



Our Students. Their Moment.

**New York State Testing Program
Grade 4 Common Core
English Language Arts Test**

Released Questions with Annotations

August 2013



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

New York State Testing Program Grade 4 Common Core English Language Arts Test

Released Questions with Annotations

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. In Spring 2013, New York State administered the first set of tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new tests, New York State released a number of resources during the 2012-2013 year, including test blueprints and specifications, and criteria for writing test questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the first ELA/Literacy and Mathematics Common Core tests in April 2013 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

The released questions are intended to help students, families, educators, and the public understand how the Common Core is different. The annotated questions will demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the Common Core Learning Standards. (Note that these suggestions are included in the multiple-choice question annotations and will be included in the constructed-response question annotations in a forthcoming addendum.)

The annotated questions will include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standards; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each constructed-response question, there will be an explanation for why the question measures the intended standards and sample student responses that would obtain each score on the rubric.

Understanding ELA Annotated Questions

Multiple Choice

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be

answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors¹. Each distractor will require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about knowledge and skills of the student based on their selection of an incorrect response. These multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the Common Core Learning Standard measured.

Short Response

Short-response questions are designed to assess Common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. Responses should require no more than three complete sentences.

The rubric used for evaluating short-response questions can be found at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

Extended Response

Extended-response questions are designed to measure a student's ability to **Write from Sources**. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade specific reading standards.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade specific Common Core Writing, Reading, and Language standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy require that students are evaluated across the strands (Reading, Writing, and Language) with longer piece of writing such as those prompted by the extended-response questions.

The information in the annotated extended-response questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading standards.

The rubric used for evaluating extended responses can be found at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

¹ A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

These Released Questions Do Not Comprise a Mini Test

This document is NOT intended to show how operational tests look or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the new test reflects the demand of the CCSS.

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. Specific criteria for writing test questions as well as additional test information is available at www.engageny.org/common-core-assessments.

Greeting the Sun, A Maushop Story

retold by Joseph Bruchac

- 1 Long ago, as the Sun traveled across the sky, one of the first places he came to each morning was the land of the Wampanoag people. He would shine down on them, giving them warmth and light. But instead of thanking him for what he gave them, the Wampanoag people would look up into the sky, squint their eyes, and cover their faces with their hands.
- 2 “I do not like those little people making faces at me,” said the Sun one day. “I will no longer visit their land. I will stay on the other side of the sky, where the people appreciate me.”
- 3 So, when the next day came, the Sun did not rise up in the sky. Everything in the land of the Wampanoag people stayed dark and cold. The people became afraid and began to cry out.
- 4 “Someone help us,” they cried. “Everything is dark. The Sun is missing. The world is going to end.”
- 5 Maushop, the giant, had been sleeping, but the sound of many frightened voices woke him.
- 6 “Hunh,” Maushop said. “It is dark.”
- 7 Maushop stood up from the place where he had been sleeping on the beach, just below the great cliffs at Gay Head. He saw the little fires burning in the village of the Wampanoag people. Walking very carefully, so that he would not step on anyone in the darkness, Maushop went into the village.
- 8 “Maushop,” the people cried. “You must help us. The Sun did not rise today. How can we survive without the Sun?”
- 9 “I will go and find the Sun,” Maushop said.
- 10 Maushop turned and stepped into the ocean. He began to wade toward the east. His legs were so long that it took him only four steps to cross the

ocean and four more steps to come to the other side of the world. There Maushop saw the Sun sitting in the middle of the sky and not moving.

11 “Older Brother,” Maushop called up to the Sun, “why are you here? It is long past the time for you to bring the new day to the other side of the world. The people there are in darkness, and they are afraid.”

12 “I am glad to see you, Younger Brother,” said the Sun. “But as for those people on the other side of the world, I am not going there anymore. They never said thank you when I gave them light and warmth. All they did was squint their eyes and make ugly faces. I am going to stay here, where the people appreciate me.”

13 Maushop turned and walked back across the ocean to the land of the Wampanoag people. He told the people what the Sun had said.

14 “If the Sun returns,” the people promised, “we will greet him every morning. We will smile up at him and say thanks to him every day.”

15 Maushop turned and walked back to the other side of the world.

16 “Older Brother,” Maushop said to the Sun, “the people on my side of the world are sorry. They want you to return. They promise that they will greet you with smiles and words of thanks every morning.”

17 “No,” said the Sun. “I do not think they will remember what they promised. I will stay here. I will not move.”

18 Maushop decided that he would have to show the Sun that the people really meant what they said. Maushop went to the spiders.

19 “My friends,” said Maushop, “I need a big net. Will you weave it for me?”

20 “We will do as you ask,” the spiders answered. They wove a huge net that was very strong.

21 Maushop picked up the net and went back to the Sun.

22 “Older Brother,” Maushop said, “I want you to see that the people on the other side of the world meant what they said. You do not have to move. I will move you.”

23 Then Maushop threw that great net over the Sun. He grabbed the ends of the net in his hands, put it over his shoulder, and dragged the Sun back across the sky. Maushop was so strong that the Sun could not resist him.

24 As soon as they reached the land of the Wampanoags, the Sun heard voices calling up to him.

25 “Thank you,” the voices called. “Thank you for bringing us light and warmth. Thank you for the gift of another day.”

26 The Sun looked down at all of the people. They were not making ugly faces anymore. They were smiling up at him.

27 “Younger Brother,” said the Sun to Maushop, “you were right. The people on this side of the world are happy to see me. From now on, as long as they greet me this way, I will come to their land every day.”

Which sentence suggests that the Sun feels it is a bad idea to trust the Wampanoag people?

- A** “ ‘I do not like those little people making faces at me,’ said the Sun one day.” (paragraph 2)
- B** “So, when the next day came, the Sun did not rise up in the sky.” (paragraph 3)
- C** “But as for those people on the other side of the world, I am not going there anymore.” (paragraph 12)
- D** “I do not think they will remember what they promised.” (paragraph 17)

Key: D

MEASURES CCLS: RL.4.3:

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL.4.3:

This question measures RL.4.3 because it asks students to select textual evidence that describes a character’s feelings, in this case the Sun’s feeling that it is a bad idea to trust the Wampanoag people. To answer correctly, students must follow a character’s developing thoughts and feelings as they are connected to the plot and as the story arc progresses.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” show an understanding of the point in the narrative where the Sun reveals his distrust of the Wampanoag people. Maushop has asked the Sun to shine on the Wampanoag people assuring the Sun that he will be greeted with smiles and words of thanks every morning. The Sun is unconvinced. He believes the Wampanoags will not remember their promise, indicating distrust.

WHY THE OTHER CHOICES ARE INCORRECT:

Answer Choice A: Students may have chosen “A” because it expresses a negative emotion. The Sun does not like the Wampanoag people because they make faces at him. This action might cause distrust but in the context of this narrative, the action more clearly causes dislike and leads to the Sun’s withdrawal from the Wampanoag people, not distrust of them. In tracing the developing and changing feelings of the Sun toward the Wampanoag people, this textual evidence supports an emotion occurring before the Sun expresses distrust.

Answer Choice B: Students may have chosen “B” because it expresses a negative reaction based on already present negative feelings. At this point in the narrative, the Sun has chosen to react to the Wampanoag people by no longer shining down upon them. However, the primary emotion expressed in this option is revenge, not distrust.

Answer Choice C: Students may have chosen “C” because it strongly expresses a negative emotion and conveys the Sun’s refusal to shine on the Wampanoag people. The statement suggests that the Sun’s decision is final and caused by hurt feelings. However, at this point in the story, the Sun is explaining to Maushop his decision and the reasons for it. The Sun has yet to express his distrust of the Wampanoag people.

HOW TO HELP STUDENTS MASTER RL.4.3:

While all of the choices of this question are plausible for expressing negative emotions and a step in the progression of the Sun's feelings for the Wampanoag people, only "D" pinpoints the moment in the narrative when the Sun reveals his distrust of the Wampanoags and his belief that they will not remember the promise Maushop has conveyed. To help students succeed with questions like this, instruction can focus on a character's development over the course of a story, specifically identifying how details in the story affect a character's actions, words, thoughts, and feelings.

Which is the **best** summary of this story?

- A** Maushop lives near the Wampanoag people. He goes to talk to the Sun on the other side of the world. The Sun calls Maushop his younger brother. Maushop is also friends with the spiders. The spiders weave a net for Maushop to use.
- B** The Sun leaves the land of the Wampanoag people because he is not happy with them. When the Sun does not come back, the people turn to Maushop for help. He finds the Sun on the other side of the world and finds out why the Sun will not come back. When the people say they will change their ways, Maushop finds a way to get the Sun to return.
- C** The Sun and Maushop are friends. When the Sun leaves the land of the Wampanoag people, they ask Maushop to help get the Sun to come back. Maushop makes two trips to the other side of the world.
- D** When the Sun leaves the land of the Wampanoag people, they want him to come back. They need help to find out where the Sun went. Maushop agrees to go look for the Sun and tell him that the people want him to come back. Maushop is able to do this because he is a giant and can travel around the world quickly.

Key: B

MEASURES CCLS: RL.4.2:

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

HOW THIS QUESTION MEASURES RL.4.2:

This questions measure RL.4.2 because it asks students to identify the best summary of a story. A summary should be short and include the key elements of the story's plot including the exposition, details about the main character, and a clear description of the conflict and its resolution. Summaries should not include any details that are too specific or unnecessary, as well as inaccurate inferences or conclusions.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" show an understanding of the key elements of the story. This choice begins by focusing on the Sun, bringing in the Wampanoag people as the antagonist and describing Maushop's role in helping the Wampanoag people. The degree of emphasis on the various characters, events, and problems in this summary mirrors that of the story as well.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: This option includes several elements of the story that are important to the progression of events. Maushop and his relationship to the Wampanoag people, the Sun, and the net the spiders weave are central to the resolution of the story. However, option "A" leaves out key components of the plot such as elements of the exposition and a clear description of the conflict and its resolution, as well as details about the main character, the Sun. Finally, this choice focuses too heavily on Maushop and not the main character, the Sun.

Choice C: This option states the main conflict, but does not include a resolution. In addition, minor details such as the number of trips Maushop makes to the other side of the world and the inaccurate description of Maushop and the Sun's sibling relationship as a "friendship" are unnecessarily included.

Choice D: This option describes the basic conflict of the story and some elements of its resolution. However, in place of an explicit description of the resolution is an extraneous and unnecessary explanation of the reason why Maushop is able to travel around the world.

HOW TO HELP STUDENTS MASTER RL.4.2:

While all of the choices of this question contain some key elements of the high quality summary, only choice "B" evenly and thoroughly includes the essential elements of this narrative. To help students succeed with questions like this, instruction can focus on identifying the following components of plot necessary for accurate summaries, such as: important background information the setting and/or main character, details about the main character, and a clear description of the conflict and its resolution. Students can then practice including these in succinct, written summaries with other texts read in class.

Read these sentences from paragraph 23 of the story.

He grabbed the ends of the net in his hands, put it over his shoulder, and dragged the Sun back across the sky. Maushop was so strong that the Sun could not resist him.

What does the word “resist” mean in these lines?

- A** offer to protect
- B** shine back at
- C** fight against
- D** care for

Key: C

MEASURES CCLS: RL.4.4:

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).

HOW THIS QUESTION MEASURES RL.4.4:

This question measures RL.4.4 because it asks students to determine the meaning of a word as it is used in the story. To answer correctly, students must determine the meaning of “resist” through any number of ways such as by using knowledge of prefixes, suffixes, and root words, knowledge of related words, or through textual context. Then, students must show an ability to understand the meaning of the word well enough to eliminate other options.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” show an understanding that “fight against” is the best understanding of “resist” in the context of these lines. That the Sun is fighting against Maushop is apparent with clues like “so strong,” “dragged,” and “back across.” The meaning of these words and phrases suggests the Sun’s reluctance and lack of cooperation. The sentence, “He grabbed the ends of the net...put it over his shoulder, and dragged the Sun” describes a situation where someone is resisting or fighting back. Finally “dragged the Sun back across the sky” indicates Maushop is taking the Sun over a path the Sun has gone before, a repetition that adds to the idea of reluctance, resistance, and fighting against making “C” the best choice.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” as a result of a misinterpretation of how the Sun feels about being dragged across the sky and back to the Wampanoag people. A student selecting this choice might think Maushop needs protection from the Sun, the spiders, or the Wampanoag people when in fact Maushop is the character taking charge and making amends between the Wampanoags and the Sun.

Choice B: Students may have chosen “B” because the Sun is responding to Maushop by shining. However, “shine back at” fails to indicate the nature of the Sun’s response: negative or positive. In this case it is a negative response due to the Sun being dragged against his will by a much stronger Maushop.

Choice D: Students may have chosen “D” because Maushop has found the Sun and is now dragging him back to the Wampanoag people because he cares for them. However, this situation is describing the interaction between Maushop and the Sun, which is one where the Sun is being forced to return.

HOW TO HELP STUDENTS MASTER RL.4.4

While all of the choices of this question explain possible reactions from the Sun, only choice “C” accurately describes the idea that the Sun is being forcefully brought back to the Wampanoag. To help students succeed with questions like this, instruction can focus on how students can use prefixes, suffixes, root words, knowledge of related words, and/or determination through textual context to find the meaning of unknown words in a story.

The Sun gets angry with the Wampanoag people because he thinks they are being

- A** ungrateful
- B** childish
- C** unfair
- D** cruel

Key: A

MEASURES CCLS: RL.4.3:

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL.4.3:

This question measures RL.4.3 because it asks students to interpret a character's motivation by drawing on and interpreting specific details and events in the text. To answer correctly, students must assess the Sun's reasons for getting angry with the Wampanoag and make a generalization about what the Sun thinks.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" show an understanding that the Sun decides to stop shining on the Wampanoag people because he believes the Wampanoags are making faces at him when they squint and cover their faces with their hands. This makes the Sun angry. The Sun decides to only shine on the other side of the sky where "the people appreciate me." From this information and particularly the clue about appreciation, a student can conclude that the Sun considers the Wampanoags to be ungrateful. "Ungrateful" represents the most accurate assessment of what the Sun thinks of the Wampanoag people.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" if they misinterpret the squinting, face-making, and face-covering actions of the Wampanoags as a childish behavior. The Wampanoags are also described as becoming afraid and crying out when the world stays dark and cold, all of which may be interpreted as childish. However, whether the Wampanoag behaviors are childish or not, the Sun does not see them as childish so much as ungrateful and unappreciative of his efforts making "A" a more strongly supported choice.

Choice C: Students may have chosen "C" if they misinterpret the behaviors of the Wampanoags of making faces, covering their faces, and squinting as an unfair reaction to the Sun. "Unfair" may also hold appeal for students who may confuse the behavior of the Wampanoags with the behavior of the Sun who may be seen as unfairly withholding heat and light. Although "unfair" reflects a negative reaction, ungrateful more accurately describes how the Sun feels about the Wampanoags than does "unfair," making "A" a better choice.

Choice D: Students may have chosen "D" if they think the Wampanoag's behavior of making faces, covering their faces, and squinting is cruel. However, the Sun only says he "does not like those little people making faces at me" making "cruel" a too harshly negative meaning. The text says that the Wampanoags "instead of thanking him...squint their eyes," which means the people do not say thank you. This leads to the sun Sun feeling unappreciated, a sentiment more likely to be caused by the Wampanoag's being ungrateful than cruel.

HOW TO HELP STUDENTS MASTER RL.4.3

While all of the choices of this question express related negative qualities the Sun might see the Wampanoag's as having, the Sun's words in paragraph 2 make it clear that he feels the Wampanoag's do not appreciate him, making "A" the best choice. To help students succeed with questions like this, instruction can focus on students selecting textual details that accurately explain why a character behaves in a certain way. Students should then be able to name the emotion or motivation causing the behavior.

Which detail **best** supports the idea that Maushop cares for the Wampanoag?

- A** “Maushop, the giant, had been sleeping, but the sound of many frightened voices woke him.” (paragraph 5)
- B** “Maushop stood up from the place where he had been sleeping on the beach, just below the great cliffs at Gay Head.” (paragraph 7)
- C** “Walking very carefully, so that he would not step on anyone in the darkness, Maushop went into the village.” (paragraph 7)
- D** “ ‘Maushop,’ the people cried. ‘You must help us.’ ” (paragraph 8)

Key: C

MEASURES CCLS: RL.4.1:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

HOW THIS QUESTION MEASURES RL.4.1:

This question measures RL.4.1 because it asks students to identify a textual detail that most strongly and accurately supports one of the story’s main ideas: Maushop’s care for the Wampanoag. To answer correctly, students must consider each detail to determine how well it builds the idea that Maushop cares for the Wampanoag.

WHY CHOICE “C” IS CORRECT:

Students who choose “C” show an understanding that Maushop is walking carefully to avoid stepping on Wampanoag because he cares for them. Students may also identify that the very reason Maushop is entering their village is in order to find out why they are in distress.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because awaking to the sound of frightened voices could suggest caring about people. But there are other possible reasons for waking at the sound of frightened voices such as being afraid for oneself, or simply be awakened by noise. Students who choose “A” may not recognize that this ambiguity weakens its support for the main idea as compared with choice “C”.

Choice B: Students may have chosen “B” as a result of a misunderstanding of how this detail relates to the events and ideas in the story. This detail develops the physical setting of the story, rather than providing support for the idea that Maushop cares for the Wampanoag.

Choice D: Students may have chosen “D” because it does show that the Wampanoag rely on Maushop. However, this detail develops the Wampanoag’s side of the relationship more than Maushop’s.

How to Help Students Master RL.4.1:

While all of the choices of this question contain details that build certain aspects of the story, choice “C” provides the best concrete support for the main idea of Maushop’s care for the Wampanoag. To help students succeed with questions like this, instruction can focus on building students’ capacity to comprehend grade-level complex texts and analyzing how authors use specific details to develop various aspects of texts, including their main ideas.

Directions

304023P

Read this story. Then answer questions XX through XX.

There are several different groups of Miwok people, who ranged from the area of San Joaquin and Sacramento Valleys into the Sierra Nevadas. This story is only one of many Miwok tales that describe how Yosemite's spectacular geographic features came to be.

The Story of Tu-tok-a-nu-la

Retold by James Bruchac and Joseph Bruchac

- 1 Long, long ago, a mother bear and her two cubs were out walking around when they came to the river that flows through the valley of Yosemite. They waded in and the cubs began to play in the water until all three of them were soaking wet. When they climbed out, they lay down in the sun on a great flat stone to dry their fur. Soon they fell asleep in the warm sunlight.
- 2 While they were sleeping, a strange thing happened. The earth moved beneath them, and the stone they were sleeping upon was raised up so high that it almost reached the moon. When the mother bear and her cubs woke, they found themselves trapped on the top of the great steep-sided stone. They began to call for help.
- 3 In the valley below, the other animals heard their cries. A council was held and it was decided that someone should climb up to help them.
- 4 "I will rescue them," Meadow Mouse said. But Meadow Mouse was only able to crawl a short way up before sliding back down.
- 5 "I will be the one to do this," Pack Rat said. But he, too, slipped back down to the bottom.
- 6 "Hah! None of you can climb like I can," Raccoon bragged. But he got no further than the others before he slid back to the valley floor.
- 7 "Climbing will not do it," Grizzly Bear roared. Then Grizzly Bear tried to leap up to the top of the great rock. But even though he jumped very high and grabbed the side of the rock with his sharp claws, he could not pull

himself up. Grizzly Bear slipped back down to the ground, his claws leaving long scrapes in the side of the great rock.

8 “Watch me. I will do this thing,” Mountain Lion growled. He leaped higher than Grizzly Bear, but Mountain Lion did not reach the top either, and his sharp claws left even more marks on the side of the rock.

9 While those other creatures were boasting about what they would do, little Measuring Worm was crawling toward the great rock. Without saying a word, she began to climb. Measuring Worm could move only a little at a time—no more than the length of a finger. But even though she climbed slowly, she did not slip back at all. The sun moved across the sky, and then the moon appeared, and still Measuring Worm kept on climbing. One day passed and then another, but she never stopped.

10 Finally, Measuring Worm reached the top of the great rock. She spun a rope and used it to lower the mother bear and her two cubs back down to the bottom.

11 That great stone still rises above the valley of the Yosemite. Although today most call it El Capitan, the name by which the old people knew it is Tu-tok-a-nu-la, Measuring Worm’s Rock.

What did Measuring Worm do differently from the others that made her able to save the three bears? Use **two** details from the story to support your response.

MEASURES CCLS: RL.4.1:

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

HOW THIS QUESTION MEASURES RL.4.1:

This question measures RL.4.1 by asking students to make a conclusion and use details and examples in the story to support the conclusion. Specifically, students must determine what Measuring Worm did differently from the other creatures that made her able to save the three bears.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can cite specific details to explain what Measuring Worm did differently that allowed her to save the three bears demonstrate an understanding of what makes Measuring Worm different compared to all the characters. There is no single “correct” response, but rather responses that are defensible, and responses that are not. An essay that receives full credit will use at least two relevant details to support an explanation of what Measuring Worm did differently.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability. They will reflect grade-appropriate attention to organization, conventions, and vocabulary.

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

What did Measuring Worm do differently from the others that made her able to save the three bears? Use **two** details from the story to support your response.

Measuring worm took his or her time to save the bears and wasn't bragging. Measuring worm took so much time it took him almost two days but he still didn't give up. Measuring worm also had a strategie to let them down with a rope and wasn't bragging.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain what Measuring Worm did differently than the others that made her able to save the three bears (*took his or her time to save the bears and wasn't bragging*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*it took him almost two days but he still didn't give up and also had a strategie to let them down with a rope*). This response includes complete sentences where errors do not impact readability.

What did Measuring Worm do differently from the others that made her able to save the three bears? Use **two** details from the story to support your response.

Measuring Worm crawled without saying a word, She also did not slip back like the others did. Measuring worm could only move a little at a time. It took her two days to reach the rock but Measuring Worm did it without bragging and still reached the top.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain what Measuring Worm did differently than the others that made her able to save the three bears (*Measuring worm crawled without saying a word, she also did not slip back like the others did*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*could only move a little at a time and it took her two days to reach the rock and did it without bragging*). This response includes complete sentences where errors do not impact readability.

What did Measuring Worm do differently from the others that made her able to save the three bears? Use **two** details from the story to support your response.

One thing measuring worm did differently is she didn't try and get to the top as fast as she could she slowly made her way up the rock. Another thing measuring worm did differently is she didn't boast about anything and she was humble

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain what Measuring Worm did differently than the others that made her able to save the three bears (*she didn't try and get to the top as fast as she could she slowly made her way up the rock ... she didn't boast*); however, the response does not provide two details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

What did Measuring Worm do differently from the others that made her able to save the three bears? Use **two** details from the story to support your response.

she did not brag and she did not hurry, she took her time

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain what Measuring Worm did differently than the others that made her able to save the three bears (*She did not brag and she did not hurry, she took her time*); however, the response does not provide two details from the text for support as required by the prompt.

What did Measuring Worm do differently from the others that made her able to save the three bears? Use **two** details from the story to support your response.

The measuring worm was able to climb the wall because she had to crawl toward the great rock.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The measuring worm was able to climb the wall because she had to crawl toward the great rock*).

Directions

304024P

Read this story. Then answer questions XX through XX.

Sitti's Secrets

by Naomi Shihab Nye

- 1 Once I went to visit my grandmother. My grandmother and I do not speak the same language. We talked through my father, as if he were a telephone, because he spoke both our languages and could translate what we said.
- 2 I called her *Sitti*, which means Grandma in Arabic. She called me *habibi*, which means darling. Her voice danced as high as the whistles of birds. Her voice giggled and whooshed like wind going around corners. She had a thousand rivers in her voice.
- 3 A few curls of dark hair peeked out of her scarf on one side, and a white curl peeked out on the other side. I wanted her to take off the scarf so I could see if her hair was striped.
- 4 Soon we had invented our own language together. Sitti pointed at my stomach to ask if I was hungry. I pointed to the door to ask if she wanted to go outside. We walked to the fields to watch men picking lentils. We admired the sky with hums and claps.
- 5 We crossed the road to buy milk from a family that kept one spotted cow. I called the cow *habibi*, and it winked at me. We thanked the cow, with whistles and clicks, for the fresh milk that we carried home in Sitti's little teapot.
- 6 Every day I played with my cousins, Fowzi, Sami, Hani, and Hendia from next door. We played marbles together in their courtyard. Their marbles were blue and green and spun through the dust like planets. We didn't need words to play marbles.
- 7 My grandmother lives on the other side of the earth. She eats cucumbers for breakfast, with yogurt and bread. She bakes the big, flat bread in a round, old oven next to her house. A fire burns in the middle.

8 She pats the dough between her hands and presses it out to bake on a flat black rock in the center of the oven. My father says she has been baking that bread for a hundred years.

9 My grandmother and I sat under her lemon tree in the afternoons, drinking lemonade with mint in it. She liked me to pick bunches of mint for her. She liked to press her nose into the mint and sniff.

10 Some days we stuffed little zucchini squash with rice for dinner. We sang *habibi, habibi* as we stacked them in a pan. We cracked almonds and ate apricots, called *mish-mish*, while we worked.

11 One day Sitti took off her scarf and shook out her hair. She washed her hair in a tub right there under the sun. Her hair surprised me by being very long. And it *was* striped! She said it got that way all by itself. I helped her brush it out while it dried. She braided it and pinned the braid up before putting on the scarf again.

12 I felt as if I knew a secret.

13 In the evenings we climbed the stairs to the roof of Sitti's house to look at the sky, smell the air, and take down the laundry. My grandmother likes to unpin the laundry in the evening so she can watch the women of the village walking back from the spring with jugs of water on their heads. She used to do that, too. My father says the women don't really need to get water from the spring anymore, but they like to. It is something from the old days they don't want to forget.

14 On the day my father and I had to leave, everyone cried and cried. Even my father kept blowing his nose and walking outside. I cried hard when Sitti held my head against her shoulder. My cousins gave me a sack of almonds to eat on the plane. Sitti gave me a small purse she had made. She had stitched a picture of her lemon tree onto the purse with shiny thread. She popped the almonds into my purse and pulled the drawstrings tight.

Why is the setting important to this story? Use **two** details from the story to support your response.

MEASURES CCLS: RL.4.3:

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL.4.3

This question measures RL. 4.3 by asking students to draw on specific details in the text to describe why the setting is important to the story. Students can show understanding of how setting is important to a story by selecting and analyzing specific details and explaining how they relate to the story's setting.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can cite specific details to explain why the setting is important to the story demonstrate an understanding of the narrator's experience visiting her grandmother. The story offers several instances when the setting directly impacts the experience occurring between the narrator and her grandmother. An essay that receives full credit will use any of these instances to support an explanation of why the setting is important to the story. It will reflect grade-appropriate attention to organization, conventions, and vocabulary.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

Why is the setting important to this story? Use **two** details from the story to support your response.

The setting is very important to this story. It is important because without the setting in this story, nothing will reflect to her "Sitti" or cousin's culture. One detail from the story is when the narrator says we both speak different languages. Another detail is the food they use like cucumbers with yogurt. This is why the setting is important to THIS story.

Score Point 2 (out of 2 points)

This response makes a valid claim to explain why the setting of the story is important (*because without the setting in this story, nothing will reflect to her "Sitti" or cousin's culture*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the narrator says we both speak different languages and the food they use like cucumbers with yogurt*). This response includes complete sentences where errors do not impact readability.

Why is the setting important to this story? Use **two** details from the story to support your response.

To help kids ^{learn} about the way other people live or grow up. like how the grandma always had her scarf on her head. ~~and~~ how they walk outside and see men picking lentails

Score Point 2 (out of 2 points)

This response makes a valid claim to explain why the setting of the story is important (*to help kids learn about the way other people live or grow up*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the grandma always had her scarf on her head and they walk outside and see men picking lentails*).

Why is the setting important to this story? Use **two** details from the story to support your response.

The setting is important because it describes that it's in another country. In another country because her grandma speaks a different language.

Score Point 1 (out of 2 points)

This response makes a valid claim to explain why the setting of the story is important (*because it describes that it's in another country*); however, the response provides only one concrete detail from the text as support (*her grandma speaks a different language*). This response includes complete sentences where errors do not impact readability.

Why is the setting important to this story? Use **two** details from the story to support your response.

The setting in the story is important because Habibi's grandmother lives there. So does her cousins, ^{two} Fowzi, Sami, Hani, and Hendia. She doesn't want to leave them.

Score Point 1 (out of 2 points)

This response makes a valid claim to explain why the setting of the story is important (*because Habibi's grandmother lives there. So does her cousins, Fowzi, Sami, Hani, and Hendia*); however, the response does not provide two details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

Why is the setting important to this story? Use **two** details from the story to support your response.

The setting is important to this story is
if there no setting like this "once I went
to visit my Grandmother it won't be a story
if it will be a story it must have a setting

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*if there no setting like this "Once I went to visit my Grandmother it won't be a story*).

MEASURES CCLS: RL.4.3:

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL 4.3:

This question measures RL.4.3 by asking students to create a coherent essay that uses textual details to describe an event in a story. Students can demonstrate an understanding of the text by describing how the narrator's relationship develops with her grandmother.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can cite specific details to explain how the narrator's relationship with her grandmother develops during her visit demonstrate an understanding of how key events in the story impact their relationship. The story offers multiple examples of situations where the narrator and grandmother's relationship develops. An essay that receives full credit will use any of these examples to support their explanation of how the relationship develops. It will reflect grade-appropriate attention to organization, conventions, and vocabulary.

There is no single "correct" response, but rather responses that sufficiently and clearly develop the topic based on four overarching criteria in the Extended-Response (4-Point) Holistic Rubric, and responses that do not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include an introductory and concluding comment and relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

SAMPLE STUDENT RESPONSES AND SCORES APPEAR ON THE FOLLOWING PAGES:

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

The narrator's relationship with her grandmother develops during her visit. When she first got there, they spoke through her dad because he spoke both languages. Sooner or later, they were able to have names for each other. The grandmother was called Sitti, which means grandma in Arabic. (The language the grandmother speaks.) Sitti called the visitor habibi which means darling in Arabic. Then they made their own language together! Here is an example: Sitti would point to habibi's stomach to ask if she was hungry. Habibi would point

to the door to ask Sitti if she wanted to go outside. Next, they would hang out with each other. In the afternoons, they would sit under the lemon tree together. Also, they would cook together. They stuffed little zucchinis with rice for dinner. Last but not least they would go on the roof and smell the air, look at the sky, and take down the laundry. That is how the narrator's relationship with her grandmother developed during the story.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*When she first got there, they spoke through her dad because he spoke both languages*). The response demonstrates insightful comprehension and analysis of the text (*Then they made their own language and they would hang out with each other*). The topic is developed with relevant, well-chosen facts from the text (*they were able to have names for each other. The grand mother was called Sitti, which means grandma in Arabic and habibi which means darling in Arabic*). Varied, relevant evidence is sustained throughout (*point to habibi's stomach; sit under the lemon tree; go on the roof and smell the air; look at the sky, and take down the laundry*). Purposeful organization is exhibited by the skillful linking of ideas using grade-appropriate words and phrases (*when, sooner or later, then, an example, also, last but not least, that is how*). The response provides a concluding statement that follows from the topic and information presented (*That is how the narrator's relationship with her grandmother developed during the story*). The response demonstrates grade-appropriate command of conventions, with few errors.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

The relationship between the grandmother and the narrator has changed since she came. Instead of having the dad translate their language they made up their own. Other than that, the narrator said, "I felt as if I knew a secret!" I think that "secret" is, her grandmother's hair is surprisingly long, and her grandmother's hair was striped. To prove my statement there, the grandmother said, "It developed like that." Also, now, they have a new routine together. They both do the laundry

together, and in the afternoon, they drink lemonade with mint under the lemon tree. "She liked it when I picked branches of mint so she could stuff her nose in it to smell it."

The grandmother and the narrator communicate with their new language. In the story, it says, "When we point to each others stomach, we ask if the others hungry. When we point at the door, it means we are asking the other if they want to go outside."

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The relationship between the grandmother and the narrator has changed*). The response demonstrates grade-appropriate comprehension and analysis of the text (*now, they have a new routine*). The topic is developed with relevant, well-chosen facts and concrete details from the text (*hair is suprisingly long, and her grandmothers hair was striped and both do the laundry together*). Varied, relevant evidence is sustained throughout (*when we piont to eachothers stomach, we ask if the others hungry. When we piont at the door, it means we are asking the other if they want to go outside*). The response exhibits clear, purposeful organization, and skillfully links ideas using grade-appropriate words and phrases (*insted, other than that, to proove my statement*). The language used is stylistically sophisticated (*Insted of having the dad translate*). The response demonstrates grade-appropriate command of conventions, with few errors.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

In the beginning of the story Habibi and Sitti spoke different languages. Also during the story the narrator's relationship with her grandmother develops during her visit.

The narrator's relationship with her grandmother develops by Sitti and Habibi hang out more in the story because they watched and admired the the sky with hums and claps. They watched the men together picking lentils. Every afternoon Sitti and Habibi

would drink lemonade with
mint.

In the story Sitti
and Habibi spoke different
languages, so they couldn't under-
stand each other. So Sitti and
Habibi made up their own
language like when one of them
are hungry they would point at each
other's stomach.

In conclusion this is
how their relationship develops
in the story and this is how they communicate.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task (*In the beginning of the story Habibi and Sitti spoke different languages*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*during the story the narrator's relationship with her grandmother develops*). The topic is developed with relevant details from the text (*they watched and admired the sky and watched the men together picking lentils*). The use of relevant evidence is sustained throughout (*drink lemonade with mint and made up their own language like when one of them are hungry they would point at each other's stomach*). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*In the beginning, also, so, in conclusion*). The language is grade-appropriate with domain-specific vocabulary (*they couldn't understand each other*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion this is how their relationship develops in the story and this is how they communicate*). The response demonstrates a grade-appropriate command of conventions, with occasional errors (*beginning, the sky, couldn't*) that do not hinder comprehension.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

A little girl and her grandmother had a very special relationship. The little girl and her grandmother made up a special language so they could communicate even though they don't speak the same language but they found a way to talk to each other. The little girl and her grandmother do a bunch of things together like go on walks, pick mint leaves off of a tree and get milk

from a cow ^{together} also a bunch of other things to. The most special thing though was ~~when~~ the little girl and her family were leaving and the grand mother gave the little girl a purse with a picture of the lemon tree on it! That's how the little girl and the grandma have a special relationship.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*A little girl and her grandmother had*). The response demonstrates grade-appropriate comprehension and analysis of the text (*a very special relationship*). The topic is developed with relevant details from the text (*made up a special language so they could communicate even though they do 'nt speak the same language and the grand mother gave the little girl a purse with a picture of the lemon tree on it and go on walks, pick mint leaves off of a tree and get milk from a cow*). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*so, but, That's how*). The response provides a concluding statement that follows from the topic and information presented (*That's how the little girl and the grandma have a special relationship*). The response demonstrates a grade-appropriate command of conventions, with occasional errors (*do 'nt*) that do not hinder comprehension.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

Their relationship develops because by spending time together, they get to know each other more better. An example is that when they went to the grandmother's roof in the evening and saw ladies putting jugs of water on their heads. This shows that they have a lot of fun together, so their love for each other gets stronger by the second when their with each other.

They communicate by not talking, but making their own language →

For example, they would point at each other's stomach if they were hungry, and point to the door if they wanted to go outside.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Their relationship develops*). The response demonstrates a literal comprehension of the text (*by spending time together, they get to know each other more better*). The topic is partially developed with the use of some textual evidence (*saw ladies putting jugs of water on their heads and point at each other's stomach if they were hungry*). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*an example, this shows, so, for example*). Appropriate, domain-specific language is used inconsistently (*know each other more better*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

There relationship develops by them doing many things together. Like drinking lemonade and having mints under the lemon tree. They communicate by her father translating what her grandmother says. Or them pointing at things.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*There relationship develops*). The response demonstrates a literal comprehension of the text (*by them doing many things together*). The topic is partially developed with the use of some textual evidence (*drinking lemonade and having mints under the lemon tree and by her father translating what her grandmother says. Or them pointing at things*). The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (*like*). Appropriate, domain-specific language is used inconsistently (*doing many things and pointing at things*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors (*There*) that do not hinder comprehension.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

There relationship
develops from spending time
together, Like when they made
lemonade, Went on the
roof, Played with each other,
Learned how to love
each other,

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*There relationship develops*). The response demonstrates little understanding of the text (*Learned how to love each other*). Ideas are developed using minimal evidence (*they made lemonade, went on the roof, played*). The response does not explain how the narrator and her grandmother communicate. This response exhibits little attempt at organization and lacks the use of linking words to connect ideas. No concluding statement is provided. This response demonstrates emerging command of conventions, with some errors (*There, develops, Went, Played*) that may hinder comprehension.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

The Way they communicate is from
her grils dad. Her dad can speak both
of there 1 languages.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that demonstrates a lack of comprehension of the task (*The way they communicate is from the grils dad*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal support from the text (*Her dad can speak both of there languages*). The response does not explain how the narrator's relationship with her grandmother develops. This response exhibits little attempt at organization and does not provide a concluding statement. This response demonstrates emerging command of conventions, with some errors (*grils* and *there*) that may hinder comprehension.

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

The relationship with her grandmother when
well and her and her grandmother get along well

12

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task. The response demonstrates an attempt to use minimal evidence (*The relationship with her grandmother when well and her and her grandmother get along well*). The response exhibits no evidence of organization or use of linking words. This response uses imprecise language and does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors (*whith* and *when*) that hinder comprehension.