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CCR Performance Tasks

ELA Grade 4: Writing About Literary Text
Wise or Foolish?

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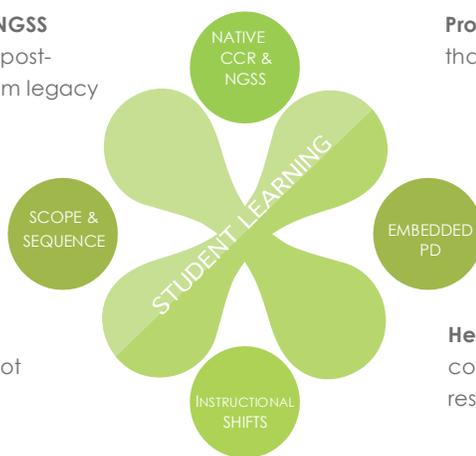
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CCR Performance Tasks

ELA Grade 4: Writing About Literary Text

Wise or Foolish?

Student Test Booklet

Name:

PART 1

Directions: Follow your teacher’s directions and answer the questions in your student booklet.

Anansi the spider is a trickster who appears in many West African folktales. Usually he is wise, but sometimes he can be foolish. As you read the story, think about whether he learns a lesson about wisdom. Then answer the questions that follow.

Why Wisdom Is Found Everywhere

¹ A long, long time ago, Anansi the spider kept all the wisdom of the world safely stored away in a clay pot. The sky god had given it to him in order that he could share wisdom with all the rest of the world. Anansi loved lifting the lid, looking into the pot, and discovering a new fact or a new idea every day. He passed what he learned on to his friends to impress them with his great wisdom.

² Anansi had a greedy thought. “This gift is too good to give away,” he said to himself. “I need to keep wisdom to myself! I’ll find a safe place to hide the pot away from everyone else.”

³ Anansi looked high and low for a hiding place. He decided to put the pot in the branches of the highest tree, where no one but he would ever find it. He grabbed some vines to tie the pot to the branches and started to climb.

⁴ Have you ever tried to climb a tree while you were holding something? It is not easy. It was not easy for Anansi, even with his eight legs. The pot kept bumping against Anansi’s stomach and against the tree. Poor Anansi kept slipping and sliding.

⁵ Anansi was making so much noise climbing that tree that his son came to see what all the excitement was about. He looked at his father and started to laugh.

⁶ “Why are you laughing at me, my son?” Anansi asked angrily.

⁷ “My father, if you would just tie that pot of yours to your back with those vines, you could climb up that tree so easily!”

⁸ How did Anansi react to his son’s suggestion? At first he became even angrier, but then he started to think. “He’s right; that little son of mine is right!” he said to himself. “Here I am carrying all the wisdom of the world, and my son has more common sense than I do.”

⁹ What did Anansi do then? He felt so foolish that he threw the pot of wisdom down to the ground. The pot shattered, and all the wisdom in the world went flying everywhere, some here and some there. People all over the world were able to pick up some pieces. That’s why wisdom is found everywhere.

Option A

Directions: Take notes as you participate in a classroom discussion about the story. The discussion and your notes may address these or similar questions.

Think about how you would answer this question:

Do you think that Anansi learns a lesson in this story?

Prepare to take part in a discussion of this question. Use the organizer to prepare for the discussion.

Does Anansi learn a lesson in this story?

What details from the story helped me decide that he learned a lesson?

1.

2.

3.

4.

Option B

Directions: Answer the following questions about the story.

1. Why did Anansi decide to keep the pot of wisdom for himself? Where in the story did you find the answer to this question?

2. Why did Anansi have trouble climbing the tree? Where in the story did you find the answer to this question?

3. Why did Anansi's son laugh at his father? Where in the story did you find the answer to this question?

4. Why did Anansi throw the pot of wisdom to the ground? Where in the story did you find the answer to this question?

PART 2

Directions: Follow your teacher’s directions and answer the questions in your student booklet.

In this folktale from Turkey a man named Nasreddin may be foolish or may be wise. As you read the story, think about how you would describe Nasreddin and his neighbor. Then answer the questions that follow.

Nasreddin and the Pot

¹ Nasreddin decided to give a big dinner party, so he went to his neighbor to borrow his largest cooking pot. Several days later, the neighbor visited Nasreddin and asked about his pot.

² Nasreddin said, “I am sorry about not returning your pot sooner, but I didn’t want to disturb it. It is ready to go home now.”

³ “What are you talking about, Nasreddin?” the neighbor demanded. “Show me my pot!”

⁴ Nasreddin led the neighbor into the kitchen, where the cooking pot sat on the table. When the neighbor looked inside, he saw a small cooking pot.

⁵ “Why is this little pot here?” the neighbor asked.

⁶ Nasreddin said, “While your pot was visiting me it gave birth! Congratulations. Now you have a baby pot, too.”

⁷ The neighbor laughed at Nasreddin’s foolishness but was happy to take advantage of it. He took both pots back home.

⁸ A week later Nasreddin asked to borrow the big cooking pot again. The neighbor eagerly agreed, hoping that Nasreddin would give him another small baby pot.

⁹ Weeks went by, but Nasreddin did not return the pot. Finally the neighbor went to Nasreddin’s house and asked for the pot back.

¹⁰ Nasreddin said, “I cannot return your pot. I’m very sorry to be the bearer of bad news. Your pot died.”

¹¹ “What are you talking about, Nasreddin?” shouted the neighbor. “Do you think I am a complete fool? You think I will believe that my pot died?”

¹² Nasreddin answered, “Well, you were very quick to believe that your pot gave birth to a baby pot.”

Option A

Directions: Think about how you would describe Nasreddin and his neighbor in this story. Then complete the chart.

<p>What word BEST describes Nasreddin?</p>	<p>Which details from the story show that this word is a good description of Nasreddin?</p>
---	--

<p>What word BEST describes the neighbor?</p>	<p>Which details from the story show that this word is a good description of the neighbor?</p>
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Option B

Directions: Reread “Nasreddin and the Pot” and think about how Nasreddin and the neighbor behave in this story.

Based on what the characters say and do, what is the theme of “Nasreddin and the Pot”?

Write a sentence explaining the theme of the story in the box below. Then list details from the story that helped you decide what the theme of the story is.

What is the theme of “Nasreddin and the Pot”?

Which details from the story helped me decide what the theme is?

1.

2.

3.

4.

PART 3

Directions: Reread “Why Wisdom Is Found Everywhere” and “Nasreddin and the Pot.” Follow your teacher’s directions and answer the questions in your student booklet.

Option A

Directions: Reread “Why Wisdom Is Found Everywhere” and “Nasreddin and the Pot.” Think about how Anansi and Nasreddin are either wise or foolish in each of the stories. Then complete the chart.

<p>Why Wisdom is Found Everywhere Is Anansi wise or foolish?</p>	<p>Nasreddin and the Pot Is Nasreddin wise or foolish?</p>
<p>What details from the story helped me decide?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>What details from the story helped me decide?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>

EXTENDED WRITING PROMPT

Directions: Think about the main characters in “Why Wisdom Is Found Everywhere” and “Nasreddin and the Pot.”

Respond to the prompt in the space below.

Do you think that Anansi and Nasreddin are wise or foolish?

Write a response that explains the reasons for your answer about each character.

Remember to:

- Use details from both stories to support your reasons;
- Include several paragraphs with a concluding section; and
- Clearly organize your response.

Your response will be scored using this rubric.

4 Point Response

You will:

- Tell whether you think each character is wise or foolish;
- Explain the reasons you think each character is wise or foolish;
- Use several details from each story as you explain your reasons;
- Write several paragraphs and a concluding section;
- Write a response that is well organized.

3 Point Response

You will:

- Tell whether you think each character is wise or foolish;
- Explain at least one reason you think each character is wise or foolish;
- Use at least one detail from each story as you explain your reasons;
- Write several paragraphs and a concluding section;
- Write a response that shows some organization.

2 Point Response

You will:

- Tell whether you think at least one character is wise or foolish;
- Explain at least one reason or use some detail from the story;
- Write at least one organized paragraph.

1 Point Response

You will:

- Write one or more sentences about whether one or both characters are wise or foolish, with some explanation.

0 Point Response

You will not write a response, or not answer the question.

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A large rectangular box containing 20 horizontal lines for writing.

CCR Performance Tasks

ELA Grade 4: Writing About Literary Text

Wise or Foolish?

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Why Wisdom is Found Everywhere	Literary Text	382	740 L	2	2	2	2
Nasreddin and the Pot	Literary Text	257	670 L	3	2	2	2

Passage Placement Rationale

Title	Placement Rationale
Why Wisdom is Found Everywhere	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 4.
Nasreddin and the Pot	<ul style="list-style-type: none"> Although vocabulary and concepts are easily accessible to fourth graders, the twist at the end of the story makes the text somewhat complex and requires some analysis to understand.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the *Grade 4: Writing About Literary Text Wise or Foolish?* task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

PTE12: Grade 4 Writing about Literature

DOK Level and Consortia Claims

DOK Level: 3

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Part 1

PARCC claims

Primary claim

Major Claim II: Writing —Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.1: Reading Literature —Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Parts 1, 2, and 3
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Overview of Performance Task

MAJOR OBJECTIVE: Students will write extended responses to a prompt that asks them to analyze characters in two folktales that deal with the theme of wisdom.

CORE TASKS: Read “Why Wisdom is Found Everywhere” and “Nasreddin and the Pot.”

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
LA.4.RL.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).
LA.4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.4.W.9.a	Apply grade 4 Reading standards to literature (e.g., “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].”)

Grade 4 Writing About Literary Text: Wise or Foolish?

Many folktales deal with the theme of wisdom; they feature characters whose reputation for wisdom is not supported by their behavior, or who seem to act wisely and foolishly at the same time. This performance task includes two folktales that explore these ideas and a writing prompt that asks students to compare the characters in the two stories.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 may be completed independently of one another or consecutively depending on the instructional and assessment goals. Each part includes options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to ask students to write explanatory text that draws evidence from literature to support analysis of characters and comparison of treatment of themes.

TEACHER GUIDE

Part 1

OBJECTIVE

Demonstrate comprehension of a text (“Why Wisdom is Found Everywhere”) by describing events and characters in a story, drawing on specific details from the text.

CORE TASK

Read “Why Wisdom Is Found Everywhere.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the story.

Option B

Students write short responses to questions about the story.

Option C

Students write a summary of the story.

Part 2**OBJECTIVE**

Demonstrate comprehension of a text (“Nasreddin and the Pot”) by describing the characters and the theme of the story, drawing on specific details from the text.

CORE TASK

Read “Nasreddin and the Pot.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students describe characters by completing a graphic organizer.

Option B

Students write a short response to a question about the theme of the story.

Part 3**OBJECTIVE**

Write explanatory text that draws evidence from literary texts to support analysis of characters and comparison of treatment of themes.

CORE TASK

Reread “Why Wisdom Is Found Everywhere” and “Nasreddin and the Pot.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students describe characters by completing a graphic organizer.

Extended Writing Prompt

Students write an extended response to a question comparing the characters and the themes of the stories.

PART 1 Overview

Part 1 focuses on a story about Anansi and addresses the following general objective.

OBJECTIVE: Demonstrate comprehension of a text (“Why Wisdom Is Found Everywhere”) by describing events and characters in a story, drawing on specific details from the text.

Part 1 begins with the story. There are three options for a student work product based on the story. Each option may be completed independently from the others or in combination.

CORE TASK

Read “Why Wisdom Is Found Everywhere.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the story.

Option B

Students write short responses to a question about the story.

Option C

Students write a summary of the story.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.4.RI.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Option B
LA.4.RL.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).	Option A Option C
LA.4.SL.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Option C

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Option C
LA.4.W.9.a	Apply grade 4 Reading standards to literature (e.g., “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].”)	Option A Option B

PROCEDURE for Part 1

CORE TASK

Read “Why Wisdom Is Found Everywhere.”

PROCEDURE for Part 1: Option A**CORE TASK**

Reread “Why Wisdom is Found Everywhere.”

Ask the students to think about whether or not Anansi learns a lesson in this story as they reread the story. Tell them that they will take part in a discussion on this question. They should complete the organizer for Option A in their test booklets to prepare for the discussion.

You can either have a general discussion or split students into small groups.

Details in support may include the fact that Anansi was greedy and thought he was wise at the beginning of the story, that he realizes that his son is wiser than he is, that he realizes the pot is useless to him, and that he throws the pot to the ground.

Use the following questions to help guide student discussion of the question. *Ask students to explain how the text supports their answers.*

Use the following questions to stimulate discussion:

1. What is Anansi like at the beginning of the story?

Possible Response: *He is greedy; he wants to keep wisdom all to himself.*

2. Why does Anansi pick the tree?

Possible Response: *He thinks no one will ever find the pot there.*

3. Why does he take the vines?

Possible Response: *To tie the pot to the highest branches.*

4. What seems foolish about Anansi’s plan?

Possible Response: *He is trying to climb and carry something at the same time.*

5. Why does Anansi say his son has common sense?

Possible Response: *His son has a more practical plan.*

6. Why does Anansi throw the pot to the ground?

Possible Response: *He feels foolish and no longer values the pot.*

7. Do you think Anansi’s behavior will change?

Possible Response: *Student responses may vary.*

8. Do you think Anansi has learned a lesson? Why or why not?

Possible Response: *Student responses may vary.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Complete the organizer accurately and thoroughly;
- Participate in the discussion by expressing his or her own opinion and responding to others' ideas.

3 Point Response

Student will:

- Complete the organizer;
- Participate in the discussion by expressing his or her own opinion and/or responding to others' ideas.

2 Point Response

Student will:

- Partially complete the organizer (e.g., provide one detail in support);
- Participate in the discussion, but opinions and answers may lack clarity or demonstrate lack of preparation.

1 Point Response

Student will:

- Provide a minimal response on the organizer;
- Participate in the discussion in only a minimal way.

0 Point Response

Student provides no response, or response is off topic.

PROCEDURE for Part 1: Option B

Ask students to respond to the questions in their student booklets. Possible responses:

1. Anansi was greedy and wanted to keep wisdom to himself; paragraph 2.
2. He was trying to carry the pot and climb at the same time; paragraph 4.
3. The son realized that there was an easy solution to the problem; paragraph 7.
4. Anansi felt foolish and realized he wasn't really wise; paragraphs 8 and 9.

SCORING RUBRIC for Part 1: Option B

Use the following rubric to evaluate students' written responses.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a thorough understanding of the story by answering all questions accurately and with insight.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a general understanding of the story by answering all questions accurately; the answers may lack detail.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a partial understanding of the story by answering some questions incorrectly.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a minimal understanding of the story by answering most questions incorrectly.
<p>0 Point Response Student provides no response, or response is off topic.</p>

OPTIONAL EXTENSION ACTIVITIES for Part 1: Option B

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Ask the students to explain their answers during a class discussion.

PROCEDURE for Part 1: Option C

Review the characteristics of a good summary. Ask the students to respond to the question in their text booklets.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' written responses.

4 Point Response

Student will:

- Provide a summary that is accurate and includes major ideas and details;
- Restate details largely in his or her own words;
- Exclude minor details that do not support central ideas.

3 Point Response

Student will:

- Provide a summary that is largely accurate and includes most major ideas and details;
- Restate details mostly in his or her own words;
- Include a few details that do not clearly support central ideas.

2 Point Response

Student will:

- Provide only a partial summary of the passage; some major ideas or details will be excluded;
- Use some original language but may also include direct quotations from the text;
- Include details that do not clearly support central ideas.

1 Point Response

Student will:

- Retell the passage without summarizing; OR
- Use mostly direct quotations from the text in an attempt to summarize it.

0 Point Response

Student provides no response, or response is off topic.

OPTIONAL EXTENSION ACTIVITIES for Part 1

LA.4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Ask students to respond to this question:

Do you think that Anansi learns a lesson in this story? Write one paragraph that explains the reasons for your answer. Be sure to include details from the story that support your answer.

PART 2 Overview

Part 2 focuses on another folktale and addresses the following general objective.

OBJECTIVE: Demonstrate comprehension of a text (“Nasreddin and the Pot”) by describing the characters and the theme of the story, drawing on specific details from the text.

Part 2 begins with the story. There are two options for a student work product based on the story. Each option may be completed independently from the others or in combination.

Option A deals with inferences about characters; Option B focuses on theme.

CORE TASK

Read “Nasreddin and the Pot.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Describe characters by completing a graphic organizer.

Option B

Write a short response to a question about the theme of the story.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.4.RI.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Option B
LA.4.RL.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).	Option A

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Option B
LA.4.W.9.a	Apply grade 4 reading standards to literature (e.g., “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].”)	Option A Option B

PROCEDURE for Part 2 CORE

TASK

Read “Nasreddin and the Pot.”

PROCEDURE for Part 2: Option A

Tell students to complete the organizer in their student booklets.

Students may claim that Nasreddin is tricky or very clever and use his trick with the pots as evidence. Claims that Nasreddin is foolish show a more literal understanding of the story; an insightful response indicates that Nasreddin knows what he is doing.

Students may claim that the neighbor is greedy or foolish, based on his willingness to take the baby pot and to lend Nasreddin the pot again. An insightful response indicates that the neighbor never believed in the baby pot.

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students' responses.

<p>4 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a thorough understanding of the story by answering all questions accurately and with insight.
<p>3 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a general understanding of the story by answering all questions accurately; the answers may focus on literal understanding rather than inference.
<p>2 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a partial understanding of the story by answering some questions incorrectly.
<p>1 Point Response Student will:</p> <ul style="list-style-type: none"> • Demonstrate a minimal understanding of the story by answering most questions incorrectly.
<p>0 Point Response Student provides no response, or response is off topic.</p>

PROCEDURE for Part 2: Option B

Remind students that when we talk about the *theme* of a story we are describing its central idea or meaning. Theme is not the same as the moral or lesson of the story nor is it a summary of its plot. Themes sometimes are stated but usually must be figured out from the details of the story. Stories can have more than one theme.

Discuss with students what they think the theme of the first story, “Why Wisdom Is Found Everywhere,” is. Plausible answers include why being greedy is not being wise, or what true wisdom really means.

Ask students to reread “Nasreddin and the Pot” and then to answer Option B.

You may choose to discuss students' answers in class. Be sure to ask students which details from the story support their interpretation of the theme.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' responses.

2 Point Response

Student will:

- Demonstrate a thorough understanding of the story by identifying a plausible theme and listing details that support the theme.

1 Point Response

Student will:

- Demonstrate a minimal understanding of the story or the concept of theme by summarizing or retelling the story OR identifying a theme with no support.

0 Point Response

Student provides no response, or response is off topic.

PART 3 Overview

Part 3 focuses on both stories and addresses the following general objective:

OBJECTIVE: Write explanatory text that draws evidence from literary texts to support analysis of characters and comparison of treatment of themes.

There is an optional pre-writing exercise and an extended writing response in Part 3.

CORE TASK

Reread “Why Wisdom Is Found Everywhere” and “Nasreddin and the Pot.”

In addition to performing the CORE TASK, select option A and the writing prompt, or the writing prompt alone.

Option A

Describe characters by completing a graphic organizer.

Extended Writing Prompt

Write an extended response to a question comparing the characters and the themes of the stories.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.4.RL.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).	Option A, Writing Prompt
LA.4.RL.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.	Option A, Writing Prompt
LA.4.W.9.a	Apply grade 4 Reading standards to literature (e.g., “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].”)	Option A, Writing Prompt

SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Writing Prompt
LA.4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Writing Prompt

PROCEDURE for Part 3**CORE TASK**

Reread “Why Wisdom Is Found Everywhere” and “Nasreddin and the Pot.” Ask the students to think about whether they think Anansi and Nasreddin are wise or foolish in these stories as they reread each.

PROCEDURE for Part 3: Option A

Ask students to complete the organizer in the student booklet. They can use the organizer to help them write their answer to the writing prompt.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- State an opinion about each character;
- Include thorough and sufficient details that support each opinion.

3 Point Response

Student will:

- State an opinion about each character;
- Include at least one specific detail that supports each opinion.

2 Point Response

Student will:

- State an opinion about at least one character;
- Include at least one specific detail that supports the opinion.

1 Point Response

Student will:

- Provide a statement about one or both characters with some support.

0 Point Response

Student provides no response, or response is off topic.

PROCEDURE for Part 3: Extended Writing Prompt

Tell students to respond to the prompt in the student booklet.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- State a clear opinion about each character;
- Include thorough and sufficient reasons and details that support each opinion;
- Create an organizational structure within and among paragraphs that supports the writer's purpose, including a concluding section.

3 Point Response

Student will:

- State a clear opinion about each character;
- Include at least one reason and some details that support each opinion;
- Create some organizational structure within and among paragraphs that supports the writer's purpose, including a concluding section.

2 Point Response

Student will:

- State a clear opinion about at least one character;
- Include at least one reason or detail that supports the opinion;
- Respond in at least one paragraph, but the response may not be well-organized or may lack a conclusion.

1 Point Response

Student will:

- Make one or more statements about whether one or both characters are wise or foolish, with some support.

0 Point Response

Student provides no response, or response is off topic.