

#1
ANCHOR PACKET

Anchor Set for Grade 4

Assessment #2

Name _____

Date _____

Response to Literary Texts - Character Study: Comparing Characters



Every story character has a personality. We learn about characters by what they say, think, and do, and by how other characters interact with them. Read the two short stories, "The Bug Recipe" and "From A to Z." Then write a response that compares the main characters' personalities (also called character traits).

Determine your focus: Are James and Maria **mostly alike** or **mostly different**? Use specific details from the stories to support your response. Be sure to explain how those examples support your reasoning (and focus).

Use the notes from your graphic organizers for each story to help you plan and write your response.

Be sure to:

1. Have an introduction that sets the context: the story titles and author and a one sentence summary of each story.
2. State a focus that compares the main characters' personalities.
3. Have body paragraphs that have topic sentences and details to support each new trait that you are comparing.
4. Use simple and compound sentences.
5. Use details from the text and descriptive words to elaborate on your ideas.
6. Use transitional words to connect your ideas.
7. Write a conclusion that connects to your focus.
8. Use correct punctuation and spelling.

From A to Z
by Tonya Becerra

Sweeping open the heavy doors of the library, Maria felt the rush of cool air. Grandpa had always called the library the best travel agent that ever existed. Slowly, Maria was beginning to be convinced. Going to the library reminded Maria of the way an airplane climbs at take-off. That feeling of flight was thrilling, especially without the nervous "butterflies" in her stomach that she got with real airplanes. Instead, she smiled broadly, excited about what might be in store for her.

"Where should I travel to today" she thought to herself. Last week, she had visited famous presidents' faces, carved into huge stone layers. Mount Rushmore was a place that had always interested her. How could they have done that? Who created them in the first place? And why? Not only did the library serve as a wonderful travel agent, it also played the part of historian and highly knowledgeable tour guide. Her "tour book" had answered all of her questions and explained all of the curious details she could dream up — and so much more.

She also enjoyed being able to leisurely stroll down aisles upon aisles of books. She could stop and look at any one of them that caught her attention. Today, she started with Africa, but then she stopped herself. "Why do I have to start with the A's? Why does it always have to be in order or make sense? I'm on vacation."

"Why not throw caution to the wind?" Grandpa would say when he wanted her to try something new or different. So she turned around and headed toward the opposite end of the shelves. "Oh, the Z's. That's certainly different," she said.

The first book spine that caught her eye was a bold, sparkling gold print. It read "Zimbabwe." Maria laughed to herself. Somehow, she had ended up in Africa anyway. Maybe that's where she needed to travel to today. As she flipped through the thick pages full of colorful fabrics, stark landscapes, and wild animals, she was quickly convinced that Zimbabwe would be her trek for the day.

Maria carried the book to the checkout counter. Renee, the librarian smiled as she read the title. "Ah, Zimbabwe! That's someplace I've always wanted to visit."

"Well, you can go there as soon as I return from my trip," Maria said.

Renee laughed and winked, knowing all about Maria's travels. "Yes, I will, Maria. You'll have to tell me all about it when you return. Bon voyage!"

Maria was eager to talk to Grandpa about this one. Sometimes, throwing caution to the wind brings you right back to where you began in the first place.

.....

The Bug Recipe Contest (Author unknown)

James picked up a flyer at the Museum of Natural Science that said, "Create a recipe incorporating bugs and win \$100.00." That was just the amount of money he still needed to get a mountain bike at the local bike shop. As the school bus bounced along, he thought of foods his mother cooked that he liked, potatoes au gratin, Grandma's French Fries, chocolate chip cookies.

He decided to do some research and pulled up "insects as food" on the Internet as soon as he got home from school. James discovered that you can eat mealworms, grub worms, crickets, ants, and over 1,462 other bugs. Entomophagy is the technical word for eating insects, so he would have to become an entomophagist. He decided to focus on worms and crickets because he could buy worms at the pet store and catch crickets in the backyard.

When his mother came home from work, he was pouring over her recipe cards trying to find a suitable recipe. "What are you looking for?" she asked.

James handed her the flyer. "Hmmm, \$100.00. That's a lot of money for a recipe. How are they judged?"

"It says that you will prepare your dish and bring it to the museum in two weeks for a tasting."

"I bet you have to do the tasting," his mother said.

"Naw, they wouldn't do that. They probably have tasters that are really bug eaters."

James decided to make mealworm chocolate chip cookies with baked crickets instead of nuts. Now, all he had to do was prepare the insects and substitute them in the recipe. The Internet site said that you had to rinse the insects and place them in a plastic bag and freeze them for 15 minutes. Rinse again and pinch off the heads. Crickets' legs also need to be removed or they get stuck in your teeth.

Using the blender, he ground the mealworms into a fine texture and chopped up the crickets. Before adding the crickets to the cookie mix, he had to bake them at 250 degrees until they were crunchy. He used them in the recipe just like flour and nuts. When they came out of the oven, the cookies looked just like his mother's best chocolate chip cookies. He pulled a silver tray out of the cabinet and carefully placed the cookies in a circular design.

At the museum, a long table covered with a white tablecloth stretched across one end of the insect exhibit with dishes at regular intervals and behind each dish stood a contestant. James placed his tray in an empty space and went to join the others behind the table. His mother had been right. Each contestant had to taste their creation as the judge did the same. James took a

big bite of a cookie. It was delicious! He ate the whole thing. So did the judge. "We have a winner," the elderly man said as he handed James a ribbon and a check.

Customized Descriptors for **Grades 4-5** – key ideas to look for when scoring

CCSS Writing Standard #1b: Compose Opinion Pieces about Texts/Persuasive Writing

Students show understanding of texts by composing opinion pieces that state and support a point of view/judgment with reasons and information.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
A: Purpose <ul style="list-style-type: none"> Context Focus/controlling idea (opinion) Evidence of understanding the text Reflections/connections are related to text/theme Analysis of selected elements of the text (e.g., plot, character change, author's craft, theme, opinion stated in text) 	<p>Intro has no context or an incorrect or confusing context</p> <p>Has a topic but lacks a focus (opinion)</p> <p>Response relies mostly on personal ideas that are not supported with text</p>	<p>Intro has some appropriate context</p> <p>Has topic and attempts a focus (opinion), but focus may shift or not be relevant to text</p> <p>May be limited to a general summary or retelling of text with no analysis/reflection</p>	<p><i>Context includes name of author and title of text</i></p> <p><i>Focus/controlling idea (opinion) is clearly stated</i></p> <p><i>Responds directly to the text with short summary plus analysis or reflection</i></p>	<p>Context may have a compelling intro or “hook”(e.g., quote, action, personal remark, question)</p> <p>Maintains clear focus/controlling idea (opinion)</p> <p>Responds directly to the text with analysis and includes a relevant connection to broader ideas (e.g., text to text/text to self/text to world).</p>
B: Organization <ul style="list-style-type: none"> Overall coherence Information presented in a logical, cohesive fashion Transitions connect ideas (e.g., compare-contrast, description, cause-effect, problem-solution, proposition-support) 	<p>Attempts introduction, body, and conclusion, with little organization among the parts (e.g., ideas run together with no clear connections) or within the parts</p> <p>May seem choppy – lacks overall coherence</p>	<p>Has basic organizational structure, but may need some organization within paragraphs (e.g., topic sentence) OR parts may not be fully developed</p> <p>Uses basic transitions to connect ideas/reasons</p>	<p><i>Has coherence and organization: intro, body, and concluding statement or section support the focus</i></p> <p><i>Sequences and groups related ideas</i></p> <p><i>Uses transitions appropriately to connect ideas/reasons</i></p>	<p>Clear, consistent coherence and organization – ideas are logically grouped or ordered</p> <p>Intro, body, conclusion support focus/reasons</p> <p>Uses a variety of transitions to effectively connect ideas</p>
C: Details/Elaboration <ul style="list-style-type: none"> Specific concrete details with appropriate references to/citations from text to support writer's viewpoint Comparisons Analogies Examples, facts 	<p>Attempts to add details which may be random, or generic (e.g., hard, nice, funny), inaccurate, or irrelevant to support opinion /analysis of text</p>	<p>Some elaboration strategies are evident</p> <p>Ideas may not be fully elaborated or details may be insufficient to support opinion – simply restates</p> <p>Has some general references to text</p>	<p><i>Uses references to text, citations/quotes, and/or concrete details, facts, definitions to support focus</i></p> <p><i>Reasons are elaborated on using relevant descriptive details</i></p>	<p>Elaborates using a variety of: details, examples, direct quotes, references to text, etc. to support focus</p> <p>Includes depth of information, precise and relevant elaboration</p>
D: Voice and Tone <ul style="list-style-type: none"> Authoritative person Vocabulary - Precise Language Sentence structure Sentence variety 	<p>Generally uses basic, incorrect, or below grade level vocabulary & basic sentence structure</p> <p>May seem choppy</p>	<p>Attempts authoritative person's voice/tone</p> <p>Vocabulary & sentence structure may lack variety or does not enhance meaning</p>	<p><i>Voice/tone is of a authoritative person supporting persuasive viewpoint</i></p> <p><i>Appropriate use of vocabulary & some variety of sentence structure (simple, compound, complex)</i></p>	<p>Voice/tone is of a authoritative person supporting viewpoint-knows when to use formal –informal language</p> <p>Uses effective, precise vocabulary and variety of sentence structure</p>
E: Conventions of Standard English <ul style="list-style-type: none"> Grammar Usage Spelling, punctuation capitalization 	<p>Uses grade-appropriate <u>basic mechanics</u> with some errors</p>	<p>Uses grade-appropriate <u>basic mechanics</u> and word use with minimal errors</p>	<p><i>Minor errors in grammar, word usage, or mechanics do not interfere with reader's understanding</i></p>	<p>Has few or no errors in grammar, word usage, or mechanics</p>