

## **Grades 4-5 Text Exemplars**

### Stories

Carroll, Lewis. *Alice's Adventures in Wonderland*  
Burnett, Frances Hodgson. *The Secret Garden*  
Farley, Walter. *The Black Stallion*  
Saint-Exupery, Antoine de. *The Little Prince*  
Babbitt, Natalie. *Tuck Everlasting*  
Singer, Isaac Bashevis. "Zlateh the Goat."  
Hamilton, Virginia. M. C. *Higgins, the Great*  
Erdrich, Louise. *The Birchbark House*  
Curtis, Christopher Paul. *Bud, Not Buddy*  
Lin, Grace. *Where the Mountain Meets the Moon*

### Poetry

Blake, William. "The Echoing Green."  
Lazarus, Emma. "The New Colossus."  
Thayer, Ernest Lawrence. "Casey at the Bat."  
Dickinson, Emily. "A Bird Came Down the Walk."  
Sandburg, Carl. "Fog."  
Frost, Robert. "Dust of Snow."  
Dahl, Roald. "Little Red Riding Hood and the Wolf."  
Nichols, Grace. "They Were My People."  
Mora, Pat. "Words Free As Confetti."

### Informational Texts

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*  
Carlisle, Madelyn Wood. *Let's Investigate Marvelously Meaningful Maps*  
Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms*  
Otfinoski, Steve. *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*  
Wulffson, Don. *Toys!: Amazing Stories Behind Some Great Inventions*  
Schleichert, Elizabeth. "Good Pet, Bad Pet."  
Kavash, E. Barrie. "Ancient Mound Builders."  
Koscielniak, Bruce. *About Time: A First Look at Time and Clocks*  
Banting, Erinn. *England the Land*  
Hakim, Joy. *A History of US*  
Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*  
Simon, Seymour. *Horses*  
Montgomery, Sy. *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea*  
Simon, Seymour. *Volcanoes*  
Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*  
Cutler, Nellie Gonzalez. "Kenya's Long Dry Season."  
Hall, Leslie. "Seeing Eye to Eye."  
Ronan, Colin A. "Telescopes."  
Buckmaster, Henrietta. "Underground Railroad."

### **Grades 4-5 Sample Performance Tasks for Stories and Poetry**

- Students *make connections between the visual presentation* of John Tenniel's illustrations in Lewis Carroll's *Alice's Adventures in Wonderland* and the text of the story to *identify* how the pictures of Alice reflect *specific descriptions* of her in the text. [RL.4.7]
- Students *explain* the selfish behavior by Mary and make *inferences* regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by *explicitly referring to details and examples from the text*. [RL.4.1]
- Students *describe how the narrator's point of view* in Walter Farley's *The Black Stallion* *influences how events are described* and how the reader perceives the character of Alexander Ramsay, Jr. [RL.5.6]
- Students *summarize* the plot of Antoine de Saint-Exupery's *The Little Prince* and then reflect on the *challenges* facing the *characters in the story* while employing those and other *details in the text* to discuss the value of inquisitiveness and exploration as a *theme* of the story. [RL.5.2]
- Students read Natalie Babbitt's *Tuck Everlasting* and *describe in depth* the idyllic *setting* of the story, *drawing on specific details in the text*, from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3]
- Students *compare and contrast* coming-of-age stories by Christopher Paul Curtis (*Bud, Not Buddy*) and Louise Erdrich (*The Birchbark House*) by identifying *similar themes* and examining the stories' *approach* to the topic of growing up. [RL.5.9]
- Students *refer to the structural elements* (e.g., *verse, rhythm, meter*) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the *poem* and contrasting the impact and *differences* of those *elements* to a *prose summary* of the *poem*. [RL.4.5]
- Students *determine the meaning of the metaphor* of a cat in Carl Sandburg's poem "Fog" and contrast that *figurative language* to the meaning of the *simile* in William Blake's "The Echoing Green." [RL.5.4]

### **Grades 4-5 Sample Performance Tasks for Informational Texts**

- Students *explain how* Melvin Berger *uses reasons and evidence* in his book *Discovering Mars: The Amazing Story of the Red Planet* to *support particular points* regarding the topology of the planet. [RI.4.8]
- Students identify the *overall structure of ideas, concepts, and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*. [RI.5.5]
- Students *interpret* the visual chart that accompanies Steve Otfinoski's *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* and *explain how the information* found within it *contributes to an understanding of* how to create a budget. [RI.4.7]
- Students *explain the relationship between* time and clocks using *specific information* drawn from Bruce Koscielniak's *About Time: A First Look at Time and Clocks*. [RI.5.3]
- Students *determine the meaning of domain-specific words or phrases*, such as *crust, mantle, magma, and lava*, and important *general academic words and phrases* that appear in Seymour Simon's *Volcanoes*. [RI.4.4]
- Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to a *secondhand account* of their treatment found in books such as Kadir Nelson's *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account and the *information provided* by each. [RI.4.6]

- Students *quote accurately and explicitly from* Leslie Hall's "Seeing Eye to Eye" to *explain statements* they make and ideas they *infer* regarding sight and light. [RI.5.1]
- Students *determine the main idea* of Colin A. Ronan's "Telescopes" and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]