

## Grade 4 Constructed Response Questions (2017) Teacher Version



Grade 4 ELA

Read the passage and answer questions 1–9.

### **A Rainy Day at the Farmer's Market**

I heard the honking of the horn as my dad's truck pulled into the driveway. Immediately, I knew it was time to stop playing catch with my dog. My grandmother called, "Matthew! Your dad is home. Please come help him!"

I was disappointed. It was a cloudy Saturday, and I thought we would be able to skip the Farmer's Market. I had hoped to do what I wanted today, but no such luck.

"Matthew!" Grandmother called again.

"I'll be right there!" I yelled.

"Please get the big umbrellas from the basement," Grandmother said. "It looks like it's going to rain."

I still had to put on some shoes. I decided to wear my cowboy boots, but I couldn't find them. I looked in the front closet, upstairs, and by the back door. I could've worn my sneakers, but I really wanted to wear my boots. I knew that if I didn't hurry, everyone was going to be upset with me. Reluctantly, I put on my sneakers and went outside.

By then there were only a few crates of produce that needed to be loaded onto the truck.

"I could have used your help, son," said Dad. "Kayla helped me load all of this produce into the truck."

I knew he wasn't happy with me, and I felt bad that my sister Kayla had helped instead of me. I started to explain how I wanted to wear my boots, but couldn't find them. Then I realized how selfish I sounded.

Grandmother came outside, and I helped her carry a box of fresh baked goods. Once we were all in the truck, Dad drove toward town.

The Farmer's Market was located in a parking lot behind the town square.

Dad stopped the truck at the main entrance to check in. "Good morning, Bill," Dad said to the attendant. "What's the weather prediction?"

"It's not looking good," said Bill. He directed us to where we should park our truck.

Dad drove the truck toward our parking space, and then carefully backed in. We set up our table with fruits and vegetables on one side and baked goods on the other. Grandmother's homemade pies and cookies made my mouth water.

"We'd better put up the umbrellas in case it rains," said Dad.

I gulped. I realized I had forgotten the umbrellas. Dad, Grandma, and Kayla looked at me expectantly.

"I'll be right back!" I yelled, and took off running before anyone had a chance to say anything.

I knew that my friend Jose and his family were supposed to be at the market, so I searched for them, keeping my fingers crossed that it didn't start to rain. I ran past tables of flowers, fruits, vegetables, and even homemade soaps and hand-knitted sweaters, but I could not find Jose.

Exhausted, I continued searching through the rows of tables. I reached the last row with growing concern. If it rained, our truck would get soaked, and so would my family.

Finally I saw Jose. I ran over and almost collapsed.

"Is everything all right, Matthew?" asked Jose's mom.

I gasped for air as I explained how I forgot our umbrellas. I asked if they had any extras we could borrow.

"Of course! Jose, please help Matthew," said Jose's mom.

Then it happened: a drop of rain hit my face!

Jose and I quickly pulled out two large umbrellas from the family's truck. Jose helped me carry the big umbrellas back to our space. We had to go slowly, being careful not to bump into anyone. The market had opened for business, and it was already crowded.

We arrived just in time. As we opened the umbrellas, the few drops of rain began to turn into a steady drizzle. Dad smiled and nodded, seemingly pleased that I had solved the problem on my own. After we set up the umbrellas, Jose hurried back to his family. Luckily the rain didn't stop the crowds. But the rain sure taught me a lesson that day.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	4	1	2	3	RL.2

**Evidence Statement**

The student will determine a theme or main idea of a text.

What lesson does Matthew learn in the passage? Use details from the passage to support your answer.

**Type your answer in this box.**

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine the lesson/theme/author's message/main idea, or to summarize what happens after or during a key event</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the lesson/theme/author's message/main idea or summary with clearly relevant information based on the text</li> </ul>	<p>Matthew learned it is not good to be selfish. In the passage it says that "I could've worn my sneakers, but I really wanted to wear my boots." Well he was doing all this stuff for herself she had forgotten to get the umbrellas and she didn't help at all with getting all the produce into the truck. It says that he felt bad that his sister had helped instead of him. It also says that "I started to explain how I wanted to wear my boots, but I couldn't find them. Then I realized how selfish I sounded."</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine the lesson/theme/ author's message/main idea, or to summarize what happens after or during a key event</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Explains the lesson/theme/ author's message/main idea or summary with vague/limited information based on the text</li> </ul>	<p>Matthew learns that you shouldn't forget to do things for other people. For example, when Matthew was looking for his cowboy boots, he forgot to get the umbrellas.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine the lesson/theme/message/main idea, or to summarize what happens after or during a key event</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives the lesson/theme/author's message/main idea or summary, but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives the lesson/theme/author's message/main idea or summary, but includes no explanation or no relevant information from the text</li> </ul>	<p>He learned that to remember things more often.</p>

## Language of Bees

Most communication takes place among members of the same species. In dark beehives, honeycombed walls become waxy dance floors. Like a rock star swarmed by adoring fans, a bee returning from the apple orchard begins her dance. Other workers follow her as she moves forward in a straight line. She vibrates her wings and wags her body side to side very quickly—13 to 15 times a second. Then she turns to one side, circles back, and begins the waggle run again. When she finishes, she circles around—this time in the opposite direction—and repeats her steps. The dance may go on for hours.

As she traces a figure 8 on the dance floor, the follower bees touch her with their antennae. They sense the odors of apple blossom nectar and pollen clinging to her body. These workers also detect the scent she used to mark the distant flowers. A flight plan is coded in her movements. The length of the waggle run tells workers how far the flowers are from the hive. Its angle tells them how to get there. Because bees steer by the sun, the dancer links her directions to its position in the sky.



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However, the position of the sun in the sky keeps changing. If the waggle dance lasts for hours, how do bees leaving the hive long after the dance has begun find their targets? Amazingly, they do. The wagging bee adjusts her dance to account for the sun's movement.

### Keep Away!

"This is my spot!" Not all animals cooperate the way honey bees do. Most compete for food, territory, and mates. Fights take time and energy. Rivals risk injury and death, weakening the group as a whole. So some animals dance instead, using movements to make themselves look larger, stronger, and quicker than their competition. "Don't mess with me," they say.

Item	Grade	Claim	Target	DOK	Standard(s)
#13	4	1	11	3	RI.3

**Evidence Statement**

The student will make an inference about an informational text and identify details within the text that support that inference.

What inference can be made about the author's opinion of bees? Use details from the text in your answer.

**Type your answer in this box.**

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul>	<p>One inference I can make about the authors opinion of bees is that he really likes them and likes to learn about them. Also, I know he likes bees because he know's there language and that they dance by talking including the fact that the bees dance can go on for many hours and they wont get tierd. Also, not many people now how to speek bee but he does. So I think the author really likes bees because of every thing he wrote about them including the fact that bees can communicate to each other by dancing ,smelling, touching, hearing, and seeing.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Explains inference/conclusion with vague/limited information based on the text</li> </ul>	<p>An inference that can me made about the authpr's opinion of bees is interested. I think the author is interested about bees because in the section language of bees it says " Like a rock star swarmed by adoring fans, a bee returning from the apple orchard begins her dance."</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/conclusion but includes no explanation or relevant information from the text</li> </ul>	<p>that bees dance and fight to communicate about food and mates</p>



Item	Grade	Claim	Target	DOK	Standard(s)
#18	4	2-W	1a0	3	W.3a

**Evidence Statement**

The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by establishing a situation and introducing a narrator and/or characters.

Landon is writing a story for his class about a substitute teacher. Read the draft paragraphs and complete the task that follows.

After Mrs. Upchurch explained that she expected us to behave and follow all of the classroom rules and procedures, we realized that she knew what she was doing.

"I have been substituting in this county for over fifteen years, and I know how some students like to try to bend some of the rules a bit. I am certain that no one in this fine-looking class would do such a thing, right? I run a tight ship, but I am also very kind."

With that, she smiled, turned to the board, and began writing a new lesson for us.

My friend Jamie raised her hand. "Mrs. Upchurch, what do mean when you say run a tight ship?"

"Good question! It means that as the captain of this classroom, I make sure that you sailors are at your stations working hard and that we all sail smoothly. I hope that makes sense to you."

Jamie quickly replied, "Of course, it does. I run a tight ship, too! I have two little brothers *and* a cat to watch over."

Everyone laughed, and then we got to work.

Write an introduction that explains what is going on at the beginning of the story.

**Type your answer in this box.**

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides an adequate opening or introduction to the narrative that may establish setting and/or point of view,* set up the action to come, establish the mood/tone,** and/or introduce the narrator and/or other characters for audience and purpose</li> <li>Adequately connects to or sets up the body of the narrative</li> </ul>	<p>As everyone came in, they found a note on the board and the teacher's chair empty! Jaime read the note on the board and said 'We are going to have a substitute',she said. Just then the door opened and closed with a slam.' 'Good morning everyone, I am Mrs. Upchurch.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides an opening or introduction to the narrative that may partially establish setting and/or point of view,* or partially set up the action to come, partially establish the mood/tone,** and/or partially introduce the narrator and/or other characters</li> <li>Provides a limited and/or awkward connection to the body of the narrative</li> </ul>	<p>I am Mrs. Upchurch your sub because your normal teacher is out sick. Why don't we go over the rules first so we will all be in working order.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides a minimal opening or introduction to the narrative that may fail to establish setting and/or point of view,* and/or fail to set up the action to come, fail to establish the mood/tone,** and/or fail to introduce the narrator and/or other characters</li> <li>Provides no connection to the body of the narrative</li> </ul>	<p>There was a girl name Landon she is going to make a story for her class about the substitute.</p>