|  |  |
| --- | --- |
| **Standard** | **Items:** |
| **4.RL.05**  **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.**  480f493b895a92c0e95069154ad43041.jpg | 3.0  A. Which of the following could be used in a poem? Check all that apply.     * Stanzas * Rhyming * Stage directions * Cast of characters   B. Which of the following could be used in drama? Check all that apply.   * Cast of characters * Stanzas * Dialogue * Stage directions   C. Which of the following could used in prose? Check all that apply.   * Theme * meter * Setting * Stage directions   Word Bank  Verse  Rhythm  Meter  Stanza  Characters  Setting  Poetry  Where the Sidewalk Ends  By Shel Silverstein  There is a place where the sidewalk ends  And before the street begins,  And there the grass grows soft and white,  And there the sun burns crimson bright,  And there the moon-bird rests from his flight  To cool in the peppermint wind.  Let us leave this place where the smoke blows black  And the dark street winds and bends.  Past the pits where the asphalt flowers grow  We shall walk with a walk that is measured and slow,  And watch where the chalk-white arrows grow  To the place where the sidewalk ends.  Yes we’ll walk with a walk that is measured and slow,  And we’ll go where the chalk-white arrows go,  For the children, they mark, and the children, they know  The place where the sidewalk ends.  D. Label a stanza in the poem above.  E. Label a rhyme in the poem above.  Drama  Scene 1: At Cinderella’s Home  Narrator: Once upon a time there was a beautiful young girl named Cinderella. She had two ugly stepsisters who were very cruel to her.  Stepsister 1: Did you clean the kitchen? Cinderella: Yes, I did.  Stepsister 2: Did you polish my shoes? Cinderella: Yes, I did.  Stepsister 1: Did you iron my clothes?  (only part a of 3.0, for the excerpts students have to label the various elements with use of a word bank. Students do not need to analyze the poem or prose, just label elements) |
| 2.0 |
| **4.RI.09**  **Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.** | 3.0  In the United States, pandas live in zoos. Some baby pandas are born in the zoo. At first, a baby panda does not look like its mother. It does not have much hair at all. Its eyes are closed. The baby drinks its mother’s milk. The mother holds the baby in her paws. The baby grows quickly. Now it looks like its mother. Soon the little panda starts to eat bamboo. Bamboo is a kind of plant. Then the panda spends less time with its mother. It likes to be on its own. It will climb trees. It will sit on their branches.  Polar bears live in ice and snow. A polar bear baby is a cub. A cub is born with its eyes closed. It does not have much hair. A cub drinks its mother’s milk. The mother keeps the cub warm. The cub grows bigger. Soon the cub can walk. Its mother shows it how to hunt. She shows it how to swim. The cub likes to play. It rolls in the snow. The cub grows stronger. The cub learns to swim. It can find its own food. Now the cub can live by itself.  How are baby pandas and polar bear cubs alike? Include information from both articles in your answer. |
| 2.0  https://www.engageny.org/file/4951/download/ela-grade-4-sample-questions\_0.pdf?token=XLxtvkbP    Write a paragraph using information only from the article about why evergreen trees keep their leaves during the winter.  A Perfectly Sticky Idea  By Linda Ruggieri  http://www.readworks.org/passages/perfectly-sticky-idea  Sometimes accidents turn into inventions. Post-it Notes are a good example. Postits are those little sticky papers perfect for marking your place on a book page. Two researchers, Spencer Silver and Arthur Fry, accidentally invented Post-it Notes. At the time, they were working for a company called 3M. Silver and Fry were both trying to develop extra-strong glue. But the glue they produced was weak. It did not seem useful at all. One day, Fry had an idea. He put the glue on a piece of paper and used the paper as a bookmark. Fry saw that this bookmark would stay on a page. He could remove it and stick it onto another page. The paper did not fall off. Researchers worked to improve the glue. They made sure the glue stayed on the piece of paper and not on the page. In 1980, the company named the product Post-it Notes. The product was a great success! Today, Post-it Notes are one of the most popular office products in the world. They come in different sizes and many colors. Have you ever used Post-it Notes? What do you think of this invention?  Write a paragraph using information only from the article about why post-its were a good example of something invented accidentally. |
| **4.W.01 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  **4.W.01a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.**  **4.W.01b Provide reasons that are supported by facts and details.**  **4.W.01c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**  **4.W.01d Provide a concluding statement or section related to the opinion presented.** | 3.0 (4.W.01a-d)  [Benchmark 3 Opinion Writing Performance Task](https://docs.google.com/a/lgusd.k12.ca.us/document/d/18tjz2LWvyesHAD4QCktLq5w-M8An9tq_Oo-sKWa5lyM/edit?usp=sharing) |
| 2.0 (4.W.01b only)  Read the opinion below.  The government should protect our national parks by not allowing so many visitors.  Select the reason that best supports this opinion.   1. Our national parks are managed by the National Parks service. 2. Visitors often leave trash behind after they leave the parks. |
| **4.SL.06**  **Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.** | 3.0  (IDEA! My idea is to provide an example of a student’s presentation where the student used informal english. Then, the question following the example could say, “Is this language appropriate for this setting? If not, how would you correct it? Where else might this language be appropriate?) |
| 2.0 |
| **4.L.04c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.** | 3.0 |
| 2.0 |