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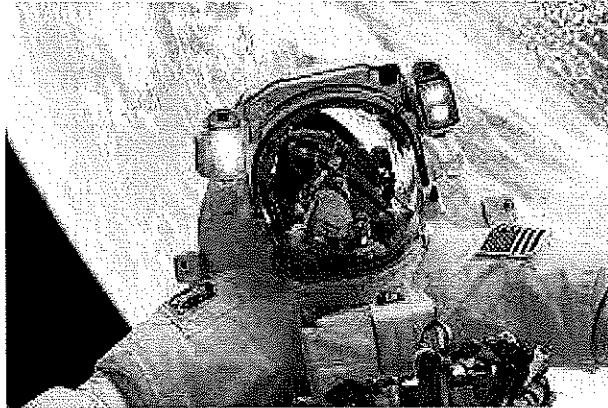
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RI.4.1

# **“What is an Astronaut?”**

By Talia Yee

Lexile Level: 860 | F&P: Level S | DRA: 40 (625 Words)



Have you ever thought about what it is like in space? Astronauts are people who go out into space. Being an astronaut is an exciting job. Astronauts who see Earth from space say that it is round, like a ball. While in space, astronauts can look down and see clouds, land, and water. Some can even see the moon up close. Astronauts get the chance to see more stars than you or I have ever seen.

Being an astronaut may be exciting, but it is not an easy job. A person who wants to be an astronaut has to study for years. There are many things an astronaut must learn to do before going into space for the first time.

Astronauts train for hundreds of hours. During their training, they learn about space. This type of training might include studying the stars and Earth. It is important that astronauts study space so that they understand what they will work with while in space. The astronauts also learn medical skills like basic first aid during their training. This training allows them to treat simple medical problems so that they can keep each other healthy and safe in space.

In their training, astronauts also learn what life is like on the International Space Station (ISS). The ISS is a large spacecraft that orbits the earth. The ISS is a place where astronauts do science experiments while in space. Astronauts also learn to eat, exercise, and do experiments while floating in the air. They also practice riding in special vehicles that are just for space. These vehicles bring supplies like food and fuel to the ISS. The vehicles are about the size of a pick-up truck with 12 wheels. Astronauts even take classes in scuba diving!\* When they're walking underwater in their scuba suits, astronauts feel the same as they would feel walking in space. Lastly, astronauts must also learn how to work together as a team. This is important because as many as eight astronauts may be in one spacecraft. These astronauts have to learn how to live and work together in a space.

Each astronaut has a special job to do as part of the team. Some astronauts learn how to put things together so they become good at fixing things. This is important because if something on a space ship breaks, the astronauts must be able to fix it themselves. Some astronauts are pilots who know how to fly airplanes. These astronauts have to study how to fly and steer a spaceship. They train for many hours to learn how to turn it, how to make it go faster and slower, and how to guide it through space. Some astronauts are leaders and are in charge of all of the people on the ship. They make sure that everybody is doing the right job. Other astronauts learn mostly about science. Their job is to learn how living things change when they are in space.

Although each astronaut has a special job on the team, each of them has to learn how to work where there is no gravity. When they are in a spaceship that is moving around Earth, they can feel as though they do not weigh anything. They are able to float. Many astronauts say that it is fun to float around the inside of a spaceship. Objects in the spaceship can also float, so astronauts can lift and move heavy things easily.

Feeling weightless is fun, but being in space is work for astronauts. Astronauts must be healthy and eat right. They have to exercise and be in good shape. Astronauts have many adventures, but they work hard, too.

\*scuba diving: swimming under water with a special suit, air tank, and fins

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

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

**Standard RI.4.1**

**I can support inferences with details and examples from the text.**

**1**

DOK 1

What example from the article supports the explanation for why astronauts take classes in scuba diving?

- a. Astronauts must learn to live in space without breathing.
- b. Scuba diving to see fish is good preparation for spotting stars in outer space.
- c. The feeling of swimming underwater in scuba suits is similar to the feeling of walking in space.
- d. Scuba diving helps astronauts prepare for driving in the space vehicles and living in the ISS.

**2**

DOK 1

Match each of the details from the article with the inference that it supports.

<b><u>DETAILS</u></b>	<b><u>INFERENCES</u></b>
1. "Some astronauts learn how to put things together so they become good at fixing things."	_____ Astronauts each have a special role to help their team.
2. "The ISS is a place where astronauts do science experiments while in space."	_____ Astronauts are constantly learning and studying even when they're in space.

**Part 1**

Why is it important for astronauts to learn to work and live together as a team?

- a. They must be able to hold on to one another when there is no gravity in space.
- b. Each member of the team has a special job that helps the rest of the group.
- c. Living in space is more enjoyable if they are all friends with one another.
- d. When they work together, it's easier to see more stars.

**Part 2**

Which detail from the article supports the answer in Part 1?

- a. "Feeling weightless is fun, but being in space is work for astronauts."
- b. "It is important that astronauts study space so that they understand what they will work with while in space."
- c. "This is important because as many as eight astronauts may be in one spacecraft."
- d. "Astronauts get the chance to see more stars than you or I have ever seen."

**Part 1**

DOK 2

Reread the following quotes from the article:

“Being an astronaut may be exciting, but it is not an easy job.”

“Astronauts have many adventures, but they work hard, too.”

Based on these two pieces of textual evidence, which of the following statements is the **best** inference?

- a. Although exploring space seems fun, it requires extensive training.
- b. Anybody who loves and enjoys risks can be an astronaut.
- c. Being an astronaut is the most dangerous career.
- d. Very few people consider becoming an astronaut because of all the risks.

**Part 2**

Which detail from the article **best** supports your claim in Part 1?

- a. “When they're walking underwater in their scuba suits, astronauts feel the same as they would feel walking in space.”
- b. “There are many things an astronaut must learn to do before going into space for the first time.”
- c. “Many astronauts say that it is fun to float around the inside of a spaceship.”
- d. “Astronauts who see Earth from space say that it is round, like a ball.”

5

DOK 3

A student has developed the following inference about astronauts:

I can infer that an astronaut’s job requires a lot of problem solving.

Complete the following table by determining **two** details or examples from the article that support the student’s inference. Then, in **one** sentence, explain how each detail supports the inference.

Details or Examples	Explanation
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____



Bonus

The article repeats the idea that being an astronaut is both exciting and challenging. What other careers can you think of that are filled with fun adventure and hard work? Choose 1 career and create a T-chart in the space below to explain how that job fits this criteria.



# Scoring Rubric

## RI.4.1 Assessment #1: “What is an Astronaut?”

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

Date of Administration: \_\_\_\_\_

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

Question/ Level	Key / Rubric	Points
#1 DOK 1	c. The feeling of swimming underwater in scuba suits is similar to the feeling of walking in space.	0 1
#2 DOK 1	<p><u>1</u> Astronauts each have a special role to help their team.</p> <p><u>2</u> Astronauts are constantly learning and studying even when they're in space.</p> <p><b>SCORING:</b></p> <p><b>+ .5 points:</b> for each correct answer (up to 1 point total)</p>	0 1
#3 DOK 2	<p><b>Part 1</b></p> <p>b. Each member of the team has a special job that helps the rest of the group.</p> <p><b>Part 2</b></p> <p>c. “This is important because as many as eight astronauts may be in one spacecraft.”</p> <p><b>SCORING:</b></p> <p><b>1 point:</b> answers Part 1 correctly</p> <p><b>1 point:</b> answers Part 2 correctly (must answer Part 1 correctly to receive credit for Part 2)</p>	0 1 2



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

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

## **“Coyote Tries to Steal the Honey”**

RL.4.2

Lexile Level: 860 | F&P: Level S | DRA: 40 (546 Words)



At the beginning of the long days of summer, Coyote had seen Bear slowly walk up to a lonely tree that sat in an open field. The branches of this tree remained bare throughout the warm months. When the sun was high it cast shadows in the shapes of strange insects upon the grass. It was here the bees kept their treasure. They kept it buried in the base of this old hollow tree.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

It took Coyote all morning to make the suit. He gathered large pieces of bark from the trees to make the arms and legs. He found thin vines to tie the different pieces of the suit together. Then he shredded smaller pieces of bark against a rock and mixed these with dried pine needles so it looked like fur.

Right before he went to visit the bees' lonely tree he covered the solid parts of the suit in mud and added the fur. He put it on and walked into the open field. The parts hung loosely on his body. The sun was high in the sky. The shadows danced. Coyote could not see what he looked like, but he imagined his shadow matched that of Bear on the day he took the honey.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit. As he drew closer there was more and more buzzing around him. Coyote could tell that the bees were not happy. He did not care one bit. He wanted a taste of the honey so badly.

It wasn't until he attempted to put his paw down into the tree's belly that he felt the first sting. It felt like when he had gotten stuck by the thorn bush while he tried to bury his nose in the sweet-smelling flowers. As his paw sank deeper into the tree and the buzz grew louder, Coyote began to feel more and more sharp pains. He yelped and drew his paw away, but the buzzing and pain just grew.

All thoughts of honey faded, and he fled. He was nothing more than a howling spot of darkness moving quickly across the field. A trail of angry bees followed him. The bear suit fell away as he ran. He made his way to the river and dove in. The bees had long stopped chasing him. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.

**Standard RL.4.2****I can determine the theme and summarize a story, drama, or poem****1**

DOK 1

Read this section of the passage. Underline the sentence that tells you what Coyote learns from this experience.

All thoughts of honey faded, and he fled. He was nothing more than a howling spot of darkness moving quickly across the field. A trail of angry bees followed him. The bear suit fell away as he ran. He made his way to the river and dove in. The bees had long stopped chasing him. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.

**2**

DOK 1

Which of the details explains why Coyote thought his plan would work?

- a. The bees made angry noises, but that did not seem to bother Bear one bit.
- b. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.
- c. Coyote could tell that the bees were not happy. He did not care one bit. He wanted a taste of the honey so badly.
- d. The cool water soothed his stings, but Coyote knew for then and forever that honey was not for him.

3

DOK 2

Read the following summary of the text. Determine what is missing from the summary. Fill in the blanks with the details that are missing.

At the beginning of the summer, Coyote watched Bear take the honey from the bees. (1)\_\_\_\_\_. Coyote made the suit from bark, vines and pine needles and covered it in mud. He went to get the honey. (2)\_\_\_\_\_. He felt more and more stings and ran away into a pool. Coyote realized that the honey was not for him.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

4

DOK 2

Choose the paragraph from the options below that gives an example of another story that **best** matches the theme of Coyote Tries to Steal the Honey.

- a. Bear watched Coyote and saw him suffer from the bee stings. He felt bad for Coyote after he had gone through all that work. Bear came over to Coyote and shared his honey with him. They were friends from that day on.
- b. Rabbit had watched Dolphin for a long time. She saw dolphin dive under the ocean and catch the fish. Those fish looked good, much better than the carrots Rabbit ate. Rabbit tied on the tail she had made and dived underwater, but she sunk. Rabbit didn't know how to swim!
- c. Squirrel watched from his hiding place as Chipmunk ran up to the tree and looked around for Squirrel. When Chipmunk thought Squirrel was no where around, Chipmunk ran into the tree and started eating Squirrel's acorns. *I knew it was him,* thought Squirrel. *Just wait until I get him back for this.*
- d. Skunk was hungry. He had not been able to find any beetles for a long time. He had eaten all the beetles in his usual spots. *I know,* thought Skunk, *I should ask Bird. I bet he sees beetles in the grass when he is looking for worms. Maybe he knows how to find one!*

5

DOK 3

What is the lesson that Coyote learns in this story? Give at least **two** examples and details to support your answer.

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Bonus

Have you ever taken something that did not belong to you? What happened?

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# Scoring Rubric

## RL.4.2 Assessment #1: “Coyote Tries to Steal the Honey”

Student Name: \_\_\_\_\_ Date of Administration: \_\_\_\_\_

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

Question / Level	Key / Rubric	Points
#1 DOK 1	<u>Coyote knew for then and forever that honey was not for him.</u>	0 1
#2 DOK 1	b. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.	0 1
#3 DOK 2	<ol style="list-style-type: none"> <li>1. He learned how Bear took the honey and thought that he could too if he made a suit that looked like Bear's fur.</li> <li>2. As he put his paw in the tree, he felt a sting.</li> </ol> <p><b>SCORING:</b></p> <p><b>3 points:</b> fills in both missing details from the text correctly</p> <p><b>2 points:</b> fills in one missing detail from the text correctly; other detail is limited</p> <p><b>1 point:</b> fills in one missing detail from the text correctly; other detail is incorrect or blank</p> <p><b>0 points:</b> incorrect or no answer</p>	0 1 2 3
#4 DOK 2	<p>B. Rabbit had watched Dolphin for a long time. She saw dolphin dive under the ocean and catch the fish. Those fish looked good, much better than the carrots Rabbit ate. Rabbit tie on the tail she had made and dived underwater, but she sunk. Rabbit didn't know how to swim!</p> <p><i>C could be the answer, as C is also about not taking things that do not belong to you. But B is the better answer because Rabbit has a natural consequence (he might drown) just like Coyote did with the bee stings. Squirrel getting back at Chipmunk takes the passage to a slightly different theme.</i></p>	0 1

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

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

RL 4.4

## **“Zeus and His Family”**

Excerpt from ***D'Aulaires' Book of Greek Myths***

By Ingri and Edgar Parin D'Aulaire

Lexile Level: 950 | F&P: Level U-V | DRA: 50 (382 Words)



Zeus was tended by gentle nymphs and was nursed by fairy goat Amaltheia. From the horns of the goat flowed ambrosia and nectar, the food and drink of the gods. Zeus grew rapidly, and it was not long before he strode out of the cave as a great new god. To thank the nymphs for tending him so well, he gave them horns of the goat. They were horns of plenty and could never be emptied. From the hide of the goat he made for himself an impenetrable breastplate, the Aegis, and now he was so strong that Cronus could do nothing against him.

Young Zeus chose Metis, a Titan's daughter, for his first wife. She was the goddess of prudence, and he needed her good advice. She warned him not to try alone to overthrow his child-devouring father, for Cronus had all the other Titans and their sons on his side. First Zeus must also have strong allies.

Metis went to Cronus and cunningly tricked him into eating a magic herb. He thought that the herb would make him unconquerable. Instead it made him so sick that he vomited up not only the stone he had swallowed, but his five other children as well. They were the gods Hades and Poseidon and the goddesses Hestia, Demeter, and Hera, all mighty gods who right away joined forces with Zeus. When Cronus saw the six young gods rising against him, he knew that his hour had come and he surrendered his powers and fled.

Now Zeus was the lord of the universe. He did not want to rule alone. He shared his powers with his brothers and sisters....

Zeus freed the monstrous sons of Mother Earth from Tartarus. Gratefully the hundred-armed ones fought for him with all their strength, and the Cyclopes forged mighty weapons for him and his brothers.

They made a trident for Poseidon. It was so forceful that when he struck the ground with it, the earth shook, and when he struck the sea, frothing waves stood high.

For Hades they made a cape of invisibility so he could strike his enemies unseen. For Zeus they forged lightning bolts. Armed with them, he was the mightiest god of them all, nothing could stand against him and his thunderbolts.



**Standard RL.4.4**

**I can determine how academic words and allusions to Greek mythology add meaning to the text.**

**1**

DOK 1

Reread the following excerpts from the passage.

Gratefully the hundred-armed ones fought for him with all their strength, and the Cyclopes forged mighty weapons for him and his brothers....They made a trident for Poseidon.

For Hades they made a cape of invisibility so he could strike his enemies unseen. For Zeus they forged lightning bolts.

What is the definition of the word forged as it is used in the passage?

- a. constructed
- b. imitated
- c. altered
- d. released

**2**

DOK 1

Reread the following sentence from the passage.

Metis went to Cronus and cunningly tricked him into eating a magic herb.

The suffix -ly explains in what manner something is done. Based on the meaning of this suffix, what is the definition for the word cunningly as it is used in the passage?

- a. in an honest manner
- b. in an awkward manner
- c. in a clever manner
- d. in a forceful manner

**Part 1**

DOK 2

Reread the following excerpts from the passage.

From the hide of the goat he made for himself an impenetrable breastplate, the Aegis, and now he was so strong that Cronus could do nothing against him.

He thought that the herb would make him unconquerable. Instead it made him so sick...

The prefixes “un-” and “im-” have similar meanings. If the word unconquerable means not conquerable, what does the word impenetrable mean?

- a. Partly allows things to pass through
- b. Always allows things to pass through
- c. Does not allow things to pass through
- d. Only sometimes allows things to pass through

**Part 2**

Using your understanding of the prefixes “im-” and “un-”, underline the context clue in the excerpt that **best** supports the definition of impenetrable.

From the hide of the goat he made for himself an impenetrable breastplate, the Aegis, and now he was so strong that Cronus could do nothing against him.

**Part 1**

DOK 2

What word has a similar meaning to the word prudence as it is used in Paragraph 2 of the passage?

- a. carelessness
- b. calmness
- c. wisdom
- d. innocence

**Part 2**

Which context clue from the passage supports your answer to Part 1?

- a. "... he needed her good advice."
- b. "...surrendered his powers."
- c. "...tended by gentle nymphs and was nursed by fairy goat Amaltheia."
- d. "Young Zeus chose Metis, a Titan's daughter..."

5

**DOK 3**

A student is writing a narrative story and has written the following sentence:

Even at a young age, the boy already had the compassion and the influence of Zeus.

After reading the excerpt from “Zeus and His Family”, you are now more knowledgeable about the character Zeus. How does the student’s allusion to Zeus in the sample sentence help to describe the young boy? Use **three to four** sentences, and include at least **two** details from the excerpt to support your explanation.

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Scoring Rubric

## RL.4.4 Assessment #1: “Zeus and His Family”

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

Date of Administration: \_\_\_\_\_

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

Question/ Level	Key / Rubric	Points
#1 DOK 1	a. constructed	0 1
#2 DOK 1	c. in a clever manner	0 1
#3 DOK 2	<p><b>Part 1</b></p> <p>c. does not allow things to pass through</p> <p><b>Part 2</b></p> <p>From the hide of the goat he made for himself an impenetrable breastplate, the Aegis, and now he was <u>so strong that Cronus could do nothing against him.</u></p> <p><b>SCORING</b></p> <p><b>1 point:</b> answers Part 1 correctly</p> <p><b>1 point:</b> underlines correct context clue in Part 2</p>	0 1 2

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

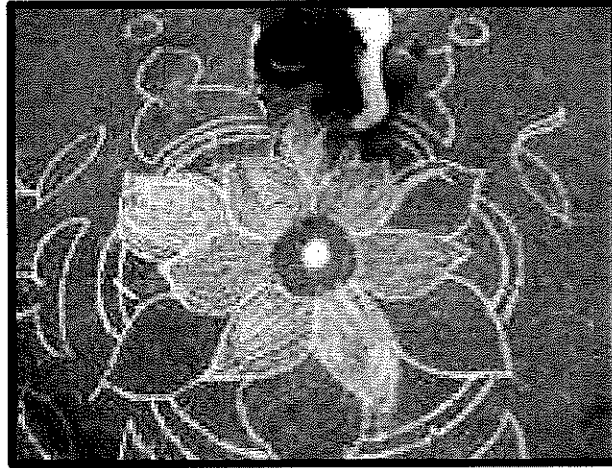
Date: \_\_\_\_\_

RL 4.5

## **“Just Like Home”**

By Mathangi Sburamanian

Lexile Level: 840 | F&P: Level S | DRA: 40 (738 Words)



When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.

The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.

As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.

While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called rangoli, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.

Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points.

"That's pretty," a voice said.

She turned around and saw that Enrique, a boy in her class, was watching her.

"It's called rangoli," she said. "They do this in India, where my parents are from."

"You know what that reminds me of?" he asked, kneeling down beside her. "The floor of my grandmother's house in Mexico has tiles that have designs like that."

"What do you mean?" Priya asked.

"Hand me a piece of chalk," Enrique said. "I'll show you." Enrique sat down on the pavement and began to draw. He used green, orange, and yellow chalk to draw flowers that were more detailed than Priya's, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique's designs.

"What are you guys doing?" a voice asked.

Priya and Enrique had been so absorbed in drawing that they hadn't noticed that their classmate Farah had been watching them.

"Hey," Farah said, sitting down beside them, "that looks like the rugs in my Uncle's house in Iran. Except on the rugs, the shapes are bigger, and aren't as curly."

"Show us," said Enrique, handing her a piece of chalk.

Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.

"Wow!" Ms. Lopez, Priya's teacher, said. "That's beautiful!"

Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.

"It looks like a universe, with lots of planets and stars," said Lily.

"It looks like a coral reef full of tropical fish," said Jasper.

"What do you think it looks like Priya?" said Enrique.

Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, "It looks like home."



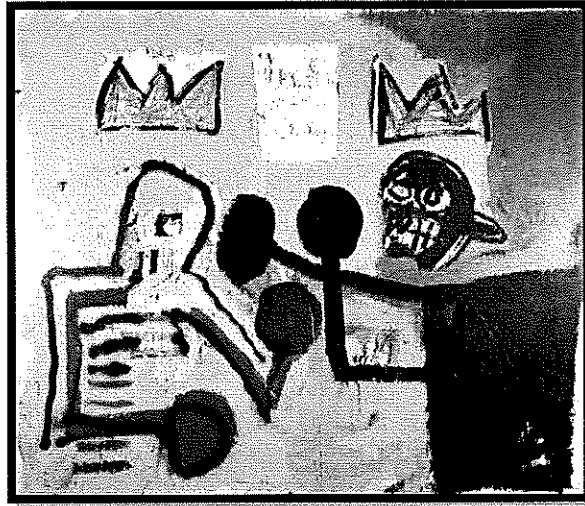
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Date: \_\_\_\_\_

# **“Life Doesn’t Frighten Me”**

By Maya Angelou

Grade level: 4 (197 Words)



1            Shadows on the wall  
              Noises down the hall  
              Life doesn't frighten me at all

4            Bad dogs barking loud  
              Big ghosts in a cloud  
              Life doesn't frighten me at all.

7            Mean old Mother Goose  
              Lions on the loose  
              They don't frighten me at all

10           Dragons breathing flame  
              On my counterpane  
              That doesn't frighten me at all.

13           I go boo  
              Make them shoo  
              I make fun

Way they run  
I won't cry  
So they fly  
I just smile  
They go wild

21 Life doesn't frighten me at all.

22 Tough guys fight  
All alone at night  
Life doesn't frighten me at all.

25 Panthers in the park  
Strangers in the dark  
No, they don't frighten me at all.

28 That new classroom where  
Boys all pull my hair  
(Kissy little girls  
With their hair in curls)  
They don't frighten me at all.

33 Don't show me frogs and snakes  
And listen for my scream,  
If I'm afraid at all  
It's only in my dreams.

37 I've got a magic charm  
That I keep up my sleeve,  
I can walk the ocean floor  
And never have to breathe.

41 Life doesn't frighten me at all  
Not at all  
Not at all.

44 Life doesn't frighten me at all.

**Standard RL.4.5****I can explain the structural elements of different types of literature.****1**

DOK 1

The passages are different textual structures. Fill in the blanks to compare the structures of each text.

**Word bank:***poetry**drama**prose*

The passage titled "Just Like Home" is an example of

\_\_\_\_\_ and the passage

titled "Life Doesn't Frighten Me" is an example of

\_\_\_\_\_.

**2**

DOK 1

The excerpt from the passage titled "Life Doesn't Frighten Me" is an example of which structural element?

**Bad dogs barking loud****Big ghosts in a cloud****Life doesn't frighten me at all.**

- A. Setting
- B. Paragraph
- C. Stanza
- D. Dialogue

**3**

DOK 2

How are the texts "Just Like Home" and "Life Doesn't Frighten Me" similar? Select **two** correct answers.

- A. They both describe the setting in the story.
- B. They both include dialogue between multiple characters.
- C. They both include descriptions that help the reader visualize the story.
- D. They both persuade the reader to alter opinions about how the characters feel in the story.
- E. They both include rhyme to enhance the flow of the story.

Read the excerpt from “Just Like Home” and then fill in the chart to turn the passage into a drama.

**Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.**

**“It looks like a universe, with lots of planets and stars,” said Lily.**

**“It looks like a coral reef full of tropical fish,” said Jasper.**

**“What do you think it looks like Priya?” said Enrique.**

**Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, “It looks like home.**

Title:	“Just Like Home” Drama
Cast of Characters:	
Setting:	
[Stage Directions:]	
Lily:	
Jasper:	
Enrique:	
Priya:	

5

DOK 3

The passages titled "Just Like Home" and "Life Doesn't Frighten Me" contain structural elements that are unique to each. After reading, create a chart to compare the different formats of each text. Choose at least **one** structural element from each text, provide an example, and explain how it is unique to that type of text.



Bonus

Both passages describe a character's personal experience and feelings. Write a short poem, drama, or prose detailing a personal experience of your own.

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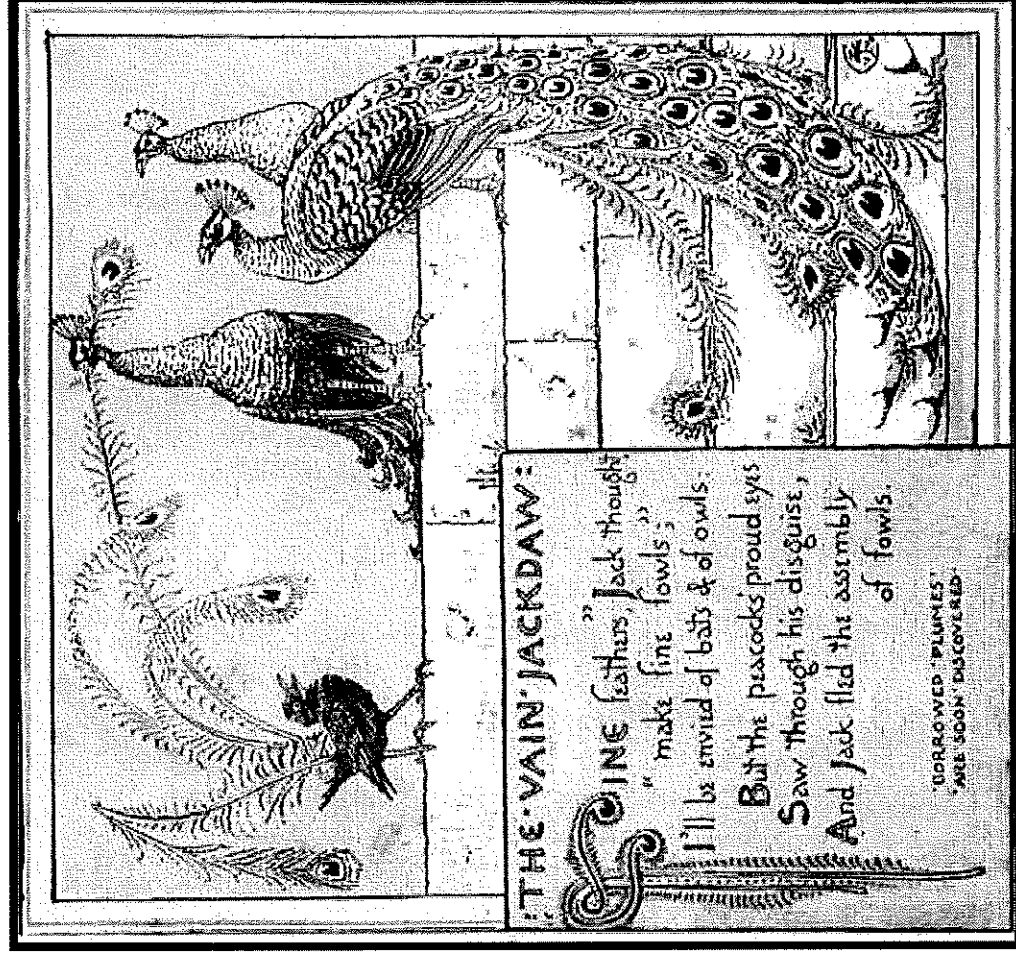
## Excerpt from **The Vain Jackdaw**

by Aesop

35 Words

“Fine feathers,” Jack thought,  
“make fine fowls;  
I’ll be envied of bats & of owls.”  
But the peacocks’ proud eyes  
Saw through his disguise,  
And Jack fled the assembly of  
fowls.

**BORROWED PLUMES ARE  
SOON DISCOVERED**



**Standard RL.4.7**

**I can connect the text of a story to the visual presentation of the same story.**

**1**

DOK 1

In the illustration, Jack is wearing the feathers from a different bird. Which detail in the text shows why Jack is wearing another bird's feathers?

- a. "Fine feathers make fine fowls."
- b. "But the peacocks' proud eyes saw through his disguise."
- c. "And Jack fled the assembly of fowls."
- d. "Borrowed plumes are soon discovered."

**2**

DOK 1

Underline the parts of the text that are represented in the illustration.

"Fine feathers," Jack thought, "make, fine fowls;  
I'll be envied of bats & of owls:"  
But the peacocks' proud eyes  
Saw through his disguise,  
And Jack fled the assembly of fowls.



**Part 1**

DOK 2

Refer to the illustration. Then select the statement that **best** describes the peacock's reaction to Jack's feathers.

- a. The peacocks are gathering around Jack, which shows that they are interested in him and accepting of his disguise.
- b. The peacocks are surrounding Jack and he has a frightened look on his face, which shows that the peacocks do not approve of his using their feathers.
- c. The peacocks are staring at Jack and holding one of his feather, which shows they have embraced him as one of their own.
- d. The peacocks noticed that Jack's feathers are not his own, so they are wondering why he would wear their feathers.

**Part 2**

Select **one** line in the text that provides a description of what happens as a result of the peacock's reaction to Jack.

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Does the illustration represent the text? Why or why not? Select the **best** comparison statement that uses textual evidence.

DOK 2

- a. The illustration does not represent the text. While it has the fine birds and Jack in the illustration, it does not show that they reject Jack. Instead the birds are all sitting on the ledge together.
- b. The illustration represents the text. It shows both the peacocks and Jack. You also see Jack with the added feathers.
- c. The illustration does not fully represent the text. While it does show Jack attempting to be a fine fowl by adding fine feathers as the text says, it does not show that after the peacocks "saw through his disguise...Jack fled."
- d. The illustration does represent the text by having the fowls all together on a ledge. It shows Jack fitting in with the peacocks.

## Part 1

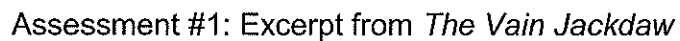
Select the moral of the fable from the list below. Use evidence from the text and image to explain why the moral you selected **best** describes the story.

- \* Do not try to be someone you're not.
- \* Those who cheat lose in the end.
- \* Be happy with who you are.
- \* A fine bird is more than fine feather.

## Part 2

Explain how the moral you chose fits with both the text and image of the poem. Support your answer with evidence from the illustration and at least **two** textual details.

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

# Scoring Rubric

## RL.4.7 Assessment #1:

### Excerpt from **The Vain Jackdaw**

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

Date of Administration: \_\_\_\_\_

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

Question/ Level	Key / Rubric	Points
#1 DOK 1	a. "Fine feathers make fine fowls"	0 1
#2 DOK 1	<p>"Fine feathers," Jack thought, "make, <u>fine fowls</u>; I'll be envied of bats &amp; of owls." But the <u>peacocks' proud eyes</u> Saw through his <u>disguise</u>, And Jack fled the <u>assembly of fowls</u>.</p> <p><b>1 point:</b> identifies one textual detail that is represented in image (student needs to identify at least one detail to earn the point)</p>	0 1
#3 DOK 2	<p><b>Part 1</b></p> <p>b. The peacocks are surrounding Jack and he has a frightened look on his face, which shows that the peacocks do not approve of his using their feathers.</p> <p><b>Part 2</b></p> <p>"Jack fled the assembly of fowls."</p> <p><b>SCORING:</b></p> <p><b>1 point:</b> correct selection in Part 1 <b>1 point:</b> identification of correct textual evidence (must answer part 1 correctly)</p>	0 1 2