

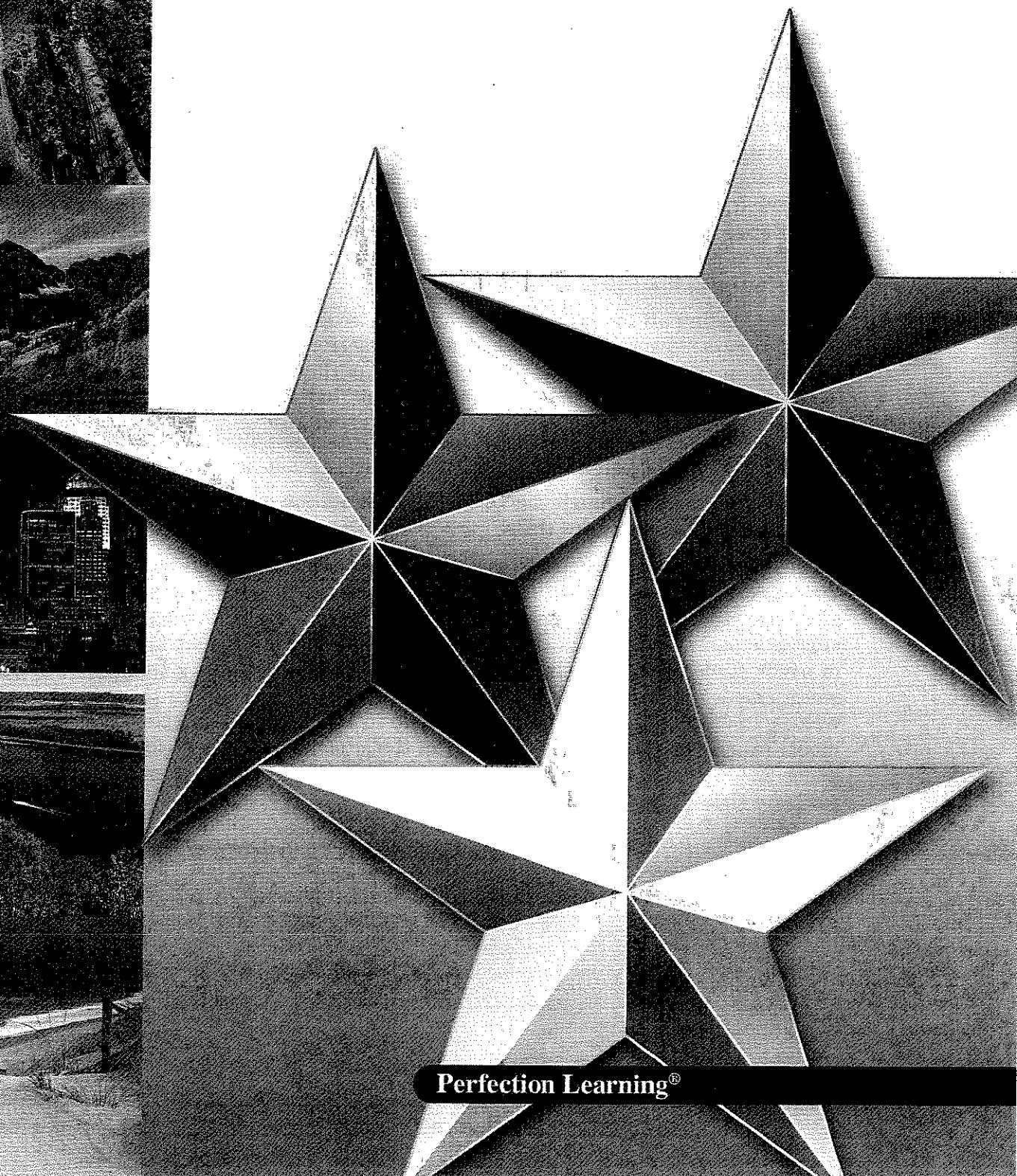
Review,
Practice,
& Mastery of

Teacher Guide • Grade 4

COMMON CORE

ENGLISH LANGUAGE ARTS

STATE STANDARDS



Perfection Learning®

To the Teacher

Review, Practice, and Mastery for the Common Core program is a refresher course. It provides a self-directed approach to reviewing and practicing the English Language Arts Common Core Standards. Use the following steps to incorporate *Review, Practice, and Mastery* into your classroom.

Reading Literature, Reading Informational Text, and Language Sections

1. Have students take the Tryout Test and check their answers. You may wish to have students enter their answers on the reproducible Student Information and Answer Sheet on pages 16–18 of this teacher guide. Then have them use the reproducible Skills Chart on pages 12–13 of this teacher guide to assess their strengths and weaknesses in the areas covered.
2. Have students work through the lessons, paying close attention to the areas in which they need improvement. Answers to the Try It On Your Own sections of each lesson are found on pages 5–9 of this guide. These answers can be copied and distributed to students to check their own or another student's work. Each unit of lessons is followed by a practice test that focuses on the skills covered in the lessons. After they complete each test, have students fill in the Keeping Score chart on page 155 of the student book.
3. After completing all the lessons, have students take the Mastery Test to check their progress. Again, they can practice entering their answers on the Student Information and Answer Sheet on pages 19–21 of this teacher guide. They can compare their totals with those from the Tryout Test.

Writing Section

1. Have students work through the To the Student section on their own or review the concepts with the entire class.
2. Have students work through the workshops for Writing About an Opinion, Writing to Inform or Explain, and Writing to Tell a Story on their own. You may also have students work in small groups to compare their evaluations of the student models. Each workshop culminates with a Try It On Your Own section in which students write their own essays or stories. To simulate a test-taking environment, you are given the option of assigning a time limit for these final writing tasks. A suggested time would be 30 to 45 minutes. Examples of good model essays written from the prompts in the student book can be found on pages 22–33 of this teacher guide. Students may use the rubric on page 34 to evaluate their own or another student's essay.

To the Teacher

This chart correlates the questions from the Tryout and Mastery Tests to the lessons found in the student book. This chart is also found on page 2 of the Grade 4 student book.

Reading Literature	Tryout Test Items	Mastery Test Items
Unit One—Key Ideas and Details		
Lesson 1 Explain and Infer	7	5, 9
Lesson 2 Character, Setting, and Plot	9, 12	3, 18
Lesson 3 Theme and Summary	6, 15	4, 7
Unit Two—Craft and Structure		
Lesson 4 Word Choice	1, 11, 14	1, 6, 14
Lesson 5 Poetry	3, 4	12, 13, 15
Lesson 6 Drama	8	10, 11
Unit Three—Integration of Knowledge and Ideas		
Lesson 7 Point of View and Illustrations	2, 5	2, 8, 16
Lesson 8 Comparing and Contrasting Stories	18	20
Reading Informational Text	Tryout Test Items	Mastery Test Items
Unit Four—Key Ideas and Details		
Lesson 9 Explain and Infer	19, 30	36, 37
Lesson 10 Main Ideas and Supporting Details	21, 27, 29	29, 32, 33, 35
Unit Five—Craft and Structure		
Lesson 11 Text Structures	20, 23, 24, 25, 26	21, 22, 28
Lesson 12 Reasons and Evidence	28	30, 31
Unit Six—Integration of Knowledge and Ideas		
Lesson 13 Text Features	22, 33	23, 24
Lesson 14 Comparing and Contrasting Texts	34, 35	38, 39, 40
Language	Tryout Test Items	Mastery Test Items
Unit Seven—Standard English		
Lesson 15 Grammar	41, 42, 45	50, 51
Lesson 16 Usage	43, 49	46, 47, 49
Lesson 17 Phrases and Sentences	40, 50, 51	52, 53, 54
Unit Eight—Capitalization, Punctuation, and Spelling		
Lesson 18 Capitalization and Spelling	36, 37, 38, 39, 44	41, 43, 44, 45
Lesson 19 Punctuation	46, 47, 48	42, 48
Unit Nine—Vocabulary		
Lesson 20 Word Meanings	10, 16, 31, 32	17, 25, 34
Lesson 21 Word Parts and Relationships	13, 17	19, 26, 27

Student-Friendly Rubrics

Student-Friendly 3-point Rubric	
3 points	My answer— <ul style="list-style-type: none"> • is correct and complete. • includes examples from the reading.
2 points	My answer— <ul style="list-style-type: none"> • has some correct and some incorrect information. • includes some examples from the reading.
1 point	My answer— <ul style="list-style-type: none"> • has mostly incorrect information and is not complete. • includes no examples from the reading.
0 points	<ul style="list-style-type: none"> • No answer is given.

Student-Friendly 5-point Rubric	
5 points	My answer— <ul style="list-style-type: none"> • answers every part of the question correctly. • includes examples from the reading. • is easy to read and understand.
4 points	My answer— <ul style="list-style-type: none"> • answers most of the question correctly. • includes examples from the reading. • is mostly easy to read and understand.
3 points	My answer— <ul style="list-style-type: none"> • is partially incorrect. • answers only part of the question. • includes no examples from the reading. • is not easy to read and understand.
2 points	My answer— <ul style="list-style-type: none"> • is mostly incorrect. • answers only part of the question. • includes no examples from the reading. • is difficult to read and understand.
1 point	My answer— <ul style="list-style-type: none"> • is incorrect. • doesn't address the question. • includes no examples from the reading. • is difficult to read and understand.
0 points	<ul style="list-style-type: none"> • No answer is given.

Answer Key

Tryout Test: Part 1 (p. 6)

1. C
2. D
3. B
4. C
5. *Suggested Response.* The person telling the story is a girl in Mary's class. In the poem, Mary makes fun of the speaker's clothes. The poem is written in first person because the speaker is a character in the poem. She uses the pronouns *I* and *my*. (See 3-point scoring rubric on page 11.)
6. B
7. C
8. *Suggested Response.* From the explanation given below the Act and Scene number, the setting of the play is Gettysburg, Pennsylvania, during the American Civil War. Sallie and Ma are sitting in their kitchen at a table. The setting is also explained in the lines of the play when Ma talks about the horrible battle that took place in Gettysburg. (See 3-point scoring rubric on page 11.)
9. C
10. D
11. B
12. A
13. B
14. C
15. *Suggested Response.* There were two brothers who inherited a large fortune from their father. The older brother took most of the fortune. The younger brother only received some land with a star fruit tree. A raven that came to eat the star fruit from the tree told the younger brother that he would give him gold for the fruit if he made a bag three hands long. The raven flew the younger brother to a cave where the brother filled his bag with gold. When the older brother found out about the cave and the raven, he traded his wealth for the star fruit tree. However, the greedy older brother made his bag nine hands long. The weight of the extra gold was too much for the raven, and the older brother fell into the sea. (See 3-point scoring rubric on page 11.)
16. C
17. B
18. *Suggested Response.* Both stories are a

warning about being too greedy. In "The Raven and the Star Fruit Tree," the older brother is greedy because he takes most the father's money. Then he wants the star fruit tree so he can get the money from the cave. However, because he tries to carry too much gold, the raven can't fly and the older brother falls into the sea and sinks.

In "The Baker's Daughter," the grumpy twin is greedy. Instead of giving the old woman the huge loaves of bread, she keeps them for herself. In the end she can only say "hoo-hoo" and is turned into an owl. (See 5-point scoring rubric on page 11.)

Tryout Test: Part 2 (p. 15)

19. B
20. A
21. B
22. C
23. C
24. B
25. B
26. A
27. B
28. *Suggested Response.* Ben Carson had several problems he had to overcome when he was growing up. First, his family was poor, and his mother worked long hours. She couldn't really help her sons with their schoolwork. Another problem was that Ben moved many times and was behind other students. When Ben moved from Boston to Detroit, he was way behind his classmates in every subject. Ben also had to overcome his feeling of anger. One time he was so angry, he almost hurt one of his friends. Ben Carson was able to overcome all of his problems. He became a world-famous pediatric brain surgeon. (See 3-point scoring rubric on page 11.)
29. C
30. *Suggested Response.* Mrs. Carson's plan helped Ben become a better reader. The passage says that Ben began to like reading and he became a better student. Because he read more books, he had more knowledge and could answer questions at school. If Mrs. Carson hadn't come up with this plan, Ben might not have done as well in school.

He might not have become a doctor. (See 3-point scoring rubric on page 11.)

31. A

32. C

33. The picture helps the reader understand the kind of clothes Annie Oakley wore and the guns she used when shooting. It also shows what she looked like. (1 point)

34. D

35. *Suggested Response.* Both passages describe the shooting contest between Annie Oakley and Frank Butler. However, "My Early Life" is written by Annie, who was actually at the shooting contest. It gives more details such as how Frank Butler laughed when Annie challenged him to a shooting contest. We also learn more about Annie's feelings before and during the contest. These details make "My Early Life" more interesting than "Annie Oakley." (See 5-point scoring rubric on page 11.)

Tryout Test: Part 3 (p. 24)

36. D

37. A

38. D

39. D

40. B

41. A

42. B

43. C

44. C

45. A

46. B

47. D

48. B

49. D

50. *Suggested Response.* I am sitting at my desk. (1 point)

51. *Suggested Response.* Fire ants first arrived in the United States from South America about 50 years ago. They live in the southern states but are beginning to move north. Fire ants cause lots of damage. These ants destroy crops and sting people. (2 points)

Unit One—Try It On Your Own

Lesson 1 (p. 29)

3. A

4. D

Lesson 2 (p. 33)

4. A

5. C

6. *Suggested Response.* At the beginning of the story, Jimmy is not very confident about his science project. As he tells his father about his project, he begins to talk more eagerly about his idea of using solar energy to power toys. He asks his dad to take him to the store to get some things he needs. When his dad tells him to make a list of what he needs, Jimmy shouts, "That'll be easy!" By the end of the story, Jimmy is excited about his project. He just needed some encouragement from his dad. (See 3-point scoring rubric on page 11.)

Lesson 3 (p. 36)

4. B

5. *Suggested Response.* Jim and his Aunt Pat are driving to an important baseball game. Jim wants to be early to practice pitching with Lou, the catcher. When their car gets a flat tire, Jim is worried about being late. Then Lou and his dad stop and pick up Jim so they won't be late. (See 3-point scoring rubric on page 11.)

6. *Suggested Response.* The theme of the story is not to worry when things go wrong because things usually work out. Jim was worried that he would be late or miss the game when their car got a flat tire. Then Lou and his dad came and helped them. As his Aunt Pat said, "Everything will be fine." (See 3-point scoring rubric on page 11.)

Unit One Practice Test (p. 38)

1. B

2. D

3. B

4. D

5. C

6. *Suggested Response.* Jake is worried about his neighbor, Mr. Twine. Mr. Twine often seems confused. He goes into the wrong stores, and he can't read books. Jake believes that Mr. Twine needs glasses. Jake convinces Mr. Twine to go to the eye doctor. With his new glasses, Mr. Twine can see everything clearly. He thanks Jake for being such a good neighbor. (See 3-point scoring rubric on page 11.)

Unit Two—Try It On Your Own

Lesson 4 (p. 45)

5. B
6. C
7. A
8. C

Lesson 5 (p. 49)

4. B
5. D
6. *Suggested Response.* Lines 4, 5, and 6 describe the daffodils. They are golden, which shows that they are brightly colored and seem to shine in the sun. These lines also help you picture where the daffodils are. They are beside the lake and under the trees. Line 6 helps you see them moving back and forth in the wind. (See 3-point scoring rubric on page 11.)

Lesson 6 (p. 52)

4. B
5. D
6. *Suggested Response.* Luke doesn't seem excited about helping Peter at first. The stage directions say, "LUKE hesitates." But then the stage directions say that he "runs off to talk to the other men." He must have changed his mind because he runs off quickly to tell the wagon drivers that Peter will cut their hair for ten cents. (See 3-point scoring rubric on page 11.)
7. C

Unit Two Practice Test (p. 54)

1. D
2. A
3. *Suggested Response.* The last two lines of the text describe how the caterpillar will make a cocoon. The line "Spin and die" refers to the caterpillar spinning a cocoon around itself. Then the caterpillar changes into a butterfly and forces its way out of the cocoon. The caterpillar doesn't really die, but lives again as a butterfly. (See 3-point scoring rubric on page 11.)
4. *Suggested Response.* The setting of the play is described at the beginning of the scene. The action takes place in a front yard on a Saturday morning in late fall. (See 3-point scoring rubric on page 11.)
5. C

6. A
7. C
8. C

Unit Three—Try It On Your Own

Lesson 7 (p. 61)

4. A
5. D
6. *Suggested Response.* The illustration shows Edwin holding a pencil in one hand because he was taking a math quiz when the beetle flew into his ear. In the text, Edwin tells the nurse that his left ear tickles, so in the picture Edwin is holding his left ear. (See 3-point scoring rubric on page 11.)

Lesson 8 (p. 65)

2. *Suggested Response.* Both Brer Bear and Crow learn lessons when they are tricked by someone sneakier than they are. Brer Bear learned not to trust Rabbit. He shouldn't have made a deal with someone who is not trustworthy. Crow was tricked into dropping her cheese when Fox gave her too many compliments. Both characters learned to be careful about whom they trust. (See 3-point scoring rubric on page 11.)

Unit Three Practice Test (p. 66)

1. D
2. C
3. B
4. B
5. C
6. *Suggested Response.* Crow and Coyote are similar characters. First, they are both animals that are smarter than people. Crow knows where to get light, and Coyote knows where to get fire. Both Crow and Coyote want to help humans get something important that they need. Also, they are both very tricky. Crow changes into a piece of dust to sneak inside the village and steal daylight. Coyote sneaks up on the Fire Beings, steals the fire, and then races down the mountain. Both stories describe how tricky animals help people get something they need. (See 5-point scoring rubric on page 11.)

Unit Four—Try It On Your Own

Lesson 9 (p. 72)

4. *Suggested Response.* Sweat helps our bodies heal by opening the pores of the skin. Paragraph 5 also mentions that when we sweat, our bodies crave water. Drinking water cleanses our bodies from toxins. (See 3-point scoring rubric on page 11.)
5. B

Lesson 10 (p. 76)

5. B
6. D
7. *Suggested Response.* Fourth grade students from a Florida elementary school planted a garden on their school grounds. Each fourth grade student worked with kindergarten “buddies” to research plants and plan their gardens. The students learned which vegetables grow best together and how to grow different plants to keep the soil healthy. Most importantly, the students learned how to be good leaders by keeping their buddies on track. (See 3-point scoring rubric on page 11.)

Unit Four Practice Test (p. 78)

1. C
2. A
3. A
4. B
5. *Suggested Response.* Greg brought the three young whales back to the aquarium. After six months, the whales were released back into the ocean. Paragraph 4 says that Greg put radio tags on the whales so the aquarium could keep track of them in case they ran into trouble. (See 3-point scoring rubric on page 11.)
6. *Suggested Response.* The New England Aquarium helps sea animals that have been stranded on land. In 1986, an aquarium worker named Greg Early helped 40 whales that were stranded on a beach. Three young whales without mothers were taken back to the aquarium. Later, they were released back into the ocean. In 1990 and 2000, the aquarium also helped rescue large groups of whales stranded on beaches. Although most strandings happen in December, the aquarium helps stranded animals all year-round. (See 3-point scoring rubric on page 11.)

Unit Five—Try It On Your Own

Lesson 11 (p. 84)

5. C
6. D
7. C

Lesson 12 (p. 88)

4. D
5. *Suggested Response.* The writer gives two reasons to support his idea that all fourth and fifth grade students should get involved in the musical. First, you can use your abilities in music or art. The second reason is that you can have fun with your friends and also make new friends. (See 3-point scoring rubric on page 11.)
6. B

Unit Five Practice Test (p. 90)

1. A
2. *Suggested Response.* Two modern developments caused skyscrapers to be able to be built. First, iron and steel were invented. These gave skyscrapers a strong support system. Second, the elevator was invented so people didn't have to climb too many stairs to reach the upper floors. (See 3-point scoring rubric on page 11.)
3. D
4. A
5. C
6. *Suggested Response.* The towers built before skyscrapers were not good for people to live and work in because they had thick, heavy walls. The passage describes the rooms as “dark and cramped.” (See 3-point scoring rubric on page 11.)

Unit Six—Try It On Your Own

Lesson 13 (p. 97)

5. A
6. C
7. *Suggested Response.* The bar graph gives more information about the facts found in paragraphs 2 and 3. The graph explains the types of food the people ate. It also explains how much food they had to take with them and why the wagons were so full and heavy. (See 3-point scoring rubric on page 11.)

Lesson 14 (p. 101)

4. C
5. B
6. *Suggested Response.* Washington's crossing of the Delaware River is famous. On Christmas Eve, he took about 2,500 officers and soldiers across the ice-filled river. It was difficult to cross because of huge chunks of ice floating in the river. It was cold and stormy. Washington divided his army into two groups and marched them into Trenton. (See 5-point scoring rubric on page 11.)

Unit Six Practice Test (p. 102)

1. B
2. D
3. D
4. B
5. B
6. D
7. D
8. *Suggested Response.* Meteorite craters are holes created when meteorites strike Earth. These holes can be as small as one foot or as big as 400 miles wide. The larger the meteorite, the larger the hole it creates. However, even a small meteorite can make a good-sized hole. In 2009, Gerrit Blank was hit by a pea-sized meteorite. The tiny rock made a "foot wide crater in the ground." (See 3-point scoring rubric on page 11.)

Unit Seven—Try It On Your Own

Lesson 15 (p. 107)

4. I remember the day when the war began.
5. That is the reason why we don't eat too much candy.
6. I ran through the wide green fields of grass.

Lesson 16 (p. 109)

4. A
5. *Suggested Response.* I must not go to my friend's house until my homework is done. (1 point)
6. *Suggested Response.* Yesterday I was playing soccer, and I broke my leg. (1 point)

Lesson 17 (p. 112)

4. *Suggested Response.* The butterfly has different life stages. It starts out as an egg.

Then it turns into a pupa. The adult butterfly comes out of the pupa. Later the adult butterfly lays eggs. Then the stages start again for a new butterfly. (5 points)

Unit Seven Practice Test (p. 113)

1. D
2. *Suggested Response.* Moths are paler and not as pretty.
3. D
4. *Suggested Response.* Butterflies fly during the day, and moths fly at night.
5. B
6. D
7. *Suggested Response.* I can do anything you can do.
8. *Suggested Response.* The kite landed in the tree.
9. *Suggested Response.* The water is running in the bathtub.
10. *Suggested Response.* He is the one who gave me the book.

Unit Eight—Try It On Your Own

Lesson 18 (p. 117)

6. *Changes are underlined.* I am learning to speak Chinese. Every afternoon I go to the Chinese Cultural Center next to our school. My instructor is Dr. Anna Lee. She is from Beijing, China. She even wrote a book called The Chinese Way. (5 points)
7. *Changes are underlined.* Fourth graders at our school used to get three recesses a day. That is a lot of time to play. Now we only get two recesses a day. Kids our age need to get outside. It's not fair that we spend more time working than getting exercise. (5 points)

Lesson 19 (p. 121)

4. A
5. B
6. A

Unit Eight Practice Test (p. 122)

1. D
2. A
3. B
4. C
5. A
6. D
7. D
8. C

- 9. A
- 10. C

Unit Nine—Try It On Your Own

Lesson 20 (p. 126)

- 4. B
- 5. C
- 6. B

Lesson 21 (p. 129)

- 5. B
- 6. C
- 7. C
- 8. B
- 9. C

Unit Nine Practice Test (p. 131)

- 1. B
- 2. C
- 3. A
- 4. D
- 5. A
- 6. A
- 7. D
- 8. A
- 9. C
- 10. B

Mastery Test: Part 1 (p. 134)

- 1. B
- 2. D
- 3. C
- 4. A
- 5. *Suggested Response.* At the beginning of the story, the main character is frustrated with her body. She says, "I had tried to make my body do the best it could." She describes her "crazy giraffe legs" as not doing what she wants them to do. However, things change as her team pulls together. Her teammates block the other players, and the speaker is able to make the winning shot. As her teammates surround her, "shouting with joy," it is clear that the main character is feeling much more confident about her basketball skills. (See 3-point scoring rubric on page 11.)
- 6. D
- 7. *Suggested Response.* As Luke and Ruthie walked the Oregon Trail, Ruthie's worn-out shoes thumped on the trail. She yanked them off and threw them into the grass, but her older brother Luke told her to go get

them. Suddenly, a Native American appeared riding a horse. The man asked for Luke's knife. Scared, Luke gave him the knife, and the man rode off. (See 3-point scoring rubric on page 11.)

- 8. A
- 9. B
- 10. C
- 11. B
- 12. B
- 13. D
- 14. A
- 15. A
- 16. A
- 17. D
- 18. D
- 19. A
- 20. *Suggested Response.* In both stories, the main character is Coyote. Both stories explain why coyotes have certain characteristics. We also learn a lot about Coyote's personality. "How the Bluebird and Coyote Got Their Colors" explains why Coyote is brown. This story describes Coyote as proud and vain. He is so concerned about other people looking at his blue coat that he runs into a tree and gets dirty. "Why Coyote Howls at the Moon" explains why coyotes howl at the moon. In this story Coyote becomes the moon, but he pokes "his nose into people's business." The people take away his job of being the moon and give it to Rabbit instead. Because of this, Coyote is jealous. This explains why coyotes howl at the moon. (See 5-point scoring rubric on page 11.)

Mastery Test: Part 2 (p. 143)

- 21. D
- 22. C
- 23. A
- 24. B
- 25. C
- 26. C
- 27. B
- 28. D
- 29. A
- 30. B
- 31. C
- 32. A
- 33. B
- 34. B

35. *Suggested Response.* Tory Brown described what happened when a tornado hit her house in Oklahoma City. When the tornado sirens went off, she and her mom got into a bathtub and pulled a mattress on top of them. Tory heard the sound of a giant swarm of bees. Something heavy hit the mattress, and then everything was calm. Finally, they heard a huge sucking noise. They had a hard time moving the mattress because someone's microwave was on top of it. When they got out, they saw that their entire house was gone. Everything was a pile of rubble. (See 3-point scoring rubric on page 11.)

36. A

37. A

38. B

39. A

40. *Suggested Response.* On May 3, 2011, an F-5 twister hit Oklahoma City. This dangerous twister was a mile wide and had winds of 318 miles per hour. It hit the suburb where ten-year-old Tory Brown lives. She and her mom hid in a bathtub when the tornado sirens went off. Hovering under a mattress, they listened to the tornado totally destroy their house and their entire neighborhood. Tory and her mom were lucky, because in the end 45 twisters raced through Oklahoma City, killing 43 people. As soon as the storms were over, volunteers began the work of searching for survivors and cleaning up the mess. (See 5-point scoring rubric on page 11.)

Mastery Test: Part 3 (p. 152)

41. C

42. C

43. D

44. D

45. A

46. C

47. A

48. A

49. D

50. D

51. A

52. C

53. B

54. *Suggested Response.* Some of the planets that travel around our sun are known as "gas giants." They are called *giants* because they are very large. The term *gas* refers to what the planets consist of. They consist mostly of gas, rather than rock. The four gas giants are Jupiter, Saturn, Uranus, and Neptune. (3 points)

Student Model



Prompt

Your school has had problems with food fights, yelling, and rudeness in the cafeteria. In order to stop this behavior, the principal is considering making a rule that students are not allowed to talk during lunch. How do you feel about such a rule? Write a paper stating your opinion. Use examples, reasons, and facts to convince your readers to agree with you.

Problems in the Lunchroom

Throwing food in the lunchroom is a problem. The principal's idea of no talking during lunch might solve the problem with food fights. Still, it is a bad idea because it would cause lots of other problems.

Kids need time to talk to each other, and lunch is the best time for that. I remember our counselor Ms. Tovar telling us that we need to learn to communicate better. Also, if students can't talk during lunch, then they are more likely to talk in class and get in trouble. This will hurt their learning, and make the school worse.

Also, this would be a hard rule to carry out. It is not easy to keep a whole room full of kids quiet. The lunchroom helpers would have a really hard job.



Finally, it's not fair to take away talking privileges from kids who don't throw food. I never throw food, so I don't think I should get punished.

I don't think kids should throw food in the lunchroom. Still, taking away a kid's only time to talk with their friends isn't the answer. Kids need to talk, and trying to stop them would be really hard and not fair to the good kids. I think the principal should find a better solution.

Student Model



Prompt

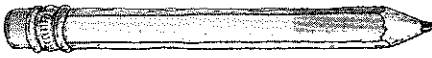
Your school district is considering a policy that would require all students to have a computer to use at school. Consider whether you agree with this policy or not. Then write a paper stating your opinion. Support your opinion with good reasons, facts, and details.

Unfair Computer Policy

Computers can help students in school. Every kid should have a computer, but I don't think the school should make kids have one. Requiring students to have a computer for school when computers are still very expensive is unfair to poor kids.

Some kids will have a hard time paying for their computers. What if the family doesn't have the money to pay for a computer? Would the kids have to share with their classmates? This is not fair.

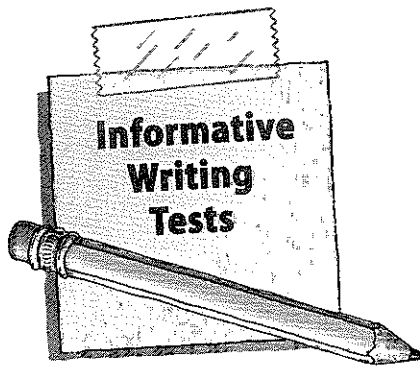
Another problem is that there are tons of different kinds of computers. I got my computer last year. It is OK, but my older brother got a new one this year. It is lots faster and has lots more memory than mine does. If the school said every kid had to have



a computer, some kids would have good ones and some would not. This would not be fair either.

Another problem is that some of the computers will be stolen or damaged. Students who are rich have the money to replace their computers, but students who are poor cannot. Again, some students would have to use broken computers or wouldn't have a computer at all.

Until the price of a personal computer goes down a lot, or everyone has more money, schools shouldn't make students have computers. If the school could pay for everyone to have a computer, then it would be okay to require everyone to have a computer. It is the school's job to provide kids with computers, not their parent's. I think that is only fair.



Student Model

Prompt

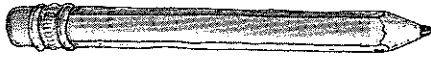
Imagine you are trying to teach a younger child how to ride a bike. Explain the equipment he or she needs and the steps that should be taken to ride a bike.

Learning to Ride a Bike

When our neighbor Ms. Lincoln was 73 years old, she asked my dad to teach her how to ride a bike. In just two weeks, she was riding all over town! Learning to ride a bike is simple. You just have to want to do it.

Before starting to learn, you should buy kneepads and a helmet. You don't want to hurt yourself if you fall off. Since you probably will fall, you should definitely do all practicing with an adult around.

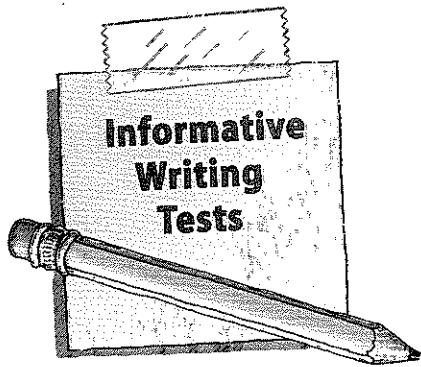
Another good idea is to practice riding a tricycle first. Riding a tricycle helps you get used to pedaling wheels and using the handlebars. You want to be good at steering so you don't run into anything.



Most people learn to ride a bike by starting with a bike that has training wheels on it. When you think you can balance pretty well, you can take these off.

Next, get on a regular bike. Ask someone to help you balance by holding on to the back of the bike. Start to pedal and try to keep your balance. Don't go too slow, or it will be hard to keep your balance. When you feel balanced, tell the person holding the back to let go. Off you go!

If you practice first with a tricycle and then with training wheels and then a regular bike, you will become good. Soon you will be riding a bike with no problem—just like Ms. Lincoln.



Student Model

Prompt

Do you have a dream about what you would like to do when you are older? Explain what it is and what you will need to do to accomplish your dream.

NBA Dreams

When I grow up I want to play basketball in front of thousands of cheering fans in the NBA. I love to play basketball. It is one of the things I'm best at.

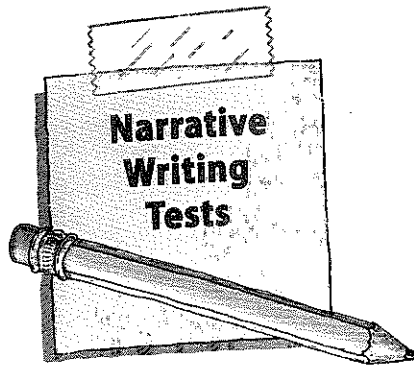
It would be so awesome to stand on the court and swish three-point shots in front of crowds of thousands of people, but it will take a lot of work to get there. The best way for me to get to play in the NBA is to practice a lot and work on my form. Learning to dribble well, make good passes, and shoot correctly is essential.

It is also important for basketball players to be able to play for a long time without very much rest, so I'm going to run a lot too. All of my work will pay off once I get to play for my favorite team, the Chicago Bulls. I hope we can win a championship ring.

If I make it to the NBA, then my life will be



If I make it to the NBA, then my life will be great. I'm going to work as hard as I can to make it there. I don't think of it as work, though, because basketball is fun. I know I am made to play this game. That is why I want to be an NBA basketball player.



Student Model

Prompt

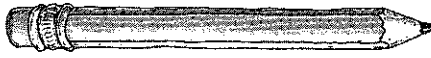
Imagine you could be a superhero for a day. Decide what kind of powers you would have and what your name would be. Then tell the story of a good deed you performed as a superhero.

Skyman to the Rescue

If I could have one superpower, it would be the power of flight. I could fly around doing good deeds. People would call me Skyman, and my greatest accomplishment would be saving the president's life. I can just imagine how it would happen.

One day, I was flying around with a flock of birds. I was near Washington, D.C.

"Look, there is the Washington Monument and the Capitol!" I said as I sailed along. Suddenly from behind me I heard the sound of helicopter blades whizzing through the air. I turned around and saw a helicopter behind me. The birds and I scattered to get away from it.

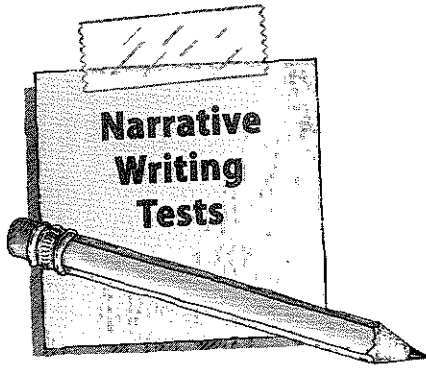


Then, I looked more closely. I saw the helicopter had a United States' seal on it. I was interested, so I followed behind the helicopter. Soon, we were close to the White House. Then, I heard somebody shout, "Oh no! Grab her! Help!"

The door to the helicopter was blown open by a gust of wind. The president had been looking out the door when it was blown open. She fell out and was tumbling toward the ground. I immediately sprang into action. I flew as fast as I could, and right before she hit the ground, I caught the president.

"Thank you, Skyman," she said.

Congress awarded me the Medal of Honor. I was really happy that I could use my powers to help people. After that, I decided to make my life all about helping people who need to be rescued.



Student Model

Prompt

Write about a time when you conquered a fear. Was anyone with you? What was happening around you? What were you thinking of at the time? How do you feel about the experience now?

My Fear of Heights

My best friend Juan and I have always disagreed on one thing—heights. “Come on,” he would say. “Let’s see how high we can climb in that tree.”

“You go ahead,” I would say. “I’ll stay on the ground.” Ever since I can remember, I have been afraid of heights. I didn’t even like tall buildings and bridges. Then last October Juan invited me to go camping with his family to celebrate his birthday.

Just being in the camp was exciting. The tree leaves were soft yellow or deep red. I could smell the spiced apple cider they served in the park office. We had fun fishing and hiking and playing games. Then, Juan said, “Did you see they had a climbing wall by the park office? Let’s try it!”



“I think my back hurts,” I said. “Or maybe it is my stomach. Or my arm. I know something hurts.” I was fine, but I was afraid to climb the wall.

“Then just come watch,” Juan responded.

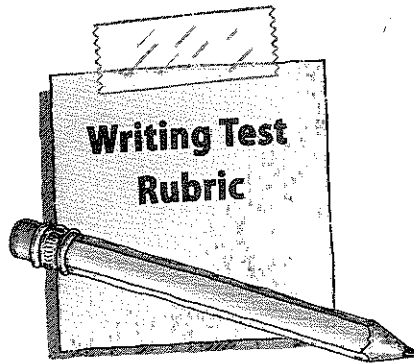
Even watching did not sound like fun. Still, it was his birthday, so I said, “Okay.”

When we got to the wall, the instructor strapped a sturdy harness on Juan and attached a thick, heavy rope to it. Even if he slipped, he wouldn’t fall and get hurt. Juan quickly climbed all the way to the top. “Wow! You can see the whole camp from up here!” he yelled down.

The instructor looked at me and said, “Why don’t you try? You don’t have to go to the top. Just go as far as you feel comfortable.”

So I tried. The instructor attached a rope to me. I climbed up six feet. I decided I could go a little farther. Before long, I was next to Juan, shouting, “Wow! You can see the whole camp from here!”

I feel proud of that moment because I was scared, but I climbed the wall anyway. I didn’t let my fear of heights stop my fun.



Student Rubric

Rubric					
Score: 1 is the lowest; 5 is the highest					
Ideas/Content —focuses on one main idea; the details add to the main idea	①	②	③	④	⑤
Organization —has a clear beginning, middle, and end; the order is easy to follow	①	②	③	④	⑤
Voice —communicates feelings and personality; the writing is unique	①	②	③	④	⑤
Word Choice —uses colorful, fresh words in the right places	①	②	③	④	⑤
Sentence Fluency —uses both long and short sentences that flow smoothly	①	②	③	④	⑤
Conventions —few or no spelling, capitalization, and punctuation errors	①	②	③	④	⑤