

4th GRADE
COMMON CORE

Writing
Standards
Substandards

©Kristine Nannini

www.youngteacherlove.blogspot.com

Name: _____

Date: _____

4.W.1a

Standards Based Assessment

Score

Instructions: The following is the ending of an opinion piece that a student is writing for a class assignment. The writing needs an introduction. Read the ending, and then complete the writing by adding an introduction on the lines below.

Great authors use a lot of descriptive language to give you vivid pictures of what's happening. Movies create vivid pictures too, but if you don't like the pictures in a movie, there's no way to change them. In a movie, the director controls everything you see. But in a book, you're the director. Your imagination makes the scene, the special effects, the sound effects, and even the characters' voices. That makes me feel like I'm in control of the book, even if I don't know what's going to happen next.

Reading a book also gives your brain a better workout than watching a movie. Much of the time, even if you don't really pay attention to a movie, you can still understand the plot. On the other hand, you have to really use your brain when you read a book. Your brain is busy creating all kinds of images in your head, and taking in a lot of new information. I always learn something when I read a book. I especially like learning new words. Good authors give a lot of context clues to help you figure out what words mean. To me, figuring out a new word in a book is like solving a fun puzzle.

My room is full of books. They are arranged on a big bookshelf, so I can find the ones I want right away. I keep my books like this because I always want to read them. Most movies get boring after you've seen them once or twice, but I've never gotten bored rereading a book. I always find something new when I read a book again. I might learn something new about the characters or understand a part that was confusing. A good book still seems fresh every time I read it.

Books make my imagination the boss, and they really keep me thinking. That's really important for keeping my brain sharp. Even if I've read a book before, I know I'll enjoy reading it again and again. I still like to relax with a good movie sometimes, but I think there are so many better reasons to sit down with a good book.

Name: _____

Date: _____

4.W.1b

Standards Based Assessment

Score

Instructions: The following is the beginning and ending of an opinion piece that a student is writing for a class assignment. The writing needs details and examples that support the topic sentences. Read the beginning, the ending, and topic sentences of each paragraph, then complete the writing by adding the supporting details and examples on the lines below.

Most kids I know love to play video games, and so do I. I love sports and action games, but a lot of my friends like to play games that are really violent. I don't play many violent games, but I think that kids should be able to play any kind of game they want. Kids know that the games aren't real, and they know that they shouldn't try to act like the characters in those games. So if kids think the violent video games are fun, they should be able to play them.

Some people say that kids can get video games mixed up with reality, and they may do things that are wrong or even dangerous because they don't understand the difference between the game and real life. _____

Another reason adults say that kids shouldn't be able to play these games is because they teach kids to do things that are wrong. _____

continued on the next page...

Name: _____

Date: _____

4.W.1b

Standards Based Assessment

Score

But the biggest reason that kids should be able to play violent video games is for fun. _____

Most adults probably agree that playing video games are fun, so they should let kids have fun and play the games they enjoy, even if they are very violent. Kids will not get confused and think that real life is the same as a video game, and they know that they shouldn't actually do the things they see on those violent video games. So just let kids have fun and play the games that they like the most.

Name: _____

Date: _____

4.W.1c

Standards Based Assessment

Score

Instructions: The following is an opinion piece of writing that is missing appropriate transition words and phrases. Read the piece below and rewrite the passage on the next page adding in appropriate transition words and phrases to improve the writing.

Almost every kid in America likes to be out of school for the summer. I am no exception, but there are a lot of other reasons that make summer a much better season than winter. Summer activities are a lot of fun, and they usually take place outside. I know that other seasons, besides summer, have holidays. The 4th of July is one of my favorite holidays. That happens in the summer.

I think that the things you can do in the summer are a lot more fun than the things you can do in the winter. Some people like to go skiing in the snow. I think water skiing out on a lake looks like a lot more fun! I love camping. How can you make a campfire in wet snow? Who wants to sleep out in the snow when it's freezing anyway? There are tons of other summer activities. They're all more comfortable when it's nice and warm outside.

The reason I like all the summer activities so much is because they're outdoor activities. I love to be out in nature with trees, grass, animals, and even bugs. If you get too hot, you can wear a tank top or spray yourself with a hose. Why not go to a water park? That's a great way to stay cool outside. Some people like to do things outside in the winter, like build snowmen and have snowball fights. That's kind of fun. What do you do if there's no snow? Go inside and try to stay warm. That's no fun.

The last and biggest reason I love summer so much is the 4th of July. School is out well before the 4th, it seems like summer doesn't really start until after the 4th of July. There are always picnics or family reunions. When it gets dark, you can watch firework shows or make your own! I love to do all those things. The 4th of July signals that there's going to be a lot more fun in store. Summer is just getting started!

I don't hate the winter. I like sledding and throwing snowballs. I don't mind Winter Break from school. Those things just don't match the fun activities that come with the summer sun. I will always love the warm weather, picnics, fun in the water, and most of all, the 4th of July.

Name: _____

Date: _____

4.W.1c

Standards Based Assessment

Score

Name: _____

Date: _____

4.W.1d

Standards Based Assessment

Score

Instructions: The following is the beginning of an opinion piece that a student is writing for a class assignment. The writing needs an ending. Read the beginning, and then complete the writing by adding an ending on the lines below.

I know it's really important to work hard in school to get good grades. One of the main reasons it's important to do well in school is to get into a good college. It's even more important if your family can't afford to pay for college. If you work really hard, then you can hope for a scholarship, but you might not get one. So if college is so important, why isn't it free? College is so expensive that students have to get big loans just to pay for classes. Since many of the best jobs require a college education, it shouldn't be so hard to pay for that education. A lot of the jobs of the future will probably be so hard that you'll have to go to college just to know how to do them. College should be for everybody who wants to go, not just everybody who can afford to go.

I definitely want to go to college, but I don't want to owe someone a lot of money when I graduate. College tuitions are so high that students take out huge loans that take years to pay back. I want college to help me to get a good job that pays good money, but I'd like to keep the money I earn instead of using it all to pay back loans.

I know people don't always have to go to college to get good jobs, but it's a lot easier to get a good job if you have a college degree. If people can't afford to go to college, it's going to be a lot harder for them to get jobs that pay well enough to support themselves and their families. I think everyone should have the same kind of chances to get good jobs that they like, and that pay well. Everyone should be able to get the education it takes to make that possible.

In the future, there are probably going to be a lot more jobs that require college degrees. I've heard that some scientists believe that eventually, all the simple jobs will be done by computers and robots. That will leave only the more complicated jobs for people. Think 20 years into the future. It might not just be good jobs that require college-educated workers, it could be all jobs! It would be completely unfair to have a society where only college-educated people would be able to work, because average people couldn't afford college tuition.

Name: _____

Date: _____

4.W.2a

Standards Based Assessment

Score

Instructions: The following is the body and ending of an informational/explanatory piece that a student is writing for a class assignment. The writing needs an introduction and appropriate section headings. Read the paragraphs below and complete the writing by adding an introduction and headings on the lines below.

The Moon has circled the Earth for far longer than people have walked on our planet. Humans have always known the Moon was important, even before they understood what it was. The Moon is like a small, empty planet that orbits the Earth. The reason it is a satellite is because it orbits a planet. It's much smaller than the Earth and has no atmosphere. It also has weaker gravity than the Earth, but its gravity is still strong enough to have major effects on the Earth's oceans. The pull of the Moon's gravity causes ocean tides by pulling ocean water up towards the Moon. Earth also uses its gravity to affect the Moon. The Earth's gravity is what keeps the Moon in constant orbit around us.

continued on the next page...

Name: _____

Date: _____

4.W.2a

Standards Based Assessment

Score

The Moon is our only natural satellite, meaning no person created it. But there are many, many man-made satellites that orbit the Earth. Satellites orbiting the Earth send out phone and television signals. GPS satellites help us navigate, and other satellites take photographs of the Earth, or even point cameras out into deep space. Almost every modern convenience you can think of is affected by satellites that circle thousands of miles above us. Russia launched the first satellite in 1957. It was a great technological accomplishment, but now new satellites are launched into orbit all the time.

We only have one moon, so we just call it the Moon. This is pretty unique, because most other planets in our solar system have multiple moons. Although Mercury and Venus don't have moons, Mars has two. But that's nothing compared to Jupiter and Saturn. Each of those massive planets has over 50 moons! Imagine what that would look like at night. Even though other planets may have more moons than the Earth, gravity is still the force that pulls them around in ellipses or squished circles, around their planets, just like gravity keeps our Moon in orbit around our planet.

You might not think of the Moon as a satellite, but it is. As a matter of fact, it's the Earth's first satellite. Without the Moon, people may never have had the idea to create man-made satellites. Astronauts have visited our Moon, and knowing that there are so many more moons around the solar system, maybe they will visit others someday.

Name: _____

Date: _____

4.W.2b

Standards Based Assessment

Score

Instructions: The following is the beginning and ending of an informational/explanatory piece that a student is writing for a class assignment. The writing needs details and examples that support the topic sentences. Read the beginning, the ending, and topic sentences of each paragraph, then complete the writing by adding the supporting details and examples on the lines below.

If you want to read a book that you don't own, you have a few options. One thing you can do is buy the book, but borrowing the book is another option. And the place to go to borrow books is the library. Loaning books is what libraries are best known for, but libraries also offer other services like providing computer access and hosting different reading and literacy events.

Of course you can borrow books from the library, but the library also has materials for loan in many other formats. _____

In addition to loaning books and other media, most libraries also offer computer access.

Libraries also hold different events that focus on on reading and literacy. _____

continued on the next page...

Name: _____

Date: _____

4.W.2b

Standards Based Assessment

Score

Of course the library is a great place to check out books, music, and movies. But there are a lot of other reasons to visit the local library, too. There are plenty of resources for you to use, like computers with Internet access and printers. There are even great events that libraries hold, like author visits and poetry readings. The library is a great place to get books, but it's also a great place for a lot of other reasons.

Name: _____

Date: _____

4.W.2c

Standards Based Assessment

Score

Instructions: The following is an informational/explanatory piece of writing that is missing appropriate transition words and phrases. Read the piece below, then rewrite the passage on the next page adding in transition words and phrases where appropriate.

Measuring time is easy for you. Look at your watch, or the clock on your phone or computer. But it wasn't always this easy to tell time. Thousands of years ago, people used sundials to tell time. Several hundred years ago, more accurate mechanical clocks were made. Clockmakers are always looking for better ways to measure time. Atomic clocks use atoms, the building blocks of all matter, to measure time more accurately than ever before.

Our ancestors knew that the Sun appeared in different parts of the sky at different times of the day. They noticed that the Sun cast shadows in different directions depending on where it was in the sky. They used this knowledge to make sundials, or clocks that used shadows from the sun to tell time. A sundial would have a large piece that extended or stuck out vertically. Depending on where the sun was, it would create a shadow on the ground, or on the base of the sundial, in different places. People would figure out what time of the day it was from where the sundial's shadow was cast.

If people wanted to be able to tell the time at night or indoors, a sundial wouldn't work. People created mechanical clocks. Different types of mechanical clocks use different machine-like parts to measure time. In some clocks, pendulums swing back and forth at a constant rate. Some clocks use springs or weights to move clock hands. They all use parts that move a certain distance over a certain amount of time. Knowing how long it takes for the parts to move tells how much time has passed.

The most accurate clocks we have today don't measure how long it takes for springs, pendulums, or weights to move clock parts. They measure the electric charges of atoms. Atoms change their electrical charges from negative to positive and back again. Scientists know how long it takes for atoms to change their charges. The atoms always take the same amount of time to reverse their charges. Springs, weights, and pendulums can be affected by the environment and become less exact over time. Atomic clocks are precise, or accurate.

Measuring time has come a long way since the days of looking at shadows on the ground. Mechanical clocks made telling time more practical. Atomic clocks make telling time more accurate. There are other types of clocks, like water clocks, which were replaced by mechanical clocks. Quartz clocks are found in wristwatches. Scientists are even making more accurate atomic clocks. It will likely keep getting easier for us to tell the exact time.

Name: _____

Date: _____

4.W.2d

Standards Based Assessment

Score

Instructions: The following is an informational/explanatory piece of writing that is missing appropriate language and vocabulary that would help a reader understand the topic. Read the piece below, then rewrite the passage on the next page adding in specific language and vocabulary words that are related to the topic, in order to make the piece more clear for the reader.

Electricity used to be a mystery to scientists. They didn't understand what it was or how it worked. One important scientist who studied electricity was Ben Franklin. Some people think he discovered electricity. He didn't discover electricity, but he did discover that lightning is an electric charge. Today, scientists know a lot more about what electricity is, how it works, how it travels, and even how to create and store electricity.

To understand what electricity is, you have to understand a little bit about matter and energy. Everything you touch is made of matter, and the building blocks of matter are very small. Those building blocks are smaller than microscopic germs and even molecules, but the things that make up atoms are even smaller. Other tiny particles travel around the center of each atom. Some of these particles carry electricity when they move from one location to another. Lightning is a massive amount of moving electricity that shoots billions of tiny particles with electric charges from the clouds to the ground below.

Lightning travels directly through the air, but smaller electric charges can only travel through a material that allows electricity to flow through it easily. Normal electricity can only flow through a closed path. If there are any open spaces in a path, then electricity cannot flow through it.

Ben Franklin and other scientists knew a lot about electricity over 200 years ago. They even knew ways to store electricity. Ben Franklin used a special container called a Leyden jar to store electricity from a lightning bolt. Now scientists have even figured out ways to make electricity. Small devices change energy that is stored in chemicals into electricity, and modern power plants create electricity by using steam to spin huge turbines that run electric generators.

There is a lot more to electricity than what Ben Franklin knew in the 18th century, and even though we understand a lot about electricity and how it works, there are still things that we don't understand about how electricity works. But as long as scientists continue to study it, we'll keep learning more about electricity.

Name: _____

Date: _____

4.W.2d

Standards Based Assessment

Score

Name: _____

Date: _____

4.W.2e

Standards Based Assessment

Score

Instructions: The following is an informational/explanatory piece that a student is writing for a class assignment. The writing needs an ending. Read the paragraphs below and complete the writing by adding an ending on the lines below.

George Washington may be one of the most famous Americans ever. But even though he was born in Virginia, he didn't start out as an American. George Washington was the first president of the United States, but before that he was a soldier in the Continental Army fighting against British rule. Before that, he was a loyal British subject and a soldier in the British Army. It's interesting to think that the leader of the Continental Army that won the American Revolution actually started as a British soldier.

The Original 13 Colonies were British property. Great Britain owned the land and ran the government. Colonists that lived in America were ruled by Britain and were loyal to the king. But the French had also begun to settle in some of the same areas as British colonists. This led to war in the 1750s. One of the commanders, or leaders, of the British Army was George Washington. He actually suffered a loss and made his first and only surrender to the French. Eventually, Britain won the war and the French gave most of their land to the British.

Washington had been honored to fight and lead British soldiers, but by the 1770s, there were uneasy feelings between the British colonists and the British government. The colonists thought they were being treated unfairly and that they had no one to represent them, or be a voice for them, in the British government that made their laws. George Washington, who had supported and fought for the British government up until this time, had now become very unhappy with them. When the colonists living in America decided to go to war with Britain to gain their freedom, George Washington became the leader of the colonist's army, the Continental Army, fighting against his former allies or people that were on his side, from Britain.

In 1783, the British lost the war and the United States of America became a brand new country. Eventually, George Washington, who had led the Continental Army to victory, would become the country's first president. He served two terms as president, and then he stepped down. If he had wanted to, George Washington may have been president for many more terms. He was very popular, well-liked, and respected.

Name: _____

Date: _____

4.W.3a

Standards Based Assessment

Score

Instructions: The following is a narrative piece of writing that fails to establish a situation or back story, and instead jumps right into the action. Read the narrative piece below and complete the writing by adding an introductory paragraph that provides the reader with an appropriate introduction or back story.

A Pirate in School

Stephanie walked down the hall, striding confidently to a classroom, reading the number by the door, seeing it was the wrong class, then starting the cycle all over again. Tyler saw the cycle repeat three times from his locker, then he decided to jump in.

"Where ye' destined to be, matey?" he scowled.

The look on Stephanie's face was sheer terror.

"Five-oh-two?" she questioned, holding her schedule up for Tyler to see.

"Well, lass, that be yer problem. Five-oh-two be moldy. Water leakin' from the rafters. Not fit fer we peoples," Tyler snarled. "Anything that says five-oh-two be moved downstairs. You be searchin' fer four-oh-two."

Stephanie had not blinked. She had not looked away. She was very confused.

"I've got me a few minutes before me math class. I'll draw ye a map."

"It's ok," Stephanie said, falling backwards into a locker. I think I know where it is."

She continued to back away, eventually making it to her class. The teacher didn't mark her tardy because the whole 402/502 mix-up was pretty confusing, especially to a new student.

continued on the next page...

Name: _____

Date: _____

4.W.3a

Standards Based Assessment

Score

Stephanie had already made a few friends on the first day of school. She had a lot of questions about the school, the neighborhood, and the city, but she also had questions about the 9-year-old pirate she had met.

"That's just Tyler," one of her friends responded to her question. "He's harmless, a little odd, but harmless."

"Pirates aren't harmless," Stephanie said.

"He doesn't really think he's a pirate. He just likes pretending. Next week he'll be something else," her new friend said, over a mouth full of cafeteria tater tots.

Stephanie tried to avoid Tyler for most of the day. She heard him say "argh" pretty often, and she expected him to walk out of class wearing an eye patch or a peg leg, but he never did. When the end of the day came, she found herself in pretty much the same situation that she was in at the beginning of the day. She walked back and forth in front of the school staring at a small slip of paper.

The voice of a raspy brigand interrupted her confusion once again. "There be no bus 173! It be scuttled in favor of a new vessel, called 65."

"You ride that bus?" Stephanie asked shyly.

Tyler had been walking her toward the right bus as he spoke. Just as she finished her question, the doors to bus 65 swung open.

"Ahoy, lads!" called the bus driver.

"No ma'am," Tyler responded. "But me dad be her captain."

Name: _____

Date: _____

4.W.3b

Standards Based Assessment

Score

Instructions: The following is a narrative piece of writing that is missing dialogue. Read the piece below, then rewrite the passage on the next page adding in dialogue that helps to develop the characters and show their reactions to situations.

A stampede of white horses galloped by at a hundred miles an hour, and then, as if they had reached just the right speed, they lifted off. Massive, furry wings beat down toward the ground, pushing them upward. Maggie stared, unblinking and in awe, then she felt her feet give way and she began to slide down quickly. She picked up speed, shooting faster down a steep and snowy mountain slope, barely missing trees and icy cold boulders. She thought the dream was great. Maggie was not scared, even though she seemed to be going as fast as a race car down the side of a tall mountain, above the clouds. She didn't ever want the dream to end.

As she closed her eyelids against the fine powder of snow flinging toward her face, the mountain started to tremble and vibrate... and buzz. Her eyes opened and she darted up straight. Maggie wasn't a heavy sleeper. Her phone alarm would take her from a mountaintop dreamland to her actual mattress and real pajamas in a flash. She was very upset to awaken again without reaching the bottom of the mountain.

"Maggie!" her mother's voice yelled. It was a daytime voice, very awake. "You have seven minutes to get to the bus. I do not have time to take you to school!" Maggie's mother knew she wouldn't have to take her to school.

Maggie got dressed, cleaned up, and out the door moments after she was startled awake. She loved sleeping, but she loved being awake too. Dreams were great, but she knew the real world was more important. Her mother pulled out of the driveway just as Maggie walked out the door toward her bus stop.

As big as her night adventures were, Maggie always arrived at school alert and ready to go. Over a veggie sausage breakfast, her friend Shannon asked Maggie how she was always so awake in the morning. Maggie said that she always got plenty of sleep. Then Shannon asked Maggie about her dream and why she wanted to reach the bottom of the mountain if she liked that dream so much. Then the dream would be over, and she probably wouldn't have that same dream anymore. Maggie explained that if she stopped having that dream, she would just start a new dream the next night. It was her typical dream cycle.

That night, after school, volleyball practice, and her homework, it was time for bed. Maggie was tired, but excited.

continued on the next page...

Name: _____

Date: _____

4.W.3b

Standards Based Assessment

Score

"Tonight I know I'll make it to the bottom of the mountain," she thought as she drifted off to sleep.

Then the white horses galloped in front of her. It wasn't long before her body was rushing down the snowy mountain slope. Huge trees and rocks whizzed by. She half-expected her alarm to ring her back to the world of awake people, but it was Saturday, and she hadn't even set her alarm. She giggled as she neared what must be the bottom of the mountain. Her body slowed down as the ground became more flat and level, until finally she slowly slid to a stop. She looked up to see a single white Pegasus. She was surprised to see the horse at the bottom of the mountain.

But when she looked down, she saw that she was back at the top of the mountain. Then the herd of winged-horses rushed by again. She had reached the bottom of the mountain just to start all over again. Maggie still enjoyed her mountain slide dream, but she hoped that the next night, her dream would be different.

Name: _____

Date: _____

4.W.3c

Standards Based Assessment

Score

Instructions: The following is a narrative piece of writing that is missing appropriate transition words and phrases. Read the piece below, then rewrite the passage on the next page adding in transition words and phrases where appropriate.

The crowd was roaring with screams and chants. The concert was two hours late. The fans seemed excited, not upset. Doreen was definitely excited! The auditorium darkened and the stage lights got bright. She started to think about how she almost didn't even get to the concert. When Big Dish took the stage, she knew it had been worth it. The group started to sing. She threw up her hands and shrieked with delight. She kept thinking about how she almost missed the show.

When she got to the arena the first time, it was because she had talked her older brother into driving her to the show. It took three weeks of her allowance money to talk Jeremy into it, but he finally agreed. Her dad agreed to pick her up after the concert. Jeremy pulled to a stop at the curb in front of the arena. Doreen thought he might stay and talk for a while, since she was hours early for the show. When both of her feet were out of the car, Jeremy sped off. Doreen slumped her shoulders. She smiled as she turned toward the entrance and reached for her purse, but her purse wasn't on her shoulder. It was still in her room. She didn't panic because she could just call Jeremy before he got too far, and then offer him more of her allowance money to go back and get her purse. She realized that her phone was in her purse!

Doreen quickly thought of another plan. She went to the ticket booth and asked if they could give her new tickets.

"Of course we can, as long as they haven't already been used to get into the show."

When Doreen heard that, she felt so relieved.

"We'll just need the credit card that you used to purchase the tickets."

Doreen's aunt had purchased the tickets, and Doreen had no idea what her credit card number was.

Doreen was feeling like she was out of luck, so she went back to the curb where she had gotten out of her brother's car, sat, and moped. She glanced up and saw a dull brown pickup truck. She recognized Jeremy's truck. She couldn't understand why he was there. He was supposed to go right back home to study for a big test, but he was pulling toward the parking garage.

"Jeremy!" she yelled.

He turned and saw Doreen. His face showed a look of complete horror. He jerked the wheel and came to a stop just in front of Doreen.

"Why aren't you home?" Doreen asked through the window. She saw the ticket on his front seat. "Wait! You are here to see Big Dish, the boy band that you make fun of all the time?"

"Look, I just like a couple of their songs," he replied.

"And what about your big test?"

"Look, just don't tell Mom," Jeremy begged.

continued on the next page...

Name: _____

Date: _____

4.W.3c

Standards Based Assessment

Score

By the end of their talk, Doreen had gotten her allowance money back, and Jeremy agreed to drive her back home to get her purse. They made it back to the arena with only minutes to spare. They got inside, the concert was supposed to have already started. But Big Dish didn't start the show on time. It actually gave Jeremy and Doreen a lot of time to talk about their favorite Big Dish songs. As it turned out, Jeremy actually did like more than just a couple of them.

Name: _____

Date: _____

4.W.3d

Standards Based Assessment

Score

Instructions: The following is a narrative piece of writing that is missing sensory details. Read the piece below, then rewrite the passage on the next page adding in sensory details where appropriate in order to make the writing better.

The food court smelled like a queen's feast to Cori. She sniffed the scent of pizza dough and hamburgers. The Indian food tingled in her nostrils. She looked over to the dessert vendors and took a big whiff of the smell from the cinnamon rolls. Then she looked over to her mom and batted her eyes.

"Doesn't it smell delightful?" Cori asked.

"We're eating real food, not mall food," Cori's mom answered.

As many times as she'd heard this response, she never understood it. The mall food was made with meats and vegetables, flour, and fruit. She just didn't see how it couldn't be real food. Plus, it was delicious.

"We have to meet your dad at the restaurant," her mom added.

Cori and her mom walked past the shoppers in line at the food court. They held big bags. Some of them struggled with smaller bags. Cori felt her mouth water as they walked past. She stared at the shoppers' mall meals.

When they reached the parking lot, Cori gripped at her belly and sighed, "I can't take another step without food, Mom. I won't make it to the restaurant. You leave me here." Her mom stared past her and unlocked the car door. Cori decided to finish her speech anyway. "Tell dad I miss him," she ended.

"Get in and buckle up," was the only response, so Cori did. Her mom backed out of her parking spot and drove to the stoplight at the edge of the lot.

"Mom, I see red. All I see is red. Leave me," she pleaded. "I'll just slow you down." Then the light turned green. "Oh," Cori started, but she couldn't tell if her mom was slightly amused, or becoming a little bit angry. So Cori decided to be quiet for a while.

Soon they reached the restaurant. Cori looked up at the sign. "Manelli's," she read out loud.

"It's Italian," her mother said. Then she continued, "There's your dad's car." She pointed at the pickup truck. They pulled into a parking spot and entered Manelli's.

Cori's dad was already at a table. He had order appetizers. The platter in front of her dad was full of cheeses, salami and ham, and bunches of olives. "It's antipasto," her dad explained. But the smells that floated up to Cori's nose were so wonderful that she didn't care what it was called.

"So this is real food?" Cori asked her mom as she plopped a slice of meat into her mouth. "It's like ham, but so much better!" she delighted. Then she added, "I can't believe you ever let me eat that mall food."

After dinner, Cori never looked at (or smelled) the food court the same way again.

Name: _____

Date: _____

4.W.3e

Standards Based Assessment

Score

Instructions: The following is the beginning of a narrative piece that a student is writing for a class assignment. The writing needs a conclusion. Read the paragraphs provided and complete the writing by adding a conclusion on the lines below.

Van had shot 283 free throws on Wednesday afternoon. He bent his knees, followed through with his wrist, and kept his eyes on the basket. As far as he could tell, he was doing everything that his basketball coach told him to do. Van had shot 283 free throws on Wednesday afternoon, and he missed 250 of them. Van was a great defender, a team player, and a good shooter from almost anywhere on the court, except the free throw line.

In the last game, when both teams were tied with seconds to go, the other team decided to foul Van on purpose. They knew if they fouled Van, he would take two free throws, and they were pretty sure he would miss them. So when Van dribbled to the basket, a player from the other team reached in and grabbed his wrists on purpose. This was the foul that sent Van to the free throw line. He shot and missed two times. The other team got the ball back with seconds to go, but it was enough time to make one more basket and win the game.

Their next game would start in a few hours, and Van was very nervous. Even though he scored a lot of points and helped his team by playing hard, he felt like he lost the game and let his teammates down. He also thought his coach was disappointed. He thought about his 250 free throw misses. "I can't help that now," he said to himself, as he headed to school on his bike to get ready for the game.

The game was another close one, and Van played really well again, except when he shot free throws. Through the first part of the game, he had been fouled a lot, and he missed every single free throw. The ball would bang off of the back of the rim, smash into the backboard, or miss everything entirely. But he kept playing hard. With 40 seconds left in the game, Van's team was in a familiar situation. The game was tied. Van was terrified when he got the ball. He tried to get rid of it before the other team fouled him, but they got to him first, grabbing his upper arm as he tried to shoot the ball quickly. "Foul!" the referee yelled.

4.W.5

Standards Based Assessment

Teacher Planning Instructions

You will need:

- The **Naming Planets - Student Copy** (1 copy for each student).
- The **Student Editing Paper** (1 copy for each student).
- The **Student Revising Paper** (1 copy for each student).
- The **Revision Continuum Answer Keys** to assess each student's writing revisions.
- The **Editing Answer Key** to assess each student's edits.
- The **Editing Rubric** and **Revision Rubric** to assess each student's edits and revisions.

Teacher Notes:

- For the assessment, students will be editing and revising a passage.
- Read the verbal directions on the follow page to your students.
(Note: You may alter the time depending on your class, the time of the year, and your students' writing stamina. You should not allow some students more time in order to accurately assess their level of understanding. You are welcome to monitor the room while your students edit and revise, 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).
- Give your students a signal that they have 5 minutes left in order to tie up any loose ends.
- Collect, read, and assess the students' editing and revising using the **Revision Continuum Answer Keys, Revision Rubric, Editing Answer Key** and **Editing Rubric**.

-Color Code for Editing Answer Keys:

light blue = spelling
gray = grammar
red = punctuation

-Color Code for Revision Continuum Answer Key Papers:

green = transition words
orange = word choice
blue = added sentences or phrases

***You can use the Rubrics, Editing Answer Key, and Revision Continuum Answer Keys to grade your students a level 4, 3, 2, or 1, (these graphs have been added to the Student Data Tracking Binders) or see below to figure a percentage.**

***Finding a percentage for Student Data Tracking Binders:**

Total points possible= 28 points

_____ / 28 x 100 = _____ %
score

To be used
with:
4.W.5

Standards Based Assessment

Naming Planets – Student Copy

By: Kristine Nannini

A private company recently gotted into a huge disagreement with the IAU about just who should have the rights too name planets. The company made people pay 99 sense to nominate new names for a Earth-sized planet outside of our solar system. The private company wanted to give the planet a simple catchy name and raise some money for finding new things in space at the same time.

Have you ever wonders how planets get there names. Most of the planets have had their names for thousands of years. With good telescopes and knew ways to locate objects in space, more planets is found all the time. Who gets to name them? A place called the International Astronomical Union (IAU) gets to do that. That may eventually change.

Most scientist's, and the public, have sided with the IAU. The argument has raises a lot of questions about how planet's names are chosen, and who choosed them. There will surely be many more planets found in the near future. Maybe one day, the general public will have a say in naming them, but not quiet yet.

The IAU got involved. The IAU says that they are the only place with the writes to name new planets, and until now, no one have really challenged those writes, The IAU says that any private company claiming to sell chanches to name planets is cheating the public, since no privat company can pick names for planet's. The company says that they has just as much right as the IAU to name planet's, or even other space objects, like stars and asteroids.

To be used
with:
4.W.9a

Standards Based Assessment

Long-Lost Cousin

By: Kristine Nannini

"Mom, just one more pork chop!" I pleaded. She just shook her head.

"Honey, I don't think I made enough. Your brother might want another one."

My brother looked up, cheeks bulging as he chewed his delicious pork. His head nodded up and down. I took a buttery bite of my corn on the cob. Actually, it was even better than the meat. Just as I put my corn down and reached for the salt, there was a loud knock on the door.

"Mom, somebody's at the door," I said, as if no one else had heard it.

"Well who can that be?" Mom asked herself as she made her way to the front door.

I heard the door open, but then there was a long time of silence. The silence broke with Mom screaming, "It can't be!" Then she burst into the kitchen with a familiar-looking stranger.

"Kids, this is Frank!" Mom announced excitedly.

As soon as I heard the name, I recognized his face. It was a face from Mom's picture albums. It was a child's face, and then a teenager's face in the albums, but the face of the man here was definitely the same. Mom and Frank grew up together like siblings, after Frank's parents died. They were actually cousins, though I knew Mom thought of Frank as a brother. But they grew apart when Frank joined the Army and eventually got sent off to war. At first, Frank would call every once in a while, then he sent postcards, but eventually that stopped. Mom hadn't had any kind of contact with Frank in the last 10 years. I thought she might be mad at him, but she was just happy to see him. She was very happy.

Frank sat at the table and Mom fixed up the last pork chop for him.

"I guess he can have my seconds," I thought, "after 10 years."

Frank and Mom talked a lot. They discussed me and my brothers, and they talked about Frank's wife and children. Mostly they talked about the past. I could hear joy in both their voices, even though I saw a few tears. Frank showed us pictures of his children on his phone. It was really great to learn that I had cousins. It was turning out to be a wonderful dinner.

"Well, there's another reason I came," Frank admitted. His voice was more serious and his smile had straightened out. I braced myself for very bad news. "I never really knew my grandparents," Frank began. "I had heard they died right after my parents passed away." Mom had heard that too. I remember her talking about it. "And that's true," Frank added, "but here's something else you probably didn't know. They were very rich." This was getting really interesting. All our eyes focused on Frank and widened. "They wanted to leave their fortune to their children, my parents, but my parents had already died. I was the next heir, but I guess I was very hard to find after I moved in with your family and left for the military."

"And they finally found you?" I interrupted. The words just flew out. I heard an angry grunt from Mom.

continued on the next page...

To be used
with:
4.W.9a

Standards Based Assessment

Long-Lost Cousin

By: Kristine Nannini

"That they did," Frank answered. "And I inherited quite a bit of money." My uncle was rich! This was getting cooler every second. "I've actually been spending the last year looking for you," Frank said to Mom. "You're my closest family. I know we haven't talked or seen one another in a long time, but I never forgot you." Frank started to reach into his pocket. "I owe you for that," he said, handing Mom a check. She looked at it and thanked Frank very gratefully. Then I sneaked a peek over Mom's shoulder.

"Mom is that a comma or a decimal point?" I asked.

"Oh it's a decimal point," Mom replied. "How much money do you think Frank's grandparents left him?"

"More than you think," Frank replied looking at the check and pointing out the fact that it was, indeed, a comma.

As Mom began to faint, I rushed over and caught her, slipping her gently into her chair.

"That's about what I expected," Frank said. "I have to go, but when your mom wakes up," Frank asked, "can you tell her that I'll have a car come and pick you guys up tomorrow, so that we can cash the check?"

"That's great, Frank," I said, "but you've done enough for us."

"Well, my bank is in another state, so I thought I'd fly us down there," he explained.

"Your bank doesn't have any branches here?" I asked.

"Well, I plan to open one soon." His response confused me. "Oh, you may have misunderstood. When I said it was my bank, I mean it's MY bank. As I said, my grandparents left me more money than you might think."

That's when I fainted.

Name: _____

Date: _____

4.W.9a

Standards Based Assessment

Score

Instructions: Use the passage *Long-Lost Cousin* to answer the following questions. Be sure to support your answers with information from the text.

1.) Frank wanted to share his wealth with his cousin. Why do you think that Frank waited until the end of dinner to explain this?

2.) What sequence of events happened that made it difficult for Frank to get his inheritance?

To be used
with:
4.W.9b

Standards Based Assessment

Planting a Seed

By: Kristine Nannini

Plants are some of the most amazing organisms on the planet. Green plants actually make their food from sunlight. Before they get to the point that they can carry on photosynthesis, they have to sprout above the soil. Planting a seed and caring for it correctly will give it the best chance to sprout and grow green leaves so that it can capture sunlight and create food. If you follow the right steps and get the things you need, planting a seed is an easy process. You'll also have to care for the seed, but that isn't a difficult task, either. If you do it all right, you should see little sprouts springing up in no time.

Pick a Seed

You may want to grow pretty flowers, cucumbers, tomatoes, or even a cactus. Knowing what type of seeds you will plant is important because different seeds should be planted in different ways. Some seeds may need to be placed deeper underground than others. Other types of seeds may grow better in certain types of soils, and different types of seeds may require different amounts of water. Most of what you need to know will be printed on the seed package. You should read all of the instructions carefully before you actually buy any seeds. The seed packaging will tell you, in advance, what your seed will need, where and how to plant it, and there is usually a picture of what a fully grown plant looks like.

Gather Materials

You may not think you need a lot of supplies to plant seeds, and you're right. But you do need a few things. If you are going to plant them outside, you may need a small garden shovel, or trowel. If you're planting seeds outside, you probably won't need any store-bought soil, but if you know that the soil in your yard isn't a good place to plant the seeds, you may need to buy a bag of soil from a home improvement store. Sometimes your soil might be too hard or rocky for new seeds to sprout.

Now, if you are planting indoors, you'll need a pot or a container for your seeds. You can plant your seeds in a pot and still put them outside, as well. The size of the pot can be very important. If you are planting seeds that grow into very large plants, of course you'll need a large pot. Also, figure out if you're going to transplant, or move, the sprout into the ground. Sometimes gardeners start their sprouts in a pot, but then they move them outside and plant them in the ground when they have started to grow. For seeds planted in a pot, you'll definitely want soil. If you're just planting a few seeds, you only need a small bag. Plant food is optional for most seeds. The soil you plant them in will likely have plenty of nutrients for them, especially if it's store-bought soil.

continued on the next page...

To be used
with:
4.W.9b

Standards Based Assessment

Planting a Seed

By: Kristine Nannini

Dig Your Holes

If you're planting outside, you'll want to clear away the grass or other plants from the planting area. You don't want them competing with your new seeds for water or nutrients from the soil. Seeds usually just require small holes near the surface. Remember to find the proper depth from the instructions on the seed package. This will also tell you how many seeds to put in each hole. If you're using a pot, just fill it with soil, and then make the holes with your fingers, still being careful not to make them too deep or too shallow, and not to crowd the holes with too many seeds.

Water and Wait

After your seed is planted in the soil, the most important thing you have to do is water it. This is the most important, but maybe the most difficult step. You don't want to over-water your seeds, but you have to be sure to give them enough water. Once again, check the instructions on the seed package to find out how much and how often to water your seeds. Keep watering your plants on a proper schedule and wait to see them sprout up. Some seeds may take a few days, but some may take a week or more, so be patient. Your seeds don't really need sunlight, but your sprouts certainly will. So make sure to keep your seeds in a place in the sun, so when a little green sprout pops above the soil, it can take in all the sun it needs.

What you do next depends largely on what kinds of seeds you planted. A small decorative plant may be fine in a flowerpot by the window for its whole life. Other plants may have to be moved to a larger container or out into the yard when they get bigger. Then there are the plants that you might want to harvest. If you planted fruits, vegetables, or herbs, you'll definitely want to pick them when the time is right. But getting the plant you want starts with taking care of a seed. Some people may think they're not good at growing plants, but if you use the right materials and follow the right procedures, your seeds should grow into wonderful, healthy plants.

Name: _____

Date: _____

4.W.9b

Standards Based Assessment

Score

Instructions: Use the passage *Planting a Seed* to answer the following questions. Be sure to support your answers with information from the text.

1.) Which reasons does the author give that explain why caring for a seed is different than caring for a plant?

2.) What are some mistakes a person can make when caring for seeds?
