taller and more popular than he is.
- d. Ryan wanted to rescue the Frisbee, but Tom got to it before he did.

Correct Answer: B

3. ES 1, Demonstrator 3, RL 4.1

What problem does Tom have in this story?

- a. He cannot get a Frisbee to fly smoothly through the air when he throws it.
- b. He cannot climb a tree to get a Frisbee that is stuck in it.
- c. He cannot jump over as many hurdles as Ryan can.
- d. He cannot jump high enough to reach the top of the doorway.

Correct Answer: D

4. ES 1, Demonstrator 4, RL 4.1

We can infer that Ryan is jealous of Tom. Cite information from the text to support this inference.

Correct Answer: Student answers will vary.

5. ES 1, Demonstrator 5, RL 4.1

Explain the difference between explicit and inferred information.

Correct Answer: Student answers will vary.

ELA Literature Enduring Skills—Grade 4

Enduring Skill 2: Determine central idea or theme of a text and analyze their development; summarize the key supporting details and ideas.

RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Demonstrators

1. Determine the theme or main idea of the text
2. Support identification of the theme by giving details from the text
3. Summarize the text

Assessment Items

The Grasshopper and the Ant

(1)The leaf was heavy. Ant struggled to carry it toward his family's home. From behind him, he heard someone laugh. It was Grasshopper.

(2)"It's a beautiful summer day," said Grasshopper. "Why don't you put your work down and play. There will be time later to gather food."

(3)"It is a beautiful day," replied Ant. "But if I don't work on warm days, my family will not eat on cold days."

(4)So it went, day after day, week after week. Every time Grasshopper saw Ant, he laughed. "Work, work, work! There's more to life than work."

(5)Summer came to an end. The nights became cool. Ant kept busy. He wanted to gather as much food as he could before the coming winter. Grasshopper, too, felt the chill of autumn. He began to look around for things to gather. There was not much left. And time was running out.

(6)Finally, the snows came. Ant huddled with his family in the warmth of their hill. They ate leaves until they were full. They played games. At night, they slept well. Grasshopper, meanwhile, grew hungry and weak.

The following sources were used to create this document:

<http://www.readworks.org/passages/grasshopper-and-ant>

1. ES 2, Demonstrator 1, RL 4.2

The theme of the story:

- a. Work should be valued.
- b. It is important to have fun.
- c. Teasing others is wrong.
- d. It is important to plan.

Correct Answer: D

2. ES 2, Demonstrator 2, RL4.2

The following supports the theme:

- a. Both the grasshopper and the ant noticed winter was coming.
- b. The ant was tired of working.
- c. The ant played in the summertime.
- d. The grasshopper was hungry in the winter.

Correct Answer: D

3. ES 2, Demonstrator 3, RL4.2

Summarize the text in a few sentences.

Correct Answer: Student answers will vary.

The Shortcut

(1)“Follow me. I know a shortcut,” Danny said.

(2)Carl held back. “I don’t think that’s a good idea,” he said. He was used to his brother looking for easy ways to do things. Danny slept on the floor so he didn’t have to make his bed. And now he had found a shortcut from the store to their grandmother’s house.

(3)They were visiting for the Thanksgiving weekend. The block around her house was familiar. It was just four blocks from the store, with a turn on one corner. Between the store and the house was a junkyard. It was a dirty place with old cars and sofas piled in **heaps**¹. There was a fence around it. But nobody seemed to own it or to care about it.

(4)“Come on!” Danny said. “Don’t be chicken!” Carl hated it when he called him a chicken. But he felt he had to keep an eye on his brother.

It's what he had been doing his whole life, even though Danny was a year older.

(5) They pushed aside a broken part of the fence and walked through the mud. Danny hopped onto the springs of a **discarded**² bed. His foot got stuck. He had to take off his shoe to free it. Then he saw something interesting on the ground. It looked like a silver dollar, but it turned out to be just a bottle cap. Danny tossed a flat football to Carl. He filled his pockets with all sorts of finds. A piece of blue glass. A soggy picture of a dog. Four pennies. While Danny studied the ground, Carl was looking at the sky. "It's getting late," he said. Finally, they reached the other side. There, the fence was strong and high. There was no way to climb over it. So, they had to run—fast—back to where they'd started.

1 **heap**: a collection of things on top of one another

2 **discarded**: something that was thrown away

The following sources were used to create this document:

<http://www.readworks.org/passages/shortcut>

1. ES 2, Demonstrator 1, RL 4.2

The theme of this passage:

- a. Watch out for danger.
- b. It is important to be kind to your brother.
- c. The value of things.
- d. Taking a shortcut can be an adventure.

Correct Answer: D

2. ES 2, Demonstrator 2, RL 4.2

The following does NOT support the theme:

- a. Danny wanted to take a shortcut.
- b. The shortcut lead to a junk yard.
- c. There was no way out of the junkyard.
- d. Danny saw a bottle cap on the ground.

Correct Answer: D

3. ES 2, Demonstrator 3, RL 4.2

Summarize the text in a few sentences.

Correct Answer: Student answer will vary.

ELA Literature Enduring Skills – Grade 4

Enduring Skill 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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 character’s thoughts, words, or actions)

Demonstrators

1. Identify and describe a character
2. Identify and describe the setting in which the story or an event takes place
3. Describe or sequence an event in a story
4. Describe or sequence an event in a play/drama
5. Provide specific details when describing a character, setting, or event in a story

Assessment Items

A New Home

(1)Patience looked around; on every side of the trail were trees. They were so tall they blocked out the light. When she looked up she could see only a few bits of blue. Ahead, branches almost blocked the trail. The trail was nothing more than a narrow path. The ground was hard and rough. She stubbed her toe on a rock poking out from the dirt. The ground here seemed full of stones and rocks.

(2)Her long skirt did not make it easy to move. She walked behind her sister. Her father led the way. Her mother carried the baby. Her brother pushed a cart carrying their belongings. They had to stop often to unload the cart. Then they would carry the things they had unloaded up a hill. Or they would lift them over a fallen tree. Then her father and brother would lift the cart over the **obstacle** and push it ahead. Then, one by one, they would reload the cart. The things they carried were few. There were some pots, quilts, a few spoons, cloth, a bag of seeds, and some tools.

(3)They had left the coast several weeks before. There, the land had been cleared. Open fields stretched down to the sea. Flowers in gardens tipped their faces to the sky. People lived in snug houses, but that comfort was left behind when they entered the dark woods.

(4)Patience couldn't wait to get to the end of the trail. It would be home. She knew several other families had gone on ahead. They were clearing the land and bringing light to the center of the forest. Patience knew it would be a very small patch of open land. It could take forever to clear this stony land. She hoped there would be time.

Document source- www.readworks.org

1. ES 3, Demonstrator 1, RL 4.3

Who is the main character in this passage?

- A. Mother
- B. Father
- C. Patience
- D. Brother

Answer: C

2. ES 3, Demonstrator 2, RL 4.3

Describe the setting of the story, using specific details.

Answers may vary.

3. ES 3, Demonstrator 3, RL 4.3

What would the family have to do when they came to an obstacle like a hill or a fallen tree?

Answers may vary.

4. ES 3, Demonstrator 4, RL 4.3

Describe the coast area where Patience's family had lived before.

Answers may vary.

5. ES 3, Demonstrator 5, RL 4.3

What type of feelings did Patience show about the new place her family was moving?

- A. She was excited
- B. She was nervous
- C. She was mad
- D. She was guilty

Answer: B

A Very Special Place

(1)When Lily needed a place to think, she headed to the old house. It was built back in the 1600s. A guard stood outside the iron fence that separated the wooden house from the apartment buildings around it. He always smiled at Lily when she visited the house. It was a special place to him, and he knew that it was special to her, too.

(2)To the side of the house, there was a huge tree--an oak. People said that the man who built the house had planted it when he arrived in America from Holland. So, the tree was about 400 years old. Or not. (Some people said even an oak wouldn't last that long.) Lily didn't care. Its highest branches danced below a third-story window of the apartment next door. The tree cast a lot of shade. It always took her eyes a few minutes to adjust. Even on hot July city days, the space under the tree was cool.

(3)Lily often brought a book with her. And a flashlight. There, she could read and imagine anything. She could pretend that the ants walking up the bark of the tree were knights marching off to battle. When a breeze blew the branches, she could peek up at the sky. Then she pretended that she was in outer space and that the blue was Earth. Once, a squirrel came right up to her and sat on her backpack. She found a potato chip bag in a pocket and opened it. Then she passed a chip to the squirrel. She thought it would run away. But the squirrel stayed there, holding the chip in his tiny hands, and ate it.

1. ES 3, Demonstrator 1, RL 4.3

What word best describes the character Lily?

- A. Spoiled
- B. Imaginative
- C. Boring
- D. Uptight

Answer: B

2. ES 3, Demonstrator 2, RL 4.3

Describe the setting that Lily refers to as her “special place”.

Answers may vary.

3. ES 3, Demonstrator 3, RL 4.3

Describe the exchange that Lily has with the guard when she goes to the old house.

Answers may vary.

4. ES 3, Demonstrator 4, RL 4.3

Which description best describes the tree that Lily sat under?

- A. Small and unsteady
- B. Rotten and ready to fall down
- C. Old, tall, and strong
- D. Provides little to no shade

Answer: C

5. ES 3, Demonstrator 5, RL 4.3

What did Lily think of the place that she went to think and read?

- A. She was frightened of it.
- B. She thought the sun was too bright in the area.
- C. She thought it was punishment to go there.
- D. She felt free to read and imagine there.

Answer: D

ELA Literature Enduring Skills – Grade 4

Enduring Skill 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.4.4: Determine meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)

Demonstrators

1. Use context clues to help determine the meaning of unknown words or phrases in text
2. Use definitions, examples, or restatements to help figure out the meaning of unknown words or phrases in text
3. Use strategies such as: using a glossary, footnote, or digital media, to determine the meaning of an unknown word or phrase

4. Identify major mythological characters and their traits

Assessment Items

1. ES 4, Demonstrator 1, RL 4.4

Joanne's mother came up to the school to get the cell phone the teacher had **confiscated**. What is the meaning of the highlighted word?

- A. Delivered
- B. Taken away
- C. Fixed
- D. Kept

Answer: B

2. ES 4, Demonstrator 2, RL 4.4

Unlike her older brother Jerome, who stayed out all hours of the night, Kate **obediently** followed the curfew her parents set. What words or phrases helped you to determine the meaning of the word obediently?

Possible answer: unlike her older brother and followed

3. ES 4, Demonstrator 3, RL 4.4

John was so hungry that he **consumed** the cranberry muffin and went back for a donut.

1. to destroy or expend by use; use up.
2. to eat or drink up; devour.
3. to destroy, as by decomposition or burning:
4. to spend (money, time, etc.) wastefully

Which definition meaning for **consumed** is used in the sentence above?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

Answer: B

Ancient Greece Greek Mythology

(1)Have you ever wondered why ancient people created myths? Perhaps it is because they had so many questions about the world. They might have wondered why the sun rose. Or maybe they wondered why lightning and thunder happen.

(2)Ancient people didn't always have scientific **explanations**¹ for these things. Many of them told stories known as myths. These myths explained how things happened.

(3)Many ancient people had myths that explained how the world began. These are known as **creation**² myths. Creation myths are very important myths in a culture's mythology.

(4)One important ancient Greek creation myth is told in a poem called *Theogony*. The poem tells how the world began. First there was Chaos. Chaos means complete **disorder**³. Out of Chaos came the mother of much creation, Gaia. She gave birth to Uranus, the king of the sky. He became the father of many important Greek gods.

Document source- www.readworks.org

4. ES 4, Demonstrator 4, RL 4.4

The passage "Greek Mythology" is mostly about

- which ancient cultures were real, and which were just myths.
- which Greek gods were the most powerful and important.
- why people created myths, and the ancient Greek creation myth.
- how scientists today are learning from ancient myths.

Answer: C

Free Speech at School

(1)Can students say anything they want at school? **Freedom of expression** is the important right to express your opinions, religion, or beliefs without fear of punishment. A **right** is a power or privilege someone is fairly entitled to. The First Amendment of the U.S. Constitution protects people's right to freedom of expression. Yet students' freedom of expression is limited when they are on school **property**. When students are on land owned by a school, they do not have the right to say anything they want. Do you think this is **just**, or is it unfair? Several students from Iowa thought the **restriction** of their speech was unjust, and took on the Herculean effort of challenging their school's rules in order to express their beliefs.

(2) In 1969, John Tinker, his sister Mary Beth Tinker, and their friend Christopher Eckhart decided to wear black armbands to high school in Des Moines, Iowa. The armbands represented their **disapproval** of the Vietnam War. They did not agree with the U.S. fighting in Vietnam. The school suspended them for wearing the armbands, fearing that wearing the armbands could disrupt the school environment. Some people thought the students should **retreat**, but instead, they fought back. John Tinker took the case to the **Supreme Court**, the highest court in the United States of America.

(3) The court ruled in **favor** of the students. The judges said that the students were **passive**, not troublemaking. The school administration can only restrict student expression if it significantly **disrupts** the operation of the school.

1. ES 4, Demonstrator 1, RL 4.4

Yet students' freedom of expression is limited when they are on school **property**. When students are on land owned by a school, they do not have the right to say anything they want. Use context clues to determine the meaning of the word **property**.

2. ES 4, Demonstrator 2, RL 4.4

The armbands represented their **disapproval** of the Vietnam War. They did not agree with the U.S. fighting in Vietnam. Which words or phrases helped you to determine the meaning of disapproval?

- A. The armbands
- B. The Vietnam War
- C. They did not agree
- D. U.S. fighting in Vietnam

Answer: C

3. ES 4, Demonstrator 3, RL 4.4

Some people thought the students should **retreat**, but instead, they fought back.

Retreat

- 1. The act or process from moving away from something of danger.
- 2. A quiet place to go to get away from others.
- 3. To stop or give up on something.

Which definition matches the way the word **retreat** is used in the sentence above?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. No definition given

Answer: C

4. ES 4, Demonstrator 4, RL 4.4

Several students from Iowa thought the **restriction** of their speech was unjust, and took on the Herculean effort of challenging their school's rules in order to express their beliefs. Why did the author use the phrase Herculean effort in this sentence?

- A. To explain that it was a huge undertaking.
- B. To show that the students had to be physically strong.
- C. To show that the students were weak.
- D. To explain that the effort was not worth taking on.

Answer: A

ELA Literature Enduring Skills – Grade 4

Enduring Skill 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Demonstrators

1. Define a poem and identify the elements of a poem.
2. Define prose and the elements of prose.
3. Define drama and the elements of drama.

4. Explain the difference between these texts by using compare and contrast.

Assessment Items

A Bird Came Down the Walk

By Emily Dickinson

A bird came down the walk:
He did not know I saw;
He bit an angle worm in halves
And ate the fellow, raw.

And then he drank a dew 5
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
That hurried all abroad, 10
They looked like frightened beads, I thought;
He stirred his velvet head

Like one in danger; cautious,
I offered him a crumb,
And he unrolled his feathers 15
And rowed him softer home

Than oars divide the ocean,
Too silver for a seam,
Or butterflies, off banks of noon,
Leap, splashless, as they swim. 20

Passage taken from www.readworks.org

1. ES 5, Demonstrator 1, Standard RL 4.5

Which of the following is not a characteristic found in this poem?

- A. Dialogue
- B. Stanzas
- C. Rhyme
- D. Rhythm

Answer: Dialogue

2. ES 5, Demonstrator 4, Standard RL 4.5

How is this poem different than prose? Give three examples.

Answers may vary.

The Race

CAST OF CHARACTERS

Luis

Anna

Scene One

The curtain opens to show a bike path with trees, shrubs, wildflowers, and a park bench. A teenage boy and girl enter from stage right. They are both wearing T-shirts athletic shorts, and running shoes. They are breathing as if they have just stopped running.

LUIS: That was a good run! You've really improved.

ANNA: *(laughs)* You're just saying that because you're my kind big brother.

LUIS: When have I ever said anything to you just to be nice?

ANNA: *(laughs again)* That's true. *(She sits down on the bench and begins to untie the laces of one of her shoes.)* But still, I'm really worried about the race.

LUIS: What for? The race is only three miles long. You run farther than that all the time. And anyway, your goal is to finish, not to win.

ANNA: (*She pulls off her shoes and pulls a stone out of it.*) For one thing, Mom and Dad will be there. For another thing, anything could happen. (*She holds up the stone.*) I could get another stone like this in my shoe! I could trip and fall and break my leg!

LUIS: You could trip and fall and break your leg crossing the street, too. Why worry about everything that could go wrong?

ANNA: (*sighs*) Why are you always right?

Passage taken from Kentucky ELA Grade 4 Crosswalk Coach

1. ES 5, Demonstrator 3, Standard RL 4.5

The setting of this scene is MOST LIKELY

- A. in a big city park or the country.
- B. in a gym.
- C. at Luis and Anna's house.
- D. at the beach near a lake or the ocean.

2. ES 5, Demonstrator 3, Standard RL 4.5

Which of the following is a line of stage directions?

- A. You're just saying that because you're my kind big brother.
- B. *She sits down on the bench and begins to untie the laces of one of her shoes.*
- C. The race is only three miles long.
- D. I could get another stone like this shoe in my shoe!

3. ES 5, Demonstrator 4, Standard (RL 4.5)

Compare and contrast the differences between poems, prose, and drama. Be sure to use specific details.

ELA Literature Enduring Skills – Grade 4

Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Demonstrators

- 1.** Know that when telling a story from the first person, the writer will use the terms *I* or *we*.
- 2.** Know that when telling a story from the third person, the writer will use the terms *he*, *she*, *it*, or *they*.
- 3.** Compare and contrast the point of view in different stories.

Assessment Items

Cutting Wood

“Good day to make a fire,” Grandpa said, looking out the window at the gray winter sky. “I’ll need to cut some wood.”

“Can I help?” I asked.

“Sure, Calvin,” he said. “You’re old enough now to handle a saw.”

We grabbed out coats and walked to the garage. I felt excited when he handed me a saw and a pair of gloves. I had wanted to learn how to use a saw for some time. We walked to the woodpile outside. Grandpa placed a log on an old stump, which he used as a sort of worktable. He moved the saw back and forth across the log. Soon, the sawed half dropped to the ground.

“Now you try,” he said, placing another log on the stump and handing me the saw. I pressed the blade on the log and tried to push the saw. The blade jerked and jammed in the wood.

“I can’t do it,” I said, feeling my excitement turn to disappointment.

“You’re trying too hard,” Grandpa said. “Let the tool do the work.”

I relaxed my grip on the handle, and sure enough, the saw moved easily through the wood. When the log fell in half, I felt proud. “I did it!” I said.

Passage take from Kentucky ELA Grade 4 Crosswalk Coach

1. ES 6, Demonstrator 1, Standard RL 4.6

Which point of view is used in “Cutting Wood”?

- A. first-person
- B. second-person
- C. third-person limited
- D. third-person omniscient

Answer: first-person

2. ES 6, Demonstrator 3, Standard RL 4.6

Compare and contrast the first- person and third-person point of view.

The Audition

Anita woke up with a start. Today was her audition for the Youth Symphony Orchestra. She bounced out of bed and ran to take a shower.

At breakfast, her mother asked, “Are you ready?”

Anita didn't answer as she sat down. She didn't feel hungry, but her teacher, Mr. Jackson, told her it was important to eat today. As Anita ate, she thought about her mother's question.

Her clothes were ready. The Symphony's Web site said to wear nice clothes that were comfortable to perform in. Anita had chosen the blue dress she had gotten for her sixteenth birthday last year.

Her music was ready. She had chosen four pieces by her favorite composer, Chopin. The Web site said that people auditioning didn't have to memorize their music, but Anita knew all of her music by heart.

Her mind was ready. The audition would last from five to eight minutes. "Don't think about the time," Mr. Jackson had told her. "Just think about the music. Let it flow through you. That's what Chopin would have done."

Anita had applied to the Youth Orchestra online last month. Before she sent her application, she had asked Mr. Jackson, "Do you really think I'm good enough?"

He had given her a big smile. "Anita Hernandez, you're the hardest-working student I have. You have enormous musical talent. You're going to be absolutely great!"

Thinking back on that now, Anita grinned and looked up at her mother. "Yes, Mama. I'm ready."

1. ES 6, Demonstrator 2, Standard RL 4.6

Who is the narrator of "The Audition"?

- A. Anita
- B. Anita's mother
- C. Mr. Jackson
- D. Someone outside of the story

Answer: D

2. ES 6, Demonstrator 3, Standard RL 4.6

Compare and contrast first-person and third-person point of view.

ELA Literature Enduring Skills – Grade 4

Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Demonstrators

1. Read and understand the main ideas of the story/drama.
2. Compare the text of a story/drama with a visual or oral presentation, and find where it reflects specific details in a text.

Assessment Items

Uncle Bob's Tool Shed

Story By: Andrew Frinkle

(1) Uncle Bob was a pretty handy guy. Peter, his nephew, loved to go look at all the tools he had hanging on pegs and sitting in drawers or on shelves in his shed. If anything broke, Uncle Bob could fix it. If you were working on something and needed a rare tool, he'd have it. Peter was over visiting for a family cookout, when he asked his uncle for a tour. Peter wasn't too handy himself, but he did like to help dad when he worked on the house, the car, or the lawnmower. It was nice to know the names of tools and their uses.

(2) The shed had that musty smell that was a combination of dust, motor oil, and sweat. It wasn't a bad smell, but it certainly smelled like hard work to Peter. It made him want to sit down, sip a cola, and relax, as if he'd just worked all day with dad out in the hot sun and the job was done. The shed wasn't large, perhaps 10 by 10 feet, but it housed mostly just the hand tools. The big saws and other tools were in the garage, taking up one of the parking spaces.

(3) Uncle Bob grinned as he pulled the pull chain on the only light in the shed. The swinging bulb was 100 watts, so it was enough to illuminate the shed, and you could find whatever you needed. It wasn't fancy, though. On the left were the yard tools, like pick axes, rakes, and shovels, and also the saws. There were coping saws, keyhole saws, crosscut saws, hands saws, bow saws, and all kinds of saws for cutting different things. Next to them were the shears and cutters, like tin snips and bolt cutters. There were some long-handled loppers, too.

(4) At the back wall, the hex wrenches hung in ascending order of sizes. There were two sets. One was metric and the other was SAE (non-metric), which they used most of the time. Sockets, breaker bars, ratchets, and other tools were hung carefully beneath them. It was all very orderly. The wrenches, vise-grips, channel-locks, and other pliers were nearby.

(5) On the right were the hammers. There were claw hammers, ball peen hammers, and sledge hammers. There was a different hammer for every job. One even had a hatchet head on it. The hammers were located next to the rainbow of screwdrivers of all sorts and sizes. Peter grinned when he remembered learning that there were more than two kinds of screwdrivers. He'd always thought there were just the flat or slotted ones and then the plus or Phillips style screws. Then he learned about star, hex, torx, square, and even triangular head screws. There sure were a lot of kinds of screws!

(6) Hanging from a shelf was a strange collection of screw-on lid coffee jars. The labels had been peeled off, so you could see what was inside. The lids were glued and screwed to the underside of the shelf, so you just unscrewed the jar part to get out the bolts, screws, and random odds-and-ends that each of the twenty or thirty jars held. It was a smart way to reuse old jars.

(7)The rest of the shed had a series of shelves and drawer units, each one filled with specialty tools for working on cars, brakes, electrical, plumbing, and just about anything else. All of it made Peter want to work on something or fix something. He wanted to be handy and useful, just like his uncle, and his father to a lesser extent.

(8)Someday, when he grew up, he'd have an even better tool shed, he decided. Until then, he'd have to work hard, listen, and learn how to use these things.

The following sources were used to create this document:

<http://www.havefunteaching.com/worksheets/reading-worksheets/reading-comprehension-worksheets/fourth-grade-reading-comprehension-worksheets/fourth-grade-reading-comprehension-worksheet-uncle-bobs-tool-shed/>

1. ES 7, Demonstrator 1, RL 4.7

What is the main idea of this story?

- a. Peter doesn't know how to use any tools.
- b. Uncle Bob doesn't want to teach his nephew how to use the tools.
- c. Peter wants to learn how to use the tools.
- d. Peter's dad will not let him in the tool shed.

Correct Answer: C

2. ES 7, Demonstrator 2, RL 4.7

How are the illustrations of the tools significant to the text of the story?

- a. The illustrations do not relate to the text of the story.
- b. The illustrations show which tools Peter finds in his Uncle's tool shed.
- c. The illustrations show what tools Peter's Uncle is missing.
- d. The illustrations show which tools Peter is not allowed to use.

Correct Answer: B

ELA Literature Enduring Skills – Grade 4

Enduring Skill 8: (Not Applicable to Literature)

ELA Literature Enduring Skills – Grade 4

Enduring Skill 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.4.9: Compare and contrast the treatment of similar themes and topics (i.e. good vs. evil) and patterns of events in stories, myths, and traditional literature from different cultures.

Demonstrators

1. Identify themes and topics.
2. Sequence events and find patterns.
3. Understand the structure of stories, myths, and stories from other cultures.

Assessment Items

Mother Earth's Son

(1) Long ago, when Mother Earth lived by herself, far from her sisters and brothers, the stars, she was lonely. She was so lonely, she decided to make a family for herself. So she fell asleep under a blanket of ice, and when she woke up, she was the mother of a beautiful baby boy.

(2) Now, like all little babies, the little boy was at first easy to handle. He slept a lot and ate very little, and Mother Earth carried him about on her back in a sling woven of grass and reeds.

(3) When the baby was tired, she sang to him. "Oh little son of mine, little baby, the stars who are your uncles and aunts look down and send sweet dreams. Dreams like sugar cane, like the bees' honey." And he would fall asleep without a bit of trouble.

(4) But as the boy grew older and began to walk and then to run, he would sometimes get into trouble. He would fling things around and splash in puddles. He would take water into his mouth and spit it all over the place. Then he would laugh and laugh, thinking this mischief was very funny.

(5) His mother scolded him in all the languages of the earth. She would say "Little son, kleine mann, toto, mi nino, what are you doing? Do not treat your mother this way." Like all children, for the most part he was sorry, and tried hard to be good. But every once in a while, the mischief in his head got into his hands and feet and mouth, and then he made a mess. Everywhere.

(6) Today we know this boy by one of his mother's pet names. Have you figured out yet what it is?

The following sources were used to create this document:

http://teacher.scholastic.com/writewit/mff/myths_mymyth.htm

1. ES 9, Demonstrator 1, RL 4.9

What is the topic of this myth?

Correct Answer: Students answer will vary.

2. ES 9, Demonstrator 2, RL 4.9

Put the following events in order by when they happened in the myth. Write the letters in order on the line below.

- a.** When the baby was tired, she sang to him.
- b.** She fell asleep under a blanket of ice.
- c.** His mother scolded him in all languages of the Earth.
- d.** She was lonely.

Correct Answer: D, B, A, C

3. ES 9, Demonstrator 3, RL 4.9

How is a myth different from a story?

Correct Answer: Students answer will vary.

ELA Literature Enduring Skills – Grade 4

Enduring Skill 10: Read and comprehend complex literary and informational texts independently and proficiently.

RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

***** Assessments were not gathered for standard**

RL.4.10. The teacher must determine the appropriate tools necessary to assess this standard.

ELA Informational Enduring Skills—Grade 4

Enduring Skill 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence

when writing or speaking to support conclusions drawn from the text.

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

Demonstrators

1. Identify key details and examples
2. Draw inferences
3. Explain what the text says
4. Understand the text
5. specific examples and details to support inferences

Assessment Items

The Blob and the Leafy Seadragon

(1)The blobfish is a strange fish that lives in the deep waters off of Australia. Because it lives so far down, people almost never see it. In only the past few years have people been exploring the deepest depths of the oceans.

(2)Blobfish live where the water pressure is very high. Other fish can't swim there because their bladders, which help them float, are filled with air and do not work well under such pressure. The blobfish's body is like jelly. It weighs a little less than water. This lets the fish float above the sea floor without swimming. The blobfish doesn't have much muscle. It doesn't need it because it just waits for its food to float by in front of its face. Its face has an odd look of sadness.

(3)Another strange fish found in the cold waters off the coasts of Australia is the leafy seadragon. The body of this fish looks like a piece of seaweed floating in the water. It is green, orange, and yellow and is covered with leaf-like fins. Unlike many other animals, it is the male that carries the eggs and hatches the young. These fish have no teeth or stomachs. They eat only tiny shrimp.

(4)The deepest oceans are full of mysterious creatures. Most likely, more amazing creatures will be discovered!

1. ES 1, Demonstrator 1, RI 4.1

Why have people rarely seen the blobfish?

- A. The blobfish lives deep, near the bottom of the sea.
- B. The blobfish has an ugly face that scares everyone away.
- C. The blobfish is hard to see because it looks so odd.
- D. The blobfish hides under the sea at the bottom of the ocean.

Answer: A

2. ES 1, Demonstrator 2, RI 4.1

The blobfish can live all right without much muscle because

- A. It looks sad.
- B. It must swim.
- C. It eats jelly.
- D. It just floats.

Answer: D

3. ES 1, Demonstrator 3, RI 4.1

According to the selection, other fish *cannot* live where the blobfish lives because

- A. There is no food for the other fish to eat down there.
- B. The blobfish fights the other fish that it meets.
- C. There is too much pressure for the other fish to swim.
- D. The other fish have to breathe air to live.

Answer: C

4. ES 1, Demonstrator 4, RI 4.1

What is a likely reason that the leafy seadragon eats only tiny shrimp?

- A. Shrimp are found in the green seaweed where it lives.
- B. It lacks any teeth to catch or chew up larger animals.
- C. Shrimp are the only food it can get in the cold water.
- D. It has leaf-like fins to attract the animals that it hunts.

Answer: B

5. ES 1, Demonstrator 5, RI 4.1

You can infer that the blobfish doesn't need to swim fast to catch its prey. What detail from the passage supports this inference?

ELA Informational Enduring Skills—Grade 4

Enduring Skill 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.4.2: Determine the main idea and explain how it is supported by key details; summarize the text.

Demonstrators

1. Identify the main idea of the text
2. Determine which details are key to the text
3. Explain how the main idea is supported by details
4. Know how to summarize text
5. Use key details and the main idea to summarize

Assessment Items

The Big Apple

(1)It's been called the Big Apple and America's greatest city. By any name, New York City is big. Located on the Atlantic coast, New York City covers over three hundred square miles and is home to more than eight million people. More people live in New York City than in any other city in the United States.

(2)The Big Apple has some of the world's tallest buildings, biggest bridges, and longest tunnels. More than 150 New York City skyscrapers reach more than five hundred feet into the air. A football field is only three hundred feet long. At 4,260 feet, the center span of New York's Verrazano-Narrows Bridge is almost a mile long. That makes it the longest in North America and the second longest in the world. New York City also has four giant underwater tunnels for highways.

(3)To keep all these people happy, the Big Apple has one of the biggest city parks in the world. Central Park is 843 acres. It is an amazing place to spend time. It has its own zoo, its own castle, and its own lake. Visitors can walk, run, bike, ride horseback, roller-skate, ice-skate, and more.

(4)In case you are wondering, all those New Yorkers also produce a large amount of residential garbage, about eleven thousand tons a day!

1. ES 2, Demonstrator 1, RI 4.2

What is the main idea of the selection?

- A. New York City is as large as some states.
- B. Some of the world's largest buildings are in New York City.
- C. New York City is large in every way.
- D. New York City is an interesting place to visit.

Answer: D

2. ES 2, Demonstrator 2, RI 4.2

According to the text, why would someone think that New York is an interesting place? Use details from the passage to support your answer.

3. ES 2, Demonstrator 3, RI 4.2

Which detail from the passage supports the main idea?

- A. It's been called the Big Apple and America's greatest city.
- B. By any name, New York City is big.
- C. The Big Apple has some of the world's tallest buildings, biggest bridges, and longest tunnels.
- D. A football field is only three hundred feet long.

Answer: C

4. ES 2, Demonstrator 4, RI 4.2

Which of the following is the best summary of paragraph 3?

- A. Central Park is a great place to visit.
- B. Central Park is just like any other park across America.
- C. Central Park is a huge area in New York set aside for people to enjoy all kinds of activities.
- D. Central Park is the biggest park in America.

Answer: C

5. ES 2, Demonstrator 5, RI 4.2

Write a short summary of the article entitled, The Big Apple. Include the main idea and some details that support it.

The following sources were used to create this document:

Scott Foresman Fresh Reads for Fluency and Comprehension

ISBN-13: 978-0-328-48896-4

ELA Informational Enduring Skills—Grade 4

Enduring Skill 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Demonstrators

1. Understand the difference between events, procedures, ideas, or concepts.
2. Read and understand history, science, and technical texts.
3. Explain what happened and why it happened based on information in the text.

Assessment Items

“Habitat Destruction”

(1) Humans are the leading cause of plants and animals becoming endangered or extinct. An endangered species has so few members that the species may die out. Unless something is done to protect an endangered species, they will be gone forever. We will not have any more of that kind of plant or animal on Earth.

(2) The most dangerous thing humans do to endangered animals is destroy their habitats. This is usually because we do not pay very close attention. When there is an area of land we want to use, we don't notice what is already living there.

(3) Thousands of acres of tropical forest, or rainforest, have been destroyed by humans. People wanted the land and lumber for building projects. Countless plants and animals have been lost in this one habitat alone. Many of the organisms that live in the tropical rainforest do not live anywhere else. We are just beginning to discover medicines and other resources there. We risk losing that knowledge if more species die out.

(4) Most of us don't live near a tropical rainforest. However, that does not mean we are far away from habitat destruction. When a town expands, more houses and businesses are built. The town pushes the local wildlife farther from its natural habitat.

Wetlands and grasslands are unique habitats that are especially at risk. Thankfully, people are more aware of the problem. This is the first step toward protecting habitats.

The following sources were used to create this document:

<http://www.k12reader.com/worksheet/habitat-destruction/view/>

1. ES 3, Demonstrator 1, RI 4.3

Why are so many plants and animals endangered?

Correct Answer: Student answers will vary.

2. ES 3, Demonstrator 2, RI 4.3

What kinds of habitat are especially at risk?

Correct Answer: Student answers will vary.

3. ES 3, Demonstrator 3, RI 4.3

What do we risk losing in addition to plants and animals if we continue to destroy rainforests? How can we help prevent more habitat destruction?

Correct Answer: Student answers will vary.

ELA Informational Enduring Skills—Grade 4

Enduring Skill 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.4.4: Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

Demonstrators

1. Know how to use a dictionary to determine the meaning of unknown words.
2. Use root words, prefixes and suffixes to determine the meaning of academic words used in science and social studies.
3. Use antonyms and synonyms as clues to find the meaning of grade level words.

Assessment Items

Helpful websites to use

<http://www.k5learning.com/vocabulary-worksheets/fourth-grade-4>

<https://quizlet.com/12869816/reading-street-4th-grade-vocabulary-flash-cards/>

<http://www.k12reader.com/subject/vocabulary/dictionary-skills/>

<https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/articles/Prefix-SuffixWordList.pdf>

1. ES 4, Demonstrator 1, RI 4.4

Circle the letter of the correct pair of guide words for each dictionary term.

Pool

- a. Play police
- b. Poem pot
- c. Prosper pull
- d. Porpoise pout

Correct Answer: B

Save

- a. Saint salve
- b. Salt sauté
- c. Same say
- d. Saw see

Correct Answer: C

2. ES 4, Demonstrator 2, RI 4.4

Write the root word for each of the following:

Undeniable-_____

Inconsiderate-_____

Happiness-_____

Correct Answer: deny, consider, happy

3. ES 4, Demonstrator 3, RI 4.4

Which of the following is an antonym for tall?

- a. Short
- b. Large
- c. Heavy
- d. Round

Which of the following is an antonym for dark?

- a. Pink
- b. Blue
- c. Green
- d. Light

Which of the following is a synonym for cold?

- a. Hot
- b. Chilly
- c. Warm
- d. Wet

Correct Answers: A, D, B

ELA Enduring Skills—Grade 4

Enduring Skill 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.4.5: Describe the overall structure (e.g. chronological, comparison, cause-effect, problem-solution) of events, ideas, concepts, or information in a text or part of a text.

Demonstrators

1. Know that organizational structures are used to convey information
2. Know that some information is written in time order
3. Know that some information is written comparing objects, people, or events.
4. Know that some information is written telling causes and effects of those causes, events, ideas, or concepts.
5. Know that some information is written telling about problems caused by ideas, concepts, or events and the solutions to those problems.

Assessment Items

New Mexico has an interesting history. First, Native Americans lived in the area now known as New Mexico. Then, in then in the late 1500's, the region was ruled by Spain. Next, in the early 1800's, the region became part of Mexico. After that, it came under U.S. control. Finally, in 1912, New Mexico became our forty-seventh state.

1 ES 5, Demonstrator 1, RI 4.5

Why is this passage written in chronological order?

- A. To show history from past to present.
- B. To show a problem and its solution.
- C. To show a cause and effect relationship.
- D. To compare and contrast two things.

Answer: A

2 ES 5, Demonstrator 2, RI 4.5

Which text structure was used to write this passage?

- A. Chronological order
- B. Compare and contrast
- C. Cause and effect
- D. Problem and solution

Answer: A

When Marco Polo visited China in the thirteenth century, he found many things that were new to him. He was amazed that people in China used paper money. This was unheard of in Europe at that time. Another surprise was the custom of bathing every day. In Europe, baths were taken very rarely. Even more amazing was the “black stone”, or coal, used to heat the bath water. The wide streets of the city in which Kublai Khan, China’s leader, lived, also impressed Marco Polo. These streets were unlike the twisting, narrow lanes of Italy.

3 ES 5, Demonstrator 3, RI 4.5

In which way is this passage written?

- A. Chronological order
- B. Compare and contrast
- C. Cause and effect
- D. Problem and solution

Answer: B

Elephants don’t usually dress up, but some clothing designers thought that these large animals could be quite fashionable. So the designers made some oversize outfits such as tweed suits, a cloak, and some dresses. They even included gigantic earrings and shoes. The designers had to use stepladders to get their models dressed, but the elephants were very well behaved. When all was ready, a photographer took pictures for a fashion magazine. The money the elephants made from their modeling was donated to some elephant causes.

4 ES 5, Demonstrator 4, RI 4.5

Which text structure was used to write this passage?

- A. Chronological order
- B. Compare and contrast
- C. Cause and effect
- D. Problem and solution

Answer: C

When she was young, Madame C.J. Walker’s hair began falling out. She tried a lot of remedies, but none helped. So she invented her own mixture – and it worked. Soon after, she decided to start her own hair-care business. At first, she sold her products door-to-door. Then she began selling products by mail. Madame Walker set up factories and opened beauty parlors in many cities. She also started training schools for her workers. By the time of her death in 1919, 25,000 women worked for Madame Walker. She was the first black female millionaire. Much of her wealth went to help others.

5 ES 5, Demonstrator 5, RI 4.5

This passage is organized by

- A. Chronological order
- B. Compare and contrast
- C. Cause and effect
- D. Problem and solution

Answer: D

The following sources were used to create this document: Scholastic: Inferences and Drawing Conclusions

ISBN-13:978-0-439-55411-4

ELA Informational Enduring Skills—Grade 4

Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Demonstrators

1. Understand that the word account is a synonym for a description of an event or experience

2. Understand that a firsthand account is told by someone who was there at the time of the event
3. Understand that a secondhand account is told by someone who learned of the event from someone who was there at the time
4. Compare/contrast the first hand and second hand accounts
5. Describe the differences in the information provided
6. Recognize that the focus of a person, who was there at the time, would be different than the focus of someone who wasn't there at the time

Assessment Items

Interview with Rusty Williams

Interviewer: When did you begin playing the guitar?

Williams: My father gave me a guitar for my sixth birthday. It was love at first sight. I've been playing ever since

Interviewer: Who was your first guitar teacher?

Williams: His name was Ronnie Jones. He was a fine teacher and showed me all of the basics. After Ronnie, I studied with Brian Wall and Debbie Ray. They taught me how to play blues and jazz. After that, I learned by listening to records.

Interviewer: Who are some of your favorite guitarists?

Williams: Well, I would say Jimi Hendrix, for sure. I also love Joe Pass.

Interviewer: What are your plans for this year?

Williams: I'm playing ten concerts in Texas and California. Then, I'm recording some new songs I've written for my upcoming album, *Blues Out West*.

Interviewer: Good Luck with those new songs. I'm a fan, so I can't wait to hear them!

Williams: Thanks!

1 ES 6, Demonstrator 1, RI 4.6

What is another word for an event or experience? (synonym)

- A. Conclusion
- B. Account
- C. Question
- D. Skill

Answer: B

2 ES 6, Demonstrator 2, RI 4.6

This passage is a primary source because

- A. It tells about a famous guitar player.
- B. It uses a person's actual words.
- C. Contains historical facts.
- D. Provides useful information about learning to play a guitar.

Answer: B

Rusty Williams

Born on August 15, 1928, in Hazelhurst, Mississippi. He was an American guitarist, singer, and composer who combines jazz and blues to create a unique guitar style.

Rusty Williams began playing guitar at age six after receiving a guitar from his father as a present. Williams studied with local guitarists in his youth. He then began listening to the records of Jimi Hendrix and Joe Pass. His first song, *Trembling Blues*, used many of Hendrix's guitar styles. Later Williams developed his own style, which is a mix of blues and jazz. His album, *Blues Out West*, has sold over one million copies since it was released in 2008.

3 ES 6, Demonstrator 3, RI 4.6

The passage above is an example of a secondary source.

- A. True
- B. False

4 ES 6, Demonstrator 4, RI 4.6

How is the first passage about Rusty Williams like the second passage? How are they different?

5 ES6, Demonstrator 5, RI 4.6

How is the information presented differently in the two passages provided? _____

6 ES6, Demonstrator 6, RI 4.6

Explain how an account of information would be told differently from a person who was an eye witness than by a person who was just repeating a story.

The following sources were used to create this document: Crosswalk Coach for the Common Core State Standards Grade 4

ISBN: 978-0-7836-7890-0

ELA Informational Enduring Skills—Grade 4

Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.4.7: Interpret information presented visually, orally, or quantitatively (i.e. in charts, graphs time lines, etc.) and explain how the information contributes to an understanding of the text in which it appears.

Demonstrators

1. Understand how to read charts, graphs, diagrams, and timelines in print media.
2. Know that charts, graphs, diagrams, and timelines can help a person understand text.
3. Explain what the information means.

Assessment Items

***Questions were selected using a timeline from the following website:

<http://www.commoncoresheets.com/Timelines.php>

1. ES 7, Demonstrator 1, RI 4.7

What is the span (number of years shown) on this timeline?

- a. 5 years
- b. 6 years
- c. 7 years
- d. 8 years

Correct Answer: C

2. ES 7, Demonstrator 2, RI 4.7

What event happened in 1944?

Correct Answer: D-Day: Allied troops land in France and start invasion.

3. ES 7, Demonstrator 3, RI 4.7

What is the timeline about? Explain.

Correct Answer: The timeline is about major events of World War II. Student answers may vary.

The following sources were used to create this document:

<http://www.commoncoresheets.com/Timelines.php>

<http://mrswarnearlington.weebly.com/text-feature-resources.html>

ELA Informational Enduring Skills—Grade 4

Enduring Skill 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

Demonstrators

1. Identify the points an author is making.
2. Know the difference between evidence and reasons
3. Describe how an author explains a point in the text.

Assessment Items

(1) You have probably been told how important it is to spell correctly a million times. But why does it matter? Computers check your spelling for you, right? Well, not always. Just ask 12-year-old Thomas Hurley.

(2) Thomas was a player on a game show. When it came to the last question, he wrote down his answer. He even bet \$3,000 that he was right. The question was, “Abraham Lincoln called this document, which took effect in 1863, ‘a fit and necessary war measure.’”

(3) Thomas was sure his answer was right. Well, he was right . . . sort of. The correct answer was, “What is the Emancipation Proclamation¹?” However, Thomas wrote, “*Emanciptation* Proclamation” instead. He lost all \$3,000 just for including an extra “t” in the word “emancipation.”

(4) We cannot always count on computers to check our spelling. Next time you do not want to check your spelling, remember Thomas Hurley!

¹ a document signed by Abraham Lincoln that freed all the slaves in the United States

1. ES 8, Demonstrator 1, RI 4.8

Which of the following is a point the author is trying to make?

- a. People should not go on game shows if they do not know how to spell.

- b. People need to learn more about the Emancipation Proclamation.
- c. People should not count on computers to spell correctly for them.
- d. People should not bet a lot of money on a game show if they are wrong.

Correct Answer: C

2. ES 8, Demonstrator 2, RI 4.8

According to the passage, Thomas lost the \$3,000 because he

- a. was too confident his answer was right.
- b. did not understand the question.
- c. did not use a computer to check his answer.
- d. spelled his answer incorrectly.

Correct Answer: D

3. ES 8, Demonstrator 3, RI 4.8

What evidence does the author use to show readers what they should learn from Thomas Hurley's mistake?

Correct Answer: Student answers will vary.

The following sources were used to create this document:

<http://www.learningfarm.com/viewLesson.cfm?subID=38&topicID=159&PID=2&CFID=5318409&CFTOKEN=2b064a4bdcddf73b-B7CE443F-9062-431E-56C2DA2267F0E792>

ELA Informational Enduring Skills—Grade 4

Enduring Skill 9: Analyze how two or more texts

address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Demonstrators

1. Read informational text.
2. Find the common details about a topic when reading two different texts.
3. Determine which details in both texts are important.
4. Compare details in the text to find which are contrasting.
5. Combine the information to meet the purpose for writing and speaking.

Assessment Items

Ancient Village near Stonehenge

Scientists found the remains of an ancient village near the famous circle of stones.

(1) Stonehenge is a mysterious **monument**¹ that consists of a circle of stones. It was built over 4,000 years ago in southwestern England. In 2007, researchers unearthed an ancient village near Stonehenge. The village might have been home to the builders of the stone circle. **Archaeologists** discovered the remains of close to 25 small houses about 2 miles from Stonehenge. (Archaeologists study the materials left by prehistoric peoples and their cultures.) The researchers say the village, known as Durrington Walls, was built at about the same time as Stonehenge. They **speculate**, or guess, that Stonehenge was a memorial site or cemetery for the villagers. The village includes a wooden version of the stone monument. "Clearly, this is a place that was of enormous importance," says British researcher Julian Thomas, who helped discover the village. He noted that both

Stonehenge and Durrington Walls have avenues connecting them to the nearby Avon River. Villagers might have frequently traveled between the two sites. Eight of the wooden houses have been **excavated**, or dug up. The structures are about 14 feet long. There was evidence of bed frames along the walls and a dresser or storage unit on the wall opposite the door.

(2) Two of the houses found by Thomas were separate from the others. They might have been the homes of community leaders. Stone tools, animal bones, arrowheads, and other **artifacts** (human-made objects) were also uncovered in the village.

1 **monument: a place of historic interest.**

Viking Voyages

(1) **Archaeologists**¹ in northwestern England are thrilled about a rare find.

The scientists unearthed a burial site of six Viking men and women. They discovered swords, spears, jewelry, and other artifacts.

(2) The site was **excavated**, or dug up, after a metal detector user discovered two copper **brooches**² in the ground. The worker informed archaeologists, who believe the site dates back to the 10th century. It is one of only a few Viking cemeteries found in England.

Smash and Grab

(3) The Vikings were pirates and warriors, known for their seafaring voyages. From the late 700s to 1100, the Vikings lived in Scandinavia. That region of Europe includes the present-day countries of Denmark, Norway, and Sweden.

(4) Viking sailors spread fear throughout Europe. They **raided**³ and conquered coastal villages in Europe and along the Mediterranean coast. During their raids, Vikings captured slaves. They also **pillaged**, or stole, treasures, such as silver and gold.

(5) For their voyages, Viking sailors **crafted**⁴ swift, narrow **longships**⁵ that could navigate the stormiest seas. The Vikings were the master shipbuilders of their time. Vikings also worked as farmers and craftspeople. Others hunted and fished.

Edge of the Unknown

(6) The Vikings' claim to fame may have been their fearsome raids, but they were explorers and traders too. They were among the earliest explorers to travel across the Atlantic Ocean to North America.

(7) One of the most famous Vikings was explorer Leif Eriksson. He reached North America almost 500 years before Columbus arrived in 1492.

Time Capsule to the Past

(8) Over time the Viking raiders lost their power, as people learned to defend against their attacks. Today, the remains of Viking villages can be found

throughout Europe and North America. Archaeologists have been studying the burial ground in England to learn more about the life of the Vikings. Based on the objects found, they believe the site was once a Viking settlement.

(9) Vikings were known to bury valuable items with the dead. As one historian put it, the site will allow experts to "uncover the secrets of a time capsule more than 1,000 years old."

Viking Longships: Ready to Raid

- Longships varied in size, but many were between 60 feet and 90 feet in length.
- A larger ship could carry about 50 raiders at a time.
- Strong winds allowed a longship, which had one large sail, to reach speeds of up to 17 miles an hour.
- Vikings used multiple oars to row the ship when there was no wind.
- The front end of a longship curved upward and was adorned with a wood carving of a snake's or a dragon's head.

¹ **archaeologist:** a scientist who studies past human life as shown by fossil relics and the monuments and

tools left by ancient peoples

² **brooch:** an ornamental pin or clasp worn on clothing

³ **raid:** a sudden attack

⁴ **crafted:** made by hand

⁶ **longship:** a very fast, long ship with both sails and oars used by the Vikings

1. ES 9, Demonstrator 1, RI 4.9

Read informational text

2. ES 9, Demonstrator 2, RI 4.9

Which detail is found in both texts?

- A. Both passages are about early settlements found.
- B. Both passages are about Vikings.
- C. Both passages are about groups of early people who traveled the sea.
- D. Both passages are about groups of early people who built stone sculptures.

Answer: A

3. ES 9, Demonstrator 3, RI 4.9

Which detail from the passage is important?

- A. It is one of only a few Viking cemeteries found in Europe.
- B. From the late 700's to 1100's, the Vikings lived in Scandinavia.
- C. The scientists unearthed a burial site of six Viking men and women.
- D. Others hunted and fished.

Answer: C

4. ES 9, Demonstrator 4, RI 4.9

Find two details from the passage that contrast each group of early people.

Possible Answer: In the passage Ancient Village Near Stonehenge, the author talks about uncovering a village near Stonehenge. In contrast, the passage Viking Voyages is about unearthing an ancient burial ground of the Vikings.

5. ES 9, Demonstrator 5, RI 4.9

Compare the themes and topics of the passages, how are they alike?

Possible Answer: The themes and topics of the passages are alike because they both discuss early settlements and how the different groups lived. Ancient Village Near Stonehenge discusses how villages were discovered in the area of Stonehenge and the artifacts that were found during the discovery. Viking Voyages discusses how ancient burial grounds of the Vikings were discovered along with artifacts that they were buried with.

ELA Informational Enduring Skills—Grade 4

Enduring Skill 10: Read and comprehend complex literary and informational texts independently and proficiently.

RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

*** Assessments were not gathered for standard RI.4.10. The teacher must determine the appropriate tools necessary to assess this standard.

ELA Foundational Enduring Skills – Grade 4

(Only 3 and 4 Foundational Skills are listed in Common Core Standards for grade 4)

Enduring Skill 3: Know and apply grade-level

phonics and word analysis skills in decoding words.

RF.4.3A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Demonstrators

1. Be familiar with syllabication patterns.
2. Use roots, affixes and base words to read unfamiliar multisyllabic words in context.

Assessment Items

- Teachers can refer to the Fry Words worksheet to test students' knowledge and understanding of words.
- Teachers can refer to Mrs. Warner's website to utilize worksheets for base words, suffixes, etc.

The following sources were used to create this document:

<http://www.k12reader.com/worksheet/fry-words-9th-hundred/view/>

<http://mrswarnerarlington.weebly.com/prefixes-suffixes--roots.html>

ELA Foundational Enduring Skills—Grade 4

Enduring Skill 4: Read with sufficient accuracy and fluency to support comprehension.

RF.4.4:

- A. Read on-level text with purpose and understanding.**
- B. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression**
- C. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.**

Demonstrators

- 1 Read a variety of fiction text.
- 2 Re-read for fluency and comprehension.
- 3 Use expression when reading.

Assessment Items

- Teachers can create a free account on EasyCBM to access fluency probes for grades K-8. These are 60 second timed-reading passages for students.

The following is a sample PDF:

https://app.easycbm.com/static/files/pdfs/cbms/prf/Passage_Reading_Fluency_Grade_4_Form_1_Assessor.pdf

The following sources were used to create this document:

<https://app.easycbm.com/teachers/auth/index.php>