

4th GRADE  
COMMON CORE

Reading  
Literature  
Standards

©Kristine Nannini

[www.youngteacherlove.blogspot.com](http://www.youngteacherlove.blogspot.com)

# Standards Based Assessment

## 4.RL.1

### Student Skills/Concepts and Vocabulary for 4.RL.1:

Core Content: Reading Literature: Key Ideas and Details

Standard 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills and/or Concepts for Students:

*Students should be able to:*

- Show an understanding before reading, while reading, and after reading a text in order to figure out and explain the main ideas (both explicitly stated as well as inferred) of a text.
- Summarize a text.
- Understand and explain what is directly stated in a text by citing specific details and examples from the text.
- Explain inferences, generalizations, and conclusions formed about a text, by citing specific details and examples from that text.
- Synthesize information and ideas after reading a text.
- Make predictions about a text and confirm or refute predictions.
- Connect prior knowledge to a text.
- Select only relevant evidence from a text when responding either orally or in writing to questions about a specific text.

To be used  
with:  
4.RL.1

# Standards Based Assessment

## Undercover Bookworm

By: Kristine Nannini

"And today's subject," Mr. Branson grumbled, "Native Americans and the different cultural regions in which they live."

Surely Mr. Branson knew that some students were already asleep. He never seemed to notice, but it was pretty obvious. This time, even Molly stopped paying attention. The actual events he talked about were important and interesting, but his monotone, lifeless voice was not. As I looked around, all I saw were closed eyelids and drool-soaked notebooks. Feeling safe, I pulled out my history binder and began to take careful notes.

Mr. Branson's dull lecture was timed perfectly, and as he finished his final sentence, the bell rang. I knew I only had seconds to put away my binder before people would see. The loud bell startled the drowsy students awake almost immediately. By this time, Mr. Branson had his back turned, and was writing on the board for his next class. It seemed very fitting that he always turned his back to miss an entire class full of students jerk awake and wipe the sides of their mouths at the alarm of the bell.

"What was it about this time?" Sandy asked me.

"How would I know?" I dishonestly replied. "I stayed up until midnight last night."

When we reached the end of the hall, Sandy turned right and I turned left. She was going to an advanced history class. And though nobody knew it, I was going to an advanced science class. I always went straight to my class. No one noticed where I had gone because everyone else stopped at their lockers first and then scattered lazily to their classes.

Again, I took very detailed notes, but this time I did it in plain view of a class full of interested, eager, and wide awake students. No one in this class was on the football team. So I didn't have to worry about getting teased or have pranks pulled on me. These kids wanted everyone to know they were smart. They didn't have to worry about someone writing cruel sayings in permanent marker on their shoulder pads or jersey. The really hard part happened when the bell rang. Sneaking out of Mr. Branson's history class to make it to Mrs. Alger's advanced science class was a piece of cake. Sneaking to football practice in front of a classroom full of attentive and brainy science students was another story.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.1

# Standards Based Assessment

Score

3.) What details from the text support the inference that the narrator is unlike his friends?

---

---

---

---

---

---

---

---

---

---

4.) What does the narrator think is most likely true about Mr. Branson?

- a.) He thinks that everyone always takes notes in his class.
- b.) He is a great teacher.
- c.) He had no idea what students did in his class.
- d.) He knows that students don't pay attention in his class.

5.) What can you infer from the following portion of the text:

*Sneaking to football practice in front of a classroom full of attentive and brainy science students was another story.*

- a.) Some of the students in the advanced class were on the football team.
- b.) None of the students in the advanced science class were on the football team.
- c.) None of the students in the science class knew that the speaker was on the football team.
- d.) Someone in the classroom will notice the speaker going to football practice.

# Standards Based Assessment

## 4.RL.2

### Student Skills/Concepts and Vocabulary for 4.RL.2:

Core Content: Reading Literature: Key Ideas and Details

Standard 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Skills and/or Concepts for Students:

*Students should be able to:*

- Summarize a text both orally and in writing.
- Understand the difference between summarizing and paraphrasing a text.
- Include key events from the beginning, middle, and end of a text when summarizing both orally and in writing.
- Analyze narrative elements of a text including characters, setting, and plot.
- Understand and explain the difference between a topic and a theme.
- Understand and explain the difference between a literary theme, message, or moral.
- Connect and understand how an author uses specific details to convey a theme in a text and/or poem.

To be used  
with:  
4.RL.2

## Standards Based Assessment

### **Susan Periwinkle: First-Class Passenger**

*By: Kristine Nannini*

Susan Periwinkle always wanted people to think she was a big shot. She arrived at events in limousines, visited art galleries, and went to the fanciest parties. She didn't want anybody to know how she actually got these things though. Susan Periwinkle wasn't a rich celebrity. She was just crafty, clever, and creative. She was also very thrifty. The limousine rides came thanks to her cousin, who owned a limo service. She lived next door to a local artist who invited her to a lot of art gallery shows, even when his work wasn't being shown. As for the parties, people just invited her to parties because she acted like she belonged at the most fashionable events.

Now Susan was taking a trip to where she thought she really did belong: Hollywood. She had won a plane ticket from a radio station, complete with a hotel stay and a meet-and-greet with a movie star. In typical Susan Periwinkle fashion, she arrived (by limo) at the airport in a jewel-studded gown.

"It's amazing," she thought, "look at this elegant gown that came from the thrift store." While she admired herself in the limousine mirror, she went over her latest scheme in her head.

The airline workers wouldn't know that she won the tickets, and surely they would upgrade someone as important as Susan Periwinkle to first-class. She had never flown in the extra cushy first-class section where the seats were like living room recliners and waiters served fancy meals. Susan was very excited about her trip. When she got to the airport, she strutted to the ticket counter, pointing her nose right up to the ceiling.

"Excuse me," she said to the man behind the ticket counter. "This won't do."

"I'm sorry ma'am?" the clerk replied, confused.

"First-class. This should be a first-class ticket. I'm Susan Periwinkle," she whined. She had a way of making her name sound so important that everyone assumed that she was very famous.

"Oh, of course, Ms. Periwinkle. But my records show you in coach," the clerk told Susan, peering over his screen.

"Well, I know. That's what my ticket says, but it just won't do. Be a doll and upgrade me. I've never flown coach and I don't ever plan to," she went on.

"Oh, of course, Ms. Periwinkle." The clerk typed feverishly at his keyboard. "It looks like I have a no-show for first-class. We can upgrade you to that seat." He offered.

**continued on the next page...**

To be used  
with:  
4.RL.2

## Standards Based Assessment

### **Susan Periwinkle: First-Class Passenger**

*By: Kristine Nannini*

Susan thought of the first-class section, with its spacious, reclining seats and clean, private bathroom.

"Oh that will be excellent," she accepted.

"Yes, but ma'am, I have to let you know if Mr. Grimper does arrive, I'll have to give him his seat."

"If he's already late," Susan said, "he won't be showing up now."

Susan boarded the plane and sat in the huge first-class reclining seat.

"Soda please!" she said, waving her hand around.

Then she turned and looked toward seat 36D, the seat she should have had. It was taken. When they upgraded her ticket to first-class, they must have given her original seat to someone else. The plane was absolutely packed. But then one more passenger arrived. He stopped at the front of the plane and talked with the flight attendant, and then they made their way to Susan's seat.

"I'm sorry, Ms. Periwinkle," the flight attendant apologized. "Here is Mr. Grimper. This is his seat."

"Well, where will he sit now? The plane is full," Susan said with obvious snobbishness.

"What I mean to say, Ms. Periwinkle, is that it's still his seat. He'll be sitting here," the flight attendant explained.

"Then," said Susan with annoyance, "you expect me to sit in coach?"

"No," the flight attendant said with a smile. "We sold your ticket to another gentleman when you changed to first class. You'll have to leave the plane. We'll surely have another flight in a couple of hours."

Susan's plans never ended like this. She didn't know what to do, except leave the plane. So she did. The next flight didn't leave until the next day. Susan's prize from the radio station included a hotel stay, but only in Hollywood, not near the airport in Colorado. So Susan spent the night in the airport, wearing her ball gown, and feeling completely baffled. It seems that Susan Periwinkle was not nearly as important as she wanted people to think she was.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.2

# Standards Based Assessment

Score

3.) Why was Susan so surprised when she was told to leave the plane?

- a.) She thought Mr. Grimper would agree to take a later flight.
- b.) She never really knew how her plotted ideas would end.
- c.) She thought that the flight attendants had heard of her.
- d.) She was used to having her plans succeed.

4.) Which of the following reasons led people to believe that Susan was wealthy and important?

- a.) She was very famous.
- b.) She bought the most expensive things.
- c.) She knew a lot of famous people.
- d.) She always acted or pretended to be wealthy and important.

5.) Write a one paragraph summary of the passage *Susan Periwinkle*. Be sure to include the most important story elements: characters, setting, and plot.

---

---

---

---

---

---

---

---

---

---

# Standards Based Assessment

## 4.RL.3

### Student Skills/Concepts and Vocabulary for 4.RL.3:

Core Content: Reading Literature: Key Ideas and Details

Standard 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).

Skills and/or Concepts for Students:

*Students should be able to:*

- Understand and explain the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters.
- Understand and explain the setting or an aspect of the setting (e.g. time, place, historical backdrop, etc.) and determine how it affects the mood or the plot of a text.
- Understand and explain how a specific event can affect the setting, mood, and/or characters in a text.
- Identify elements of characterization that an author uses (for example, the character of Dylan always wears dark or black clothes; can the author be hinting that Dylan is the bad guy?).

To be used  
with:  
4.RL.3

# Standards Based Assessment

## At the Rodeo

By: Kristine Nannini

Scott became more nervous as he neared the arena. He straightened his wide-brimmed cowboy hat, fidgeted his toes in his too-big, borrowed boots, and sweated. Marshall noticed his nervousness.

"You sure you wanna do this?" Marshall asked.

"I'm not backing out. A deal is a deal. A bet is a bet," Scott's reply was full of pride. He would not go back on his word.

"Well, we're here, partner," Marshall said in his genuine Texas accent. "I won't think less of you or call you wimpy, Scotty," Marshall offered. "You made your point."

"Let's just do it," Scotty snapped.

They parked the car and headed to the sign up booth. There, they signed waivers releasing the rodeo from any liability. The papers they signed stated that if Scott and Marshall got trampled by the bulls, the rodeo would not be responsible at all. Scott and Marshall knew the risks. Scott signed the waiver with a shaky hand. Marshall signed it with a big grin on his face. In return for agreeing that they would not hold the rodeo responsible for any injuries, they received their rodeo numbers, printed on thick, white rectangles of paper over red checkerboard backgrounds.

After Scott and Marshall signed the waivers, they walked past the stables. Marshall wanted to see the bulls and guess which one he would ride. Scott didn't care. He agreed to ride a bull. It didn't matter which one, he just wanted to get it over with. Each pen was big enough for a bull to move around in and was covered in hay. Marshall pointed to a big brown bull with only a single horn that dangled floppily.

"Ooh now, he's a mean one. I can tell," Marshall said, giggling.

Scott looked hard at the bull, wondering what had happened to its other horn. Did it get broken off in the arena wall as the bull rushed after a rodeo clown? And what happened to the horn that he still had left?

"That one's about twenty-two hundred pounds," Marshall added.

"Let's just get our stuff," Scott said impatiently as they followed the printed paper signs to the equipment tables. "So what do I need, Marshall?"

continued on the next page...

To be used  
with:  
4.RL.3

# Standards Based Assessment

## At the Rodeo

By: Kristine Nannini

"Well, you've got your glove. You just need a rope," Marshall held his rope up high and continued, "I got my own. You can just borrow it. They're not really set up to loan equipment here. And you don't want to use their stuff anyway. My rope is real good."

Marshall spoke from a bit of rodeo experience. It was a pretty popular sport in Pottsville, Texas, where he grew up. Scott, on the other hand, was born in Maryland. This was the first time he'd seen a bull up close.

The next stop was the judging table. The judges explained that each ride would be timed, but only riders who stayed on top of a bull for eight seconds or more would actually get scores. Then they explained that in amateur rodeos, most riders did not last the entire eight seconds. At that part, Marshall felt it necessary to explain.

"I got eight seconds twice!"

The judges continued to explain to Scott, the newcomer, that when a rider felt like he was slipping, he should let go of the rope, jump off, and run, run, run. It did not sound very comforting to Scott.

Finally, it was time to ride. Handlers led Scott to the chute. That was where the bull was kept right before he was ridden. The chute didn't have any room for the bull to move around, and Scott had to climb over the high wall of the chute to get onto the bull's back. Then he grabbed the rope he had borrowed from Marshall. It had already been wrapped around the bull's body. He wrapped the free end of the rope around his gloved hand and looked out into the crowd. He wondered how many people wanted to see him stay on for eight seconds, and how many wanted to see him get tossed by the bull across the entire arena.

"All this over a basketball game," he said to himself.

He remembered that the judges had said to squeeze tight with your legs and, when you were ready, give a big nod. He took a deep breath and nodded, then the chute sprung open, and the bull was off.

Scott didn't make eight seconds. He barely stayed on for one second. He felt himself slip, jumped off and ran as fast as he could to the nearest door. It wasn't the best ride, but it actually wasn't the worst of the night either. Scott felt pretty good about doing something that most people could never say that they had done and would never have the courage to do at all. Most important of all, at least to Scott, he had kept his word.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.3

## Standards Based Assessment

Score

**Instructions: Read the passage titled *At the Rodeo* and answer the questions below.**

1.) Based on what you read in the passage titled *At the Rodeo* which term best describes Scott?

- a.) a fair-weather friend
- b.) a cop-out or chicken
- c.) an enthusiastic bull rider
- d.) a man of his word

2.) What does Scott wonder about when he sees the bull in the pen?

- a.) How mean is the bull?
- b.) What happened to the bull's horns?
- c.) How hard is it to ride for eight seconds?
- d.) How heavy is the bull?

3.) Marshall took Scott to speak to the judges because he had never ridden a bull before. What did the judges explain just for Scott?

- a.) How riders are scored.
- b.) What the liability waiver was for.
- c.) How to get on top of the bull.
- d.) How and when to get off of the bull.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.3

# Standards Based Assessment

Score

4.) How did Marshall feel about riding in the rodeo? Support your answer with details from the text.

---

---

---

---

---

---

---

---

---

---

5.) Use details from the text to describe what Scott had to do to get on the bull and the instructions he was given on how to ride.

---

---

---

---

---

---

---

---

---

---

# Standards Based Assessment

## 4.RL.4

### Student Skills/Concepts and Vocabulary for 4.RL.4:

Core Content: Reading Literature: Craft and Structure

Standard 4: Determine the 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).

Skills and/or Concepts for Students:

*Students should be able to:*

- Use context clues to figure out the meaning of an unknown word in a text.
- Use common, grade-appropriate Greek and Latin affixes and roots to find the meaning of a word.
- Consult reference materials to find the pronunciation of a word to clarify its meaning.
- Understand and explain the difference between denotation and connotation of a specific word.
- Understand and explain the meaning of figurative language.
- Understand and explain how word choice affects meaning.



To be used  
with:  
4.RL.4

## Standards Based Assessment

### Tigerton's Ping Pong Champ

By: Kristine Nannini

Cecil was absolutely the best ping pong player at Tigerton Elementary School. You might think that wouldn't be a big deal, but traditional sports weren't very popular at Tigerton. Ping pong competitions were actually the most widely attended events at the school. That made Cecil the same as a baseball star or football jock at other schools, and he played the part. Cecil's ping pong stardom had definitely gone to his head.

Cecil would only dress in the latest fashions and hang out with the most popular kids. He was so self-absorbed that he kept a mirror on the outside of his locker, since he couldn't waste any time fiddling with a combination when he had to check his hair. The girls all swooned over him, all except one.

"When I beat Cecil, it will end all this nonsense," Tammy said to Grace.

Tammy and Grace had a friendship that was unusual at Tigerton Elementary. Tammy was a regular girl, but Grace was part of the in-crowd. Her popularity was like Cecil's. But Grace didn't act like Cecil or most of the other popular kids. She was a pretty, well-liked cheerleader but was also kind, humble, and hardworking. She didn't like the way Cecil acted. She would love to see Tammy beat him at ping pong, but it seemed like a long shot.

"I know you're getting really good from all your secret practices," Grace said, "but what if somebody finds out that you've been training all day behind that garage door of yours? People are asking why all the little windows are painted black," Grace added.

"Nobody will suspect me," Tammy replied.

"Well, how will you even get him to play you?" Grace asked. "Please don't take offense, but you know he won't even talk to you."

"But he'll talk to you, Grace," Tammy responded. "We'll trick him, and you'll be my Trojan horse. You become his friend and then you'll bring up the challenge. He'll never think that a popular girl like you is plotting with a regular kid like me."

"What?" Grace asked, sounding a bit confused.

"You'll tell him that you heard of some plain Jane that thought she could teach him a lesson on the ping pong table," Tammy explained. "He's so self-absorbed, he won't be able to resist. He thinks he's got the Midas touch and everything he touches or does turns to gold. But really, that overconfidence is his Achilles' heel."

continued on the next page...

To be used  
with:  
4.RL.4

## Standards Based Assessment

### **Tigerton's Ping Pong Champ**

*By: Kristine Nannini*

Grace agreed, and they went to work on their plan. After a couple of weeks, Cecil thought that Grace was his new best friend.

"Cecil, you know that girl, Tammy? She's that girl that stays cooped up in her garage after school," Grace said.

"Oh, yeah," Cecil said. "What's that weirdo doing in there?"

"I heard," Grace's voice softened to a whisper, "that she has a ping pong table in there, and she thinks she can beat you."

Cecil broke out in loud laughter. "Oh, it would be fun to show these kids that they're not like us. Beating her will be like shooting fish in a barrel, a really small barrel."

With that, the contest was on. Cecil had no idea how good Grace had gotten in her garage, and it really didn't matter to him. He was sure he was unbeatable. The whole school gathered around the gymnasium ping pong table for the match. Cecil had taken the bait, but Tammy still had to beat him, and that is exactly what she did. She beat him horribly. She thought it would be hard, but it had been like taking candy from a baby.

Tammy's win didn't have the desired result, though. Cecil still considered himself the cream of the crop. He remained at the top of the in-crowd, but the school did become less interested in ping pong. Then Tammy thought of something. She had spent so much time inside of her garage, she had forgotten about the basketball hoop on the outside of her garage. "Maybe Tigerton is ready for a new sport," she thought.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.4

## Standards Based Assessment

Score

3.) Tammy suggests that Grace will be a **Trojan horse**. Explain what Tammy means by this.

---

---

---

---

---

---

---

---

---

---

4.) The narrator says, "**Cecil's ping pong stardom had definitely gone to his head.**" What does this mean?

- a.) Cecil was the best ping pong player at the school.
- b.) Cecil thought it would be easy to beat Tammy.
- c.) Cecil cared too much about his looks.
- d.) Cecil thought he was very important because he was good at ping pong.

5.) Tammy uses a certain term to tell her friend that Cecil has a particular weakness. Which term did Tammy use to describe Cecil's weakness?

- a.) Achilles' heel
- b.) Midas touch
- c.) Trojan horse
- d.) swooned

# Standards Based Assessment

## 4.RL.5

### Student Skills/Concepts and Vocabulary for 4.RL.5:

Core Content: Reading Literature: Craft and Structure

Standard 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.

Skills and/or Concepts for Students:

*Students should be able to:*

- Read a wide variety of texts in order to differentiate between the various text features.
- Understand and explain the differences between poems, dramas, and prose.
- Learn the terms associated with structure such as "scene" and "stanza."
- Notice structural elements in a literary text (e.g. chapters, scenes, stanzas, etc.).
- Analyze the details and events within the structural elements of a literary text (e.g., chapters, scenes, stanzas, etc).

To be used  
with:  
4.RL.5

## Standards Based Assessment

### Un-Yummy Lunch

*By: Kristine Nannini*

Walking to the lunchroom  
Always fills my heart with fright  
As I hear the cafeteria cooks  
Cackle in delight.  
They cook a stew in cauldrons.  
They stir it with a broom.  
We line our trays in single file  
To have them piled upon with doom.

So I'll use my teeth to smile  
At my festering hot lunch.  
For if I keep on grinning,  
I won't have time to munch.  
Oh it doesn't make me happy,  
This food that's on my tray,  
So it might just make you wonder  
Why I'm beaming in this way.

Well, since I can't eat any more,  
I'm glad my teeth are stuck.  
I won't have to chew another bite  
Of this peanut butter muck.

To be used  
with:  
4.RL.5

# Standards Based Assessment

## The Cafeteria Dungeon

By: Kristine Nannini

### Cast

Peter, Margaret, Cafeteria Lady

### Setting

Elementary school cafeteria table at lunch.

### Scene I

**PETER:** *(looking at his lunch tray in dismay)* This is not a chicken sandwich!

**MARGARET:** Sure it is, Peter. It's organic.

**PETER:** Organic stuff is healthy, not... not this.

*The Cafeteria Lady has finished serving lunch and is walking around, smiling with crooked, blackened teeth. She speaks in a slow and raspy voice.*

**CAFETERIA LADY:** It's very goooooood. Yes?

*As she passes each table, students nod their heads quickly and try not to look at the Cafeteria Lady. Everyone is afraid of her. She walks toward Peter and Margaret.*

**MARGARET:** Peter, here she comes! You better take a bite right now.

**PETER:** Are you kidding? I'm not eating a powdered chicken sandwich!

**MARGARET:** *(stuffing her face with the horrible sandwich and nodding relentlessly)*

**CAFETERIA LADY:** Peter, Peter, you have not tried the chicken. It is a special recipe. It is my special recipe. You aren't going to try my special recipe?

*Peter attempts to shove the entire sandwich in his mouth. He glances toward the Cafeteria Lady, but doesn't look directly at her.*

**PETER:** So duh-rish-ous. *(Peter swallows hard)* Delicious. It's very delicious.

**CAFETERIA LADY:** Yes, I thought so.

To be used  
with:  
4.RL.5

## Standards Based Assessment

### **Mom's New Diet**

*By: Kristine Nannini*

Bobby had finally given up. His mom had found all the chips, cheese puffs, and soda he had hidden in the house. Every time he looked under a secret couch cushion, instead of something greasy and salty, he found something green and leafy. He fought hard, but his mom fought harder, and she won. Now her health food diet was the whole family's health food diet. Diets were a thing for Bobby's mom. She had eight different subscriptions to magazines with the word "healthy" somewhere in the title, and she tried every diet in each magazine.

Bobby shook his head as he opened the paper bag to reveal his lunch. He saw a plastic bag full of... tiny green worm flowers? He looked a little closer and recognized them as bean sprouts. In another small bag, there were raw green beans and long green onions. Bobby suddenly remembered the latest cover of "Healthy Colors." It read "Green and Stringy: The Healthiest You Can Get!" It was going to be a very long month.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.5

## Standards Based Assessment

Score

3.) The poem *Un-Yummy Lunch* and the short story *Mom's New Diet* are both written to be humorous or funny. How are different techniques used in each text to show humor?

---

---

---

---

---

---

---

---

---

---

4.) *Un-Yummy Lunch* is written in verses, and *Mom's New Diet* is written in paragraphs. What is an important reason for writing poems in verses instead of paragraphs?

- a.) Since all poems rhyme, they must be written in verses.
- b.) Poems can't tell stories with plots, characters, and settings, so they aren't written like stories.
- c.) Writing poems in verses makes it easier for a reader to identify the rhyme patterns and rhythm of the poems.
- d.) Poems can't be divided into sections the way stories can be divided into sections.

5.) How are the cooks in *Un-Yummy Lunch* and *Cafeteria Dungeon* similar?

- a.) They both walk around the cafeteria.
- b.) They both use cauldrons.
- c.) They are both feared by children.
- d.) They are both good cooks.

# Standards Based Assessment

## 4.RL.6

### Student Skills/Concepts and Vocabulary for 4.RL.6:

Core Content: Reading Literature: Craft and Structure

Standard 6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Skills and/or Concepts for Students:

*Students should be able to:*

- Understand the differences in narrative voice (first-person, third-person, narrator, etc.).
- Understand the difference between narrative point of view (as above) and point of view as in one's biases or opinion on a situation (often referred to as perspective).
- Compare texts told from differing points of view.
- Understand the usage of words to determine the point of view of a text.
- Understand and explain the narrator's relationship to the characters.
- Compare and contrast a first-person narrative with a third-person narrative.

To be used  
with:  
4.RL.6

## Standards Based Assessment

### Why I Hated Camp

*By: Kristine Nannini*

My parents said camp would be a great idea. I would get to be out in nature. They said I would get to be with my friends. I would get to sleep under the stars. For some reason, all of that stuff sounded fun to them. I did agree with one part: it is fun to be with my friends, just as long as we're not out in nature and sleeping under the stars. I protested, but my parents often have a way of getting what they want. So off to camp I went.

We all got on a big yellow school bus for the two-hour drive. This was the first part I knew I was going to hate. The entire busload of kids sang annoying, loud camp songs for 120 minutes. I would usually have my mp3 player to drown out the noise, but electronics weren't allowed at camp. Doesn't this just seem to get worse by the minute?

So it had to get better, right? Well, of course it didn't. We arrived at camp and met our boring counselors. Then, they assigned us all to different cabins. I shared a cabin with two snorers, a sleepwalker, and one kid who was afraid of the dark. I also shared a cabin with exactly zero of my friends. They were all assigned to different cabins.

Now, let me just explain some of the things that I have no interest in: campfires, marshmallows, putting food onto sticks, tents, compasses, sleeping bags, and trees. It's not a complete list, but it pretty much covers every part of camp. The experience outdid every expectation I had about how horrible camp would be. To top it all off, both of my friends (who I never saw at camp once we got off the bus) went home early, so they weren't even on the bus ride home. It was just me and the camp songs. Thanks for a great time, Mom and Dad!

To be used  
with:  
4.RL.6

## Standards Based Assessment

### Long Week at Camp

By: Kristine Nannini

Marcus went to camp knowing exactly what to expect. He expected to hate it. He didn't bring anything to camp but a negative attitude and a change of socks. At least the socks were really helpful. Marcus's parents thought they could convince him to give camp a try and to try to enjoy it. Well, he agreed to go, but when his mother said that he was sure to enjoy it once he got there, he just said, "Whatever. Don't go in my room."

Most of the other kids were very excited about camp. They sang camp songs. They were loud. They were having a great time. Somehow, that seemed to make Marcus even more upset. He didn't understand how a busload of kids could ignore his dislike for trying something new and actually have fun. For most of the ride, Marcus stuck his fingers into his ears and pretended they were earbuds, blasting anything but camp songs.

When Marcus got to camp, the counselors had to talk about the rules, schedules, and procedures. It wasn't very exciting, but it was all necessary and quick. Marcus paid no attention to any of the information until he heard "cabin assignments." When they put him in a cabin with four kids he didn't know, instead of treating them like possible friends, he just ignored them. Luckily, they were all a bit more positive and open-minded. They didn't think Marcus was mean or anti-social. They just decided he was shy.

The week was full of typical camp activities, which most of the kids thought were awesome. But Marcus decided to hate all of those activities.

He said, "Marshmallows are too squishy," or, "We wouldn't need a fire if we weren't outside."

He also had negative things to say about boating, the compass course, and every other great camp activity.

The week couldn't end soon enough for Marcus. He knew he had to suffer through the loud bus ride home, but for the first time in a week, he began to feel a little hope. Too bad it was only hoping that he would never go to camp again.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.6

# Standards Based Assessment

Score

**Instructions: Read the passages titled *Why I Hated Camp* and *Long Week at Camp* which are both written about the same event, and answer the questions below.**

1.) The passage titled *Long Week at Camp* is written from which point of view? Use details from the text to explain your answer.

---

---

---

---

---

---

---

---

2.) The passage titled *Why I Hated Camp* is written in which point of view? Use details from the text to explain your answer.

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.6

## Standards Based Assessment

Score

3.) What is one disadvantage of reading a story written in **first-person**?

- a.) Since the narrator knows everything, there are no surprises.
- b.) The narrator can tell us what's going on in every characters' brain.
- c.) The narrator can give us first-hand, personal account of events in the story.
- d.) The narrator is limited to what he or she sees.

4.) Why would the narrator of *Why I Hate Camp* know more about how Marcus feels compared to the narrator of *Long Week of Camp*?

---

---

---

---

---

---

---

---

---

---

5.) What is one advantage of reading a story written in **first-person** point of view compared to **third-person** point of view?

- a.) Since the narrator knows everything, there are no surprises.
- b.) The narrator can tell us what's going on in every characters' brain.
- c.) The narrator can give us a first-hand, personal account of events in the story.
- d.) The narrator is limited to what he or she sees.

# Standards Based Assessment

## 4.RL.7

### Student Skills/Concepts and Vocabulary for 4.RL.7:

Core Content: Reading Literature: Integration of Knowledge and Ideas

Standard 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.

#### Skills and/or Concepts for Students:

*Students should be able to:*

- Understand and explain the similarities and differences of a visual or oral presentation of a text in order to compare and contrast, noting specific instances of similarity and/or difference.
- Make connections by comparing what they read to what they visualized and heard.
- Support inferences and conclusions with relevant evidence from the text.



4.RL.7

# Standards Based Assessment

Teacher Planning Instructions

## You will need:

- John Henry: The Steel Driving Man passage** (1 copy for each student).
- John Henry: The Steel Driving Man video** (The clickable video page in this assessment. The video should be set up prior to assessment. Multiple students can view the video in one sitting, or viewing can be done as a whole class via projection screen.).
- The **4.RL.7 Standards Based Assessment** (1 copy for each student).
- The **4.RL.7 Standards Based Assessment Answer Key** (to assess the student's work).

## Teacher Notes:

- Read the verbal directions on the following page to your students.
- Allow students time to read and visualize the **John Henry: The Steel Driving Man passage**.
- Once students have had time to read and visualize the **John Henry: The Steel Driving Man passage**, allow students time to view the **John Henry: The Steel Driving Man video**.
- Students will use the information from the **John Henry: The Steel Driving Man passage** and **John Henry: The Steel Driving Man video** to answer questions 1 through 5 on the **4.RL.7 Standards Based Assessment**.
- Collect, read, and assess the students' answers using the **4.RL.7 Standards Based Assessment Answer Key**.

4.RL.7

# Standards Based Assessment

## Assessment Day Instructions

### **Instructions – Step 1:**

-Pass out copies of the **John Henry: The Steel Driving Man passage** to every student.

#### **Say to students:**

- 1 Students, in a few minutes, you will have a chance to read and visualize a passage. When you read the passage, I want you to think about how you use certain strategies as a reader to visualize and understand the text.

### **Instructions – Step 2:**

-Have the **John Henry: The Steel Driving Man video** cued up, ready for students to watch.

#### **Say to students:**

- 2 Students, now that you have read the passage about John Henry, you will have the opportunity to watch a video version of John Henry: The Steel Driving Man. While watching the video, pay attention to the similarities and differences between the visual representation of John Henry and the text representation of John Henry. After watching the video, you will answer a series of questions that compare and contrast the two.

### **Instructions – Step 3:**

-Have copies of the **4.RL.7 Standards Based Assessment** ready to pass out.

#### **Say to students:**

- 3 At this time, I will pass out the assessment. Please write your name and date at the top of the assessment and wait for further instructions.

-Read aloud questions 1 through 5 for students.

#### **Say to students**

- 4 You may use your copy of the passage **John Henry: The Steel Driving Man** as a resource while answering the questions on your assessment. Are there any questions? Please get started on your assessments. When you are finished, I will collect your assessments.

*(Note: In order to accurately assess level of understanding, all students should be given equal time. You are welcome to monitor the room while your students answer the questions but do not provide them with additional information. For students who are struggling to get started, it is up to the teacher to decide if this is because of a lack of understanding of the content or avoidance. Depending on the student and the situation, you may provide your student with encouraging words to get them started.)*

To be used  
with:  
4.RL.7

## Standards Based Assessment

### **John Henry: The Steel Driving Man**

*By: Kristine Nannini*

When the C & O Railroad was stretching west across the country in the middle of the 19th century, it was pounded out by men. Steel drivers with heavy hammers and hand-spun drills set down miles and miles of railroad track. But there was one steel driver who could outdo them all. John Henry was the mightiest steel driver ever to swing a railroad hammer. He drilled with a 14-pound hammer and could lay 20 feet of track in one workday. No man could match John Henry.

Reaching westward, the C & O Railroad pushed through valleys, plains, and forests, with John Henry hammering away, working as hard as 10 men. But when the railroad reached the Big Bend Mountain, no one thought that even John Henry could hammer through a mile of solid granite. Luckily, a salesman came by hauling a machine that he said could outdrive any man and make easy work of that Big Bend Mountain. The other workers were relieved and thankful, but John Henry was not.

"There ain't no machine that can out-drill me," belted John Henry.

The salesman felt very strongly about his steam-powered drill and thought up a contest.

"I hear you're the best steel driver that ever held a hammer," the salesman said. "But not even you can compete with my steam drill."

The salesman said that his drill would tunnel through Big Bend Mountain before John Henry. John Henry just got angrier and angrier.

"That machine won't ever beat me!" he said, as he grabbed his 14-pound hammer.

He accepted the challenge and started to swing his hammer. All anyone could hear was the mighty roar of the steam drill. Through the smoke, dust, and steam, nobody could see what was happening. By the end of the day, John Henry made it through that tunnel. The steam drill, on the other hand, was still working, noisy as ever, but not done. John Henry had beaten the machine and held up his hammer in victory.

All the steel drivers cheered, and the salesman shook his head in disbelief. But the excitement ended quickly as John Henry's hammer fell from his grip and crashed down to the ground, followed by the giant steel driver himself. John Henry had beaten that steam drill, but he had worked harder than any man could and fell down dead, on the spot. The C & O Railroad Company had lost the best steel driver in the world.

To be used  
with:  
4.RL.7

## Standards Based Assessment

### **John Henry: The Steel Driving Man Video**

*Click the video below to play.*

*If clicking the video does not work, click [HERE](#) to be directed to an external link.*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.7

# Standards Based Assessment

Score  
\_\_\_\_\_

**Instructions:** Read the passage *John Henry: The Steel Driving Man* and watch the video version of *John Henry: The Steel Driving Man*. Then answer the questions below.

- 1.) How does the video version of *John Henry: The Steel Driving Man* begin differently than the passage?
- a.) The video begins by stating how old John Henry was when he worked on the railroad.
  - b.) The video introduces the C & O Railroad Company.
  - c.) The video begins with a back story about John Henry being freed from slavery and getting married.
  - d.) The video begins with an introduction to John Henry's family.

2.) Which parts are in the written passage that are not in the video version? Why do you think the creators of the video left those parts out?

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.7

# Standards Based Assessment

Score  
\_\_\_\_\_

3.) Think about the scene in both the written passage and video version in which John Henry is about to compete against the machine. How does the written passage and the video version handle this scene differently?

---

---

---

---

---

---

---

---

---

---

4.) Which parts are included in both the written passage and the video version of *John Henry: The Steel Driving Man*?

- a.) There was a competition between John Henry and a heavy piece of machinery.
- b.) Other railroad workers were happy that the machine came to work on the railroad.
- c.) John Henry got tired halfway through the competition and almost gave up.
- d.) John Henry was so strong because he was born with a hammer in his hand.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.7

# Standards Based Assessment

Score  
\_\_\_\_\_

5.) What does a written text do for a reader that a visual version, such as a movie or video, cannot do for an audience member?

---

---

---

---

---

---

---

---

---

---

# Standards Based Assessment

## 4.RL.9

### Student Skills/Concepts and Vocabulary for 4.RL.9:

Core Content: Reading Literature: Integration of Knowledge and Ideas

Standard 9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Skills and/or Concepts for Students:

*Students should be able to:*

- Understand and explain patterns in topics, themes, and events in a range of works of literature.
- Find similarities and differences in themes, topics, and patterns of events among a range of works of literature (e.g., culturally diverse stories, myths, etc.).
- Use strategies to identify the theme in order to compare the themes of different texts.
- Use knowledge of setting, plot, characterization, and other elements of a story in order to compare different stories.
- Support inferences about the relationship between text features with relevant evidence from the text.



To be used  
with:  
4.RL.9

## Standards Based Assessment

### **The Nail**

*Adapted from: Grimm's Fairy Tales*

A merchant had done good business at the county fair. He had sold his goods and filled his money bags with gold and silver. At the end of the county fair, he decided that he wanted to travel back home, so that he could be in his own house before nightfall. So he packed his trunk with all of his money bags, strapped the trunk to the back of his horse, and rode away.

By the time noon came, the merchant decided he needed a break from riding, and chose a town to rest in. After a short rest, when he was ready to continue his journey, the stable-boy brought out his horse.

"A nail is missing, sir. It's missing in the shoe of your horse's back foot," the stable-boy said to the merchant.

"Let it be missing," answered the merchant quickly. "The shoe will certainly stay on without the nail for the remaining miles I have to go. I am in a hurry."

The merchant continued on his trail, deciding to stop again in a nearby town for a quick break. When the merchant got his energy back and was ready to begin his travels again, he called for his horse.

The stable-boy went to him and said, "Sir, a shoe is missing from your horse's back foot. Shall I take him to the blacksmith?"

"Let it be missing," answered the merchant quickly. "The horse can very well hold out for the few miles that remain. I am in a hurry."

He rode on, but before long the horse began to limp. It had never limped before. Suddenly the horse began to stumble, and it had never stumbled before. All of a sudden, it fell down and broke its leg. The merchant was forced to leave the horse where it was, unbuckle his trunk of money, and carry it on his back for the remaining 20 miles. Once he got home, he had to rescue his horse, which cost him all of his money.

"That annoying nail," he said to himself, "has caused this whole disaster."

To be used  
with:  
4.RL.9

## Standards Based Assessment

### **The Hare and the Tortoise**

*Adapted from: Aesop's Fables*

One day, the Hare was making fun of the Tortoise for being so slow.

"Wait a second!" the Tortoise replied. "I'll run a race with you, and I'll bet that I win."

"Oh, fine," replied the Hare, who thought the idea was a joke. "Let's race and see!"

The Hare and the Tortoise agreed to get the Fox's help for the race. The Fox would set the course for them and be the judge. When the time came, both the Hare and the Tortoise started off together, but the Hare was quickly so far ahead that he thought he might as well take a nap. So he laid down on the grass and fell fast asleep. Meanwhile the Tortoise kept slowly poking on and finally reached the last stretch of the race. Finally, the Hare woke up with a startle and dashed on as fast as he could, only to find that the Tortoise had already won the race.

To be used  
with:  
4.RL.9

## Standards Based Assessment

### **The Pelican's Punishment**

*Adapted from: Eastern Folktales*

The hungry Pelican told Fish that his pond would dry up soon. He offered to carry Fish to another pond to see if he would like it. Fish agreed, so Pelican scooped him up and brought him to a new pond. When Fish saw that he liked the pond, and would survive there, Pelican brought Fish back to the old pond. Fish went back so he could tell his family that the pond was going to dry up, and that Pelican had found a nice new pond in which their family could live. Fish's family also agreed to let Pelican carry them to the new pond.

Pelican carried Fish straight to the new pond, and then he went back to collect Fish's family. But instead of taking Fish's family to the pond, he flew high up into a tree and ate the other fish. Scales and bones dropped from the branches to the ground below. When Fish's family was all eaten up, Pelican decided to cheat Crab and his family in the same manner. But when Pelican flew down to Crab, Crab noticed the fish scales and fish bones. He realized the Pelican's trick. When Pelican was close, Crab pinched Pelican on the neck and scared him away.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.9

# Standards Based Assessment

Score

**Instructions: Read the passages *The Nail*, *The Hare and the Tortoise*, and *The Pelican's Punishment* and answer the questions below.**

1.) Many folktales revolve around a main character that is a trickster. Typically, the trickster character in a folktale will trick others to get what he wants. Which character from the three passages would be considered the biggest trickster?

- a.) Crab
- b.) The merchant
- c.) Hare
- d.) Pelican

2.) Compare the themes and pattern of events that create the themes in *The Nail* and *The Hare and the Tortoise*.

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.9

# Standards Based Assessment

Score

3.) After reading all three passages, which character would be considered gullible or too trusting?

- a.) Hare
- b.) Pelican
- c.) Fish
- d.) The merchant

4.) Which passage had a character that did not fall for the typical folktale pattern of getting tricked by a trickster? Identify the passage and character below.

- a.) Crab, *The Pelican's Punishment*
- b.) Hare, *The Hare and the Tortoise*
- c.) Fish, *The Pelican's Punishment*
- d.) The merchant, *The Nail*

5.) The Pelican and the merchant both do harm to other characters. How are their actions similar but their goals in the end different?

---

---

---

---

---

---

---

---

---

---

# Standards Based Assessment

## 4.RL.10

### Student Skills/Concepts and Vocabulary for 4.RL.10:

Core Content: Reading Literature: Range of Reading and Complexity of Text

Standard 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Skills and/or Concepts for Students:

*Students should be able to:*

- Practice attentive reading of both assigned texts and independent text choices.
- Read a wide variety of texts.
- Self-monitor and self-correct when reading a text.
- Select specific texts that allow them to be challenged as a reader.

To be used  
with:  
4.RL.10

## Standards Based Assessment

### **Little Tommy**

*By: Kristine Nannini*

I always thought of Easter as one of the better holidays. For Easter, all I had to do was sit and smile. Kids didn't want anything from me. They didn't have any demands. All they wanted was a picture with the Easter Bunny. But what really made my Easter was that kids didn't ask questions. There was a lot of uncertainty about mall Santas. Kids would always test me with logic.

"I just saw a different Santa in another mall yesterday," or "What's up with the beard?" they would say.

Easter was all smiles and no questions. But there are always exceptions to the rule.

Little Tommy took a seat and looked up at me, fixing his eyes on my face. I stared back, gazing deep into his freckles. I counted: one freckle, two freckles... I was lost in his dotted little cheeks. After a few seconds, I felt a yank at my ear as I heard Tommy cry,

"You're a fake!"

I never expect this from a young child. The young kids are usually so nice.

"I'm no fake," I calmly replied, trying to keep the anger out of my fingertips that briskly rubbed his little head.

"Your fur is fabric and you smell funny!" he yelled. And then he continued, "You have a people head, not even a bunny head! You have a stubbly face and stinky-breath, you fake!"

I'd had about enough.

"I am the Easter Bunny, kid!" I demanded. "I've got baskets and eggs and candy and springtime and elves! So I am the Easter Bunny!"

Yeah, I said elves. It kind of ruined my credibility. Tommy looked over to his mother and pouted. She looked back at him with begging eyes, so he smiled and looked happy for the camera. The photographer snapped the shot, and I shoved Tommy off my lap with a sarcastic, "Happy Easter, kid."

**continued on the next page...**

To be used  
with:

4.RL.10

# Standards Based Assessment

## **Little Tommy**

*By: Kristine Nannini*

That's when he went crazy. He jumped back on to my lap, howling like a starved wolf, and bit off one of my ears. With my fuzzy, pink ear still in his foaming mouth, Tommy's mother pulled the boy loose and apologized. I asked them to please leave, and they walked off hand in hand. I could see Tommy's mother pointing a scolding finger at him as they left. When he noticed me watching, he looked back at me and stuck his tongue out just before they disappeared into the crowd. At least it wasn't Christmas.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.10

## Standards Based Assessment

Score

**Instructions:** Read the passage titled *Little Tommy* and answer the questions below.

1.) Why did the narrator want to keep the anger out of his fingertips?

- a.) His hands were stuck in his bunny costume.
- b.) He wouldn't be able to snap the picture unless his hands were calm.
- c.) Bunnies don't have hands.
- d.) His hands were touching Tommy's head.

2.) What can you infer from the first paragraph?

- a.) The narrator likes children's curiosity.
- b.) The narrator has experience playing a few different holiday characters.
- c.) The narrator had never dressed as the Easter Bunny before.
- d.) The narrator doesn't celebrate Christmas.

3.) What can you infer the narrator feels about Christmas?

- a.) He thinks of Christmas and Easter in the same way.
- b.) He loves Christmas.
- c.) He likes it more than Easter.
- d.) He likes it less than he likes Easter.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

4.RL.10

# Standards Based Assessment

Score  
\_\_\_\_\_

4.) How is the first paragraph of the selection different from the rest of the story, and why is it so different from the rest of the story?

---

---

---

---

---

---

---

---

---

---

5.) The narrator of *Little Tommy* explains that he lost his **credibility**. Use clues from the text to define **credibility** and explain why the narrator has lost his.

---

---

---

---

---

---

---

---

---

---