

# Moving Beyond “Run of the Mill” CSAP Scores

**Grade Level or Special Area:** 4th Grade

**Written by:** Mary Ann Mahoney, Lincoln Academy, Arvada, CO

**Length of Unit:** Nine lessons, 60 minutes each

## I. ABSTRACT

The purpose of this unit is to familiarize students with the CSAP format while presenting content fourth grade Core Knowledge® classrooms are already using. In a world of standardized testing teachers must prepare their students to the best of their ability. This unit utilizes Core Knowledge® literature, science, history and geography to prepare fourth graders for the reading and writing CSAP tests. It is not necessary to teach the units consecutively. Each lesson is independent, and can be integrated into the language arts period during the corresponding Core Knowledge® unit.

## II. OVERVIEW

### A. Concept Objectives

1. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
3. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.

### B. Content from the *Core Knowledge Sequence*®

1. Language Arts: Writing, Grammar, and Usage: Writing (p. 87)
  - a. Produce a variety of types of writing
  - b. Organize material in paragraphs and understand how to use a topic sentence; how to develop a paragraph with examples and details; and that each new paragraph is indented.
2. Language Arts: Writing, Grammar, and Usage: Grammar and Usage (p. 87)
  - a. Use capital letters correctly
  - b. Know how to use the following punctuation:
    - i. end punctuation: period, question mark, or exclamation point
    - ii. comma: in a series
    - iii. apostrophe: in contractions; in singular and plural possessive nouns
3. Language Arts: Poetry (p. 88)
  - a. Life Doesn't Frighten Me (Maya Angelou)
4. Language Arts: Fiction: Myths and Mythical Characters (p. 89)
  - a. How Arthur Became King
5. Language Arts: Speeches (p. 89)
  - a. Sojourner Truth's "Ain't I a Woman"
6. History and Geography: World History and Geography: Europe in the Middle Ages (p. 92)
  - a. Feudalism: lords, vassals, knights, freedmen, serfs.
7. History and Geography: World History and Geography: China: Dynasties and Conquerors (p. 93)
  - a. Han Dynasty: trade in silk and spices, the Silk Road, invention of paper
8. History and Geography: American History and Geography: Making a Constitutional Government (p. 95)
  - a. Main ideas behind the Declaration of Independence

- i. The proposition that “All men are created equal”
    - ii. Natural rights: “Life, liberty and the pursuit of happiness”
    - iii. The “right of people... to institute a new government”
  - b. The Constitution of the United States
    - i. The separation of sharing powers in American government: three branches of government
- 9. Science: Geology: Rocks (p. 105)
  - a. Formation and characteristics of metamorphic, igneous, and sedimentary rocks
- 10. Science: Meteorology (p. 106)
  - a. Troposphere, stratosphere, mesosphere, ionosphere
- C. Skill Objectives
  - 1. Students will identify the main idea of the passage.
  - 2. Students will compare and contrast types of rocks.
  - 3. Students will summarize information.
  - 4. Students will become familiar with the format of standardized testing like the CSAP.
  - 5. Students will sequence events in a story.
  - 6. Students will summarize events in a story.
  - 7. Students will identify character traits of the main character in a story.
  - 8. Students will express and defend an opinion based on evidence in a story.
  - 9. Students will demonstrate comprehension.
  - 10. Students will relate what they read to their own life.
  - 11. Students will sequence events.
  - 12. Students will label events on a timeline.
  - 13. Students will recall details from reading a story.
  - 14. Students will edit for spelling, punctuation and grammar.
  - 15. Students will construct a quality paragraph with relevant details.
  - 16. Students will evaluate their own writing based on a rubric.
  - 17. Students will revise their own writing using revision guidelines.
  - 18. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
  - 19. Students will write a piece of narrative writing.
  - 20. Students will add details from history class to their writing.

### **III. BACKGROUND KNOWLEDGE**

- A. For Teachers
  - 1. Teachers should have a working knowledge of how to construct paragraphs and stories. Ideally teachers should have access to a structured writing program that will help students build their skills from year to year.
- B. For Students
  - 1. Students should have additional reading and writing instruction throughout the school year.

### **IV. RESOURCES**

- A. *What Your Fourth Grader Needs to Know* (Lessons Two, Three, and Five)

## V. LESSONS

### Lesson One: Comparing Rocks to Rocks

#### A. *Daily Objectives*

1. Concept Objective
  - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Lesson Content
  - a. Formation and characteristics of metamorphic, igneous and sedimentary rocks. (p. 105)
3. Skill Objectives
  - a. Students will identify the main idea of the passage.
  - b. Students will compare and contrast types of rocks.
  - c. Students will summarize information.
  - d. Students will become familiar with the format of standardized testing like the CSAP.

#### B. *Materials*

1. Appendix A: Comparing Rocks to Rocks (one copy of all three pages stapled into a packet per student)
2. Appendix B: Comparing Rocks to Rocks Exemplar Answers (one copy for teacher)

#### C. *Key Vocabulary*

1. Geologist – a scientist who studies the earth and rocks
2. Minerals – a naturally occurring substance
3. Igneous – rocks formed when molten rock solidifies or hardens
4. Metamorphic – rock which changes in structure due to heat, pressure or chemicals
5. Sedimentary – rocks formed when water, glaciers or wind deposit materials

#### D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
2. Give each student one copy of Appendix A: Comparing Rocks to Rocks.
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
8. With the written answers for numbers 4 and 5, emphasize the importance of answering the question completely to earn the 2 points that are possible.
9. If anyone wrote outside of the box, tell the students that it is important to stay within the box because a machine cuts the margins off of each page before it is scored.

#### E. *Assessment/Evaluation*

1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be

necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

## **Lesson Two: How Arthur Became King**

### **A. Daily Objectives**

1. Concept Objective
  - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
2. Lesson Content
  - a. How Arthur Became King (p. 89)
3. Skill Objectives
  - a. Students will identify the main idea of the passage.
  - b. Students will sequence events in a story.
  - c. Students will summarize events in a story.
  - d. Students will identify character traits of the main character in a story.
  - e. Students will express and defend an opinion based on evidence in a story.
  - f. Students will become familiar with the format of standardized testing like the CSAP.

### **B. Materials**

1. Copies of “How Arthur Became King” for each student; you can find the story in *What Your Fourth Grader Needs to Know*
2. One copy of Appendix C: King Arthur with both pages stapled together for each student
3. One copy of Appendix D: King Arthur Exemplar Answers for the teacher

### **C. Key Vocabulary**

1. Plague – a disease that spreads and kills many people
2. Strife – serious disagreements with others
3. Anvil – a metal tool used by blacksmiths, what the coyote often tries to drop on the Roadrunner’s head
4. Joust – a contest between two knights on horseback
5. Squire – a knight’s attendant or helper
6. Destiny – a predetermined plan for someone
7. Reluctant – feeling or showing hesitation or unwillingness

### **D. Procedures/Activities**

1. Go over the vocabulary to expose students to the vocabulary they will find in the story. Be sure to read through your version of “How Arthur Became King” if you do not use the version from *What Your Fourth Grader Needs to Know* to scan for other unfamiliar vocabulary.
2. Give each student one copy of Appendix C: King Arthur.
3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.

8. With the written answers for numbers 5 and 6, emphasize the importance of answering the question completely to earn the points that are possible.
  9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Three: Life Doesn't Frighten Me**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Life Doesn't Frighten Me (p. 88)
  3. Skill Objectives
    - a. Students will demonstrate comprehension.
    - b. Students will relate what they read to their own life.
    - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Copies of "Life Doesn't Frighten Me" for each student; the poem can be found in *What Your Fourth Grader Needs to Know*
  2. One copy of Appendix E: Life Doesn't Frighten Me for each student
  3. One copy of Appendix F: Life Doesn't Frighten Me Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Poet – the person who writes a poem
  2. Counterpane – bedspread
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
  2. Give each student a copy of "Life Doesn't Frighten Me" and a copy of Appendix E: Life Doesn't Frighten Me.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 20 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 20 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 20 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper
  8. With the written answers for numbers 1, 3 and 4, emphasize the importance of answering the question completely to earn the 2 points that are possible.

9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Four: Gifts of the Han Dynasty**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of informational text.
  2. Lesson Content
    - a. Han Dynasty: trade in silk and spices, the Silk Road, invention of paper (p. 93)
  3. Skill Objectives
    - a. Students will sequence events.
    - b. Students will demonstrate comprehension.
    - c. Students will label events on a timeline.
    - d. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix G: Gifts of the Han Dynasty with all three pages stapled together for each student
  2. One copy of Appendix H: Gifts of the Han Dynasty Exemplar answers for the teacher
- C. *Key Vocabulary*
1. Allies – two groups of people who join together to get something they both want
  2. Recruit – to get someone to join
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
  2. Give each student one copy of Appendix G: Gifts of the Han Dynasty.
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. With the written answers for numbers 5 and 6, emphasize the importance of answering the question completely to earn the complete points that are possible.
  9. If anyone wrote outside of the lines, tell the students that it is important to stay within the lines because a machine cuts the margins off of each page before it is scored.

- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Five: Sojourner Truth's "Ain't I a Woman"**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in applying the reading process to different types of literary and informational text.
  2. Lesson Content
    - a. Sojourner Truth's "Ain't I a Woman" (p. 89)
  3. Skill Objective
    - a. Students will recall details from reading a story.
    - b. Students will demonstrate comprehension.
    - c. Students will express and defend an opinion based on evidence in a story.
    - d. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of "Sojourner Truth's 'Ain't I a Woman'" for each student; this story can be found in *What Your Fourth Grader Needs to Know*
  2. One copy of Appendix I: Sojourner Truth's "Ain't I a Woman" with two pages stapled together for each student
  3. One copy of Appendix J: Sojourner Truth's "Ain't I a Woman" Exemplar Answers for the teacher
- C. *Key Vocabulary*
1. Kilter – slang word for order or organization
  2. Carriage – vehicle used in the past
  3. Plough – (alternate spelling of plow)
  4. Bear the lash – receive a beating with a whip
  5. Obligated – be thankful
- D. *Procedures/Activities*
1. Go over the vocabulary to expose students to the vocabulary they will find in the article. If you are not using the version from *What Your Fourth Grader Needs to Know*, you may need to scan for additional vocabulary words.
  2. Give each student one copy of Appendix I: Sojourner Truth's "Ain't I a Woman."
  3. Tell the student that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.

8. With the written answers for numbers 1,2, and 5 and 6, emphasize the importance of answering the question completely to earn the 2 points that are possible.
  9. If anyone wrote outside of the boxes or lines, tell the students that it is important to stay within the boxes and lines because a machine cuts the margins off of each page before it is scored.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Six: Freedom for US Editing**

A. *Daily Objectives*

1. Concept Objective
  - a. Students will demonstrate competence in editing for grammar, spelling, punctuation, and sentence structure.
2. Lesson Content
  - a. Main ideas behind the Declaration of Independence (p. 95)
  - b. The proposition that “All men are created equal” (p. 95)
  - c. Natural rights: “Life, liberty and the pursuit of happiness” (p. 95)
  - d. The “right of people... to institute a new government” (p. 95)
  - e. The separation of sharing powers in American government: three branches of government (p. 95)
  - f. Know how to use the following punctuation: (p. 87)  
 End punctuation: period, question mark, or exclamation point  
 Comma: in a series  
 Apostrophe: in contractions; in singular and plural possessive nouns
3. Skill Objectives
  - a. Students will edit for spelling, punctuation and grammar.
  - b. Students will become familiar with the format of standardized testing like the CSAP.

B. *Materials*

1. One copy of Appendix K: Freedom for US Editing with all three pages stapled together for each student
2. One copy of Appendix L: Freedom for US Editing Exemplar Answers for the teacher

C. *Key Vocabulary*

1. Declaration of Independence – a government document stating that we are free from England and any other nation
2. Institute – organize or establish

D. *Procedures/Activities*

1. Go over the vocabulary to expose students to the vocabulary they will find in the article.
2. Give each student one copy of Appendix K: Freedom for US Editing.
3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer each question completely and carefully. Tell them they will have 30 minutes to complete the activity.
4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
5. Mark down the starting and ending time on the board, just like you will during the real CSAP.

6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Go over each of the questions with the class. If a student has an incorrect answer, he/she should write down the correct answer in pen on the test paper.
  8. On the paragraphs on the 3<sup>rd</sup> page emphasize the importance of rewriting all underlined words when editing.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student's work to make sure they have the correct answers written in, whether in pen or pencil. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Seven: Our Atmosphere**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
  2. Lesson Content
    - a. Troposphere, stratosphere, mesosphere, ionosphere (p. 106)
    - b. Produce a variety of types of writing (p. 87)
    - c. Organize material in paragraphs and understand how to use a topic sentence; how to develop a paragraph with examples and details; and that each new paragraph is indented. (p. 87)
  3. Skill Objectives
    - a. Students will construct a quality paragraph with relevant details.
    - b. Students will evaluate their own writing based on a rubric.
    - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. One copy of Appendix M: Our Atmosphere with both pages stapled together for each student
  2. One copy of Appendix N: Writing Evaluation Rubric for each student
- C. *Key Vocabulary*
1. Organization – the way of putting a paragraph together
  2. Focused – all ideas are related to the topic of the paragraph
  3. Content – the details and ideas in the writing
  4. Style/fluency – the way the sentences sound and are written
  5. Language usage – the use of grammar, spelling, capitalization and punctuation
  6. Sketchy – not clear or detailed
  7. Figurative – using comparisons in language
  8. Imagery – creating a picture with words
- D. *Procedures/Activities*
1. Give each student one copy of Appendix M: Our Atmosphere.
  2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
  3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.

5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Pass out Appendix N: Writing Evaluation Rubric to each student.
  8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
  9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.
  10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
  11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
  12. Read as many as you have time to discuss.
  13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality paragraph.
  14. If you would like to have the students revise and write a second copy, go to Lesson Eight.
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

### **Lesson Eight: Time to Revise**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will demonstrate competence in editing for grammar, spelling, punctuation and sentence structure.
  2. Lesson Content
    - a. Organize material in paragraphs and understand how to use a topic sentence; how to develop a paragraph with examples and details; and that each new paragraph is indented. (p. 87)
    - b. Know how to use the following punctuation: (p. 87)  
End punctuation: period, question mark, or exclamation point  
Apostrophe: in contractions; in singular and plural possessive nouns
  3. Skill Objectives
    - a. Students will revise their own writing using revision guidelines.
    - b. Students will write a final copy of a previously written piece of work to reflect editing and revision work.
    - c. Students will become familiar with the format of standardized testing like the CSAP.
- B. *Materials*
1. Students should have a copy of one of their previously written paragraphs
  2. One copy of Appendix N: Writing Evaluation Rubric for each student
  3. One copy of Appendix O: Paragraph Revision Checklist for each student
  4. One copy of Appendix P: Paragraph Final Copy for each student
- C. *Key Vocabulary*
1. Draft – a copy of a writing piece

D. *Procedures/Activities*

1. Pass out Appendix N: Writing Evaluation Rubric and their previously written paragraphs.
2. Remind students of previous discussions about their written work based on Appendix N: Writing Evaluation Rubric.
3. Encourage students to reread the rubric and discuss the quality they should work toward in their revision work.
4. Give each student one copy of Appendix O: Paragraph Revision Checklist and Appendix P: Paragraph Final Copy.
5. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and edit and revise their previously written paragraph completely and carefully. Tell them they will have 30 minutes to complete the activity.
6. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
7. Mark down the starting and ending time on the board, just like you will during the real CSAP.
8. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
9. Have each student evaluate their own paragraph using Appendix N: Writing Evaluation Rubric.
10. Tell the class that you will now read some of the paragraphs out loud. If they do not wish to have their paragraph read aloud they should write the word “no” at the bottom corner of the page.
11. Collect the paragraphs and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the paragraph. Collect a group consensus on the points earned.
12. Read as many as you have time to discuss.
13. Use this rubric often to evaluate student writing in order to make students aware of what how to edit and revise to create quality paragraphs.

E. *Assessment/Evaluation*

1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

**Lesson Nine: Feudal Life**

A. *Daily Objectives*

1. Concept Objective
  - a. Students will demonstrate competence in using the writing process to produce expository and narrative writing.
2. Lesson Content
  - a. Feudalism: lords, vassals, knights, freedman, serfs (p. 92)
  - b. Produce a variety of types of writing (p. 87)
3. Skill Objectives
  - a. Students will write a piece of narrative writing.
  - b. Students will add details from history class to their writing.
  - c. Students will become familiar with the format of standardized testing like the CSAP.

- B. *Materials*
1. One copy of Appendix Q: Feudal Life with both pages stapled together for each student
  2. One copy of Appendix N: Writing Evaluation Rubric for each student
  3. One copy of Appendix R: Story Revision Checklist for each student if you are planning to revise this story
  4. One copy of Appendix S: Story Final Copy for each student if you are planning to have students write a final copy of this story
- C. *Key Vocabulary*
1. Feudalism – a political system used during the Middle Ages
- D. *Procedures/Activities*
1. Give each student one copy of Appendix Q: Feudal Life.
  2. Explain that this is a writing prompt. They should read the prompt and all directions carefully.
  3. Tell the students that they will be working on this activity on their own. They need to read all directions carefully and answer the prompt completely and carefully. Tell them they will have 30 minutes to complete the activity.
  4. Tell the students to be sure to check their work if they finish before the 30 minutes has passed.
  5. Mark down the starting and ending time on the board, just like you will during the real CSAP.
  6. At the end of the 30 minutes ask all students to put down their pencils and to take out a pen.
  7. Pass out Appendix N: Writing Evaluation Rubric to each student.
  8. Go over the vocabulary to expose students to the vocabulary they will use when evaluating their writing.
  9. Have each student evaluate their own story using Appendix N: Writing Evaluation Rubric.
  10. Tell the class that you will now read some of the stories out loud. If they do not wish to have their story read aloud they should write the word “no” at the bottom corner of the page.
  11. Collect the stories and read one out loud. Have the students use Appendix N: Writing Evaluation Rubric to evaluate the story. Collect a group consensus on the points earned.
  12. Read as many as you have time to discuss.
  13. Use this rubric often to evaluate student writing in order to make students aware of what makes a quality story.
  14. If you would like to have the students revise and write a second copy, go to lesson eight. Use Appendices R and S instead of Appendices O and P when evaluating stories. (3<sup>rd</sup> graders do not have to revise for CSAP, but starting in 4<sup>th</sup> grade, all students revise during the test).
- E. *Assessment/Evaluation*
1. The teacher should collect and look through each student’s work to evaluate each paragraph using the rubric. It may be necessary to meet with students who are having problems individually to explain the requirements and guidelines of the test.

## **VI. CULMINATING ACTIVITY**

- A. There is no Culminating Activity, but teachers are encouraged to use the writing rubrics and checklists often to familiarize students with them. Teachers are encouraged to create

narrative and expository writing assignments that connect to other Core Knowledge® subjects.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Comparing Rocks to Rocks
- B. Appendix B: Comparing Rocks to Rocks Exemplar Answers
- C. Appendix C: King Arthur
- D. Appendix D: King Arthur Exemplar Answers
- E. Appendix E: Life Doesn't Frighten Me
- F. Appendix F: Life Doesn't Frighten Me Exemplar Answers
- G. Appendix G: Gift of the Han Dynasty
- H. Appendix H: Gifts of the Han Dynasty Exemplar Answers
- I. Appendix I: Ain't I a Woman
- J. Appendix J: Ain't I a Woman Exemplar Answers
- K. Appendix K: Freedom for US Editing
- L. Appendix L: Freedom for US Editing Exemplar Answers
- M. Appendix M: Our Atmosphere
- N. Appendix N: Writing Evaluation Rubric
- O. Appendix O: Paragraph Revision Checklist
- P. Appendix P: Paragraph Final Copy
- Q. Appendix Q: Feudal Life
- R. Appendix R: Story Revision Checklist
- S. Appendix S: Story Final Copy

## **VIII. BIBLIOGRAPHY**

- A. "Han Dynasty" [http://emuseum.mnsu.edu/prehistory/china/early\\_imperial](http://emuseum.mnsu.edu/prehistory/china/early_imperial)
- B. [\\_china/han.html](http://emuseum.mnsu.edu/prehistory/china/han.html)
- C. Hirsch, Jr., E.D. *What Your Fourth Grader Needs to Know*. New York: Doubleday, 2001. 0-385-31260-1.
- D. "Rockdoctor's Guide to Rocks" <http://www.cobweb.net/~bug2/rock2htm> (or rock 3 or rock 5)
- E. Rubel, David. *American History Desk Reference*. New York: Scholastic, 1994. 0-439-21602-8.
- F. [www.cde.state.co.us/](http://www.cde.state.co.us/)

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

Read the article “Comparing Rocks to Rocks.” Then do numbers 1 through 5.

### **Comparing Rocks to Rocks**

There are rocks everywhere we go. Some are shiny, some are rough, some are large and some are small. Rocks change through time and go through the rock cycle again and again. Geologists classify rocks into three categories: igneous, metamorphic and sedimentary.

Volcanoes are necessary for igneous rocks to be formed. Some igneous rocks are formed out of magma, below the surface of the Earth. Others are formed out of lava, on the surface of the Earth. When the pressure and temperature inside a volcano cause rocks and minerals in the volcano to melt, the molten rock becomes magma. Some of the magma will harden and cool down inside the Earth, forming intrusive igneous rocks. However, some magma will reach the surface and become lava. As the lava hardens and cools down, it forms extrusive igneous rocks. Extrusive rocks usually cool more slowly than intrusive rocks.

Metamorphic rocks go through change caused by extreme temperatures, pressures or chemicals. However, metamorphic rocks are always solid, they never melt into a liquid like magma or lava. When extreme heat exists, it can alter the rocks and minerals near the heat and change them into new rocks and minerals. Extreme pressure can squeeze different mineral grains together to form some metamorphic rocks. The heat, pressure or chemicals change one rock into a completely different rock.

The last type of rock is known as sedimentary rocks. Sedimentary rocks are formed when water, wind or ice acts on rocks or minerals. Some sedimentary rocks are formed when a stream, a glacier or the wind, carries pieces of rock away and deposited in a new location where they join other pieces. At times, plant or animal remains will join together and form sedimentary rocks. Like metamorphic rocks, sedimentary rocks need pressure, heat or chemicals to unite the pieces that form them. However, metamorphic rocks are not made from smaller bits of rocks and minerals being joined together.

All rocks change continuously. The change is usually slow and takes many years.

Adapted from “Rockdoctor’s Guide to Rocks” <http://www.cobweb.net/~bug2/rock2htm> (or rock 3 or rock 5)

Appendix A, page 2  
Comparing Rocks to Rocks

Fill in the circle for the best answer to each question below.

1. The main idea of this article is that
  - rocks are useful to people.
  - rocks change and go through the rock cycle.
  - rocks can be found on every continent.
  - rocks will last longer than humans.
  
2. An igneous rock is a rock that:
  - is shiny and valuable.
  - is formed in water.
  - is formed by magma or lava.
  - is changed by chemicals or time.
  
3. According to the article, what kinds of rocks are formed with the help of water?
  - igneous
  - metamorphic
  - sedimentary
  - all of the above
  
4. In the chart below write one way igneous and metamorphic rocks are similar and one way they are different.

How are igneous and metamorphic rocks similar?	How are igneous and metamorphic rocks different?
<hr/> <hr/>	<hr/> <hr/>



Appendix B  
Comparing Rocks to Rocks - Exemplar Answers

1. rocks change and go through the rock cycle
2. is formed by magma or lava
3. sedimentary
4. Possible answers for how igneous and metamorphic rocks are similar:  
Student answers may vary slightly.
  - Both can be formed because of intense heat
  - Both rocks are changed completely from a different kind of rock.
  - Both rocks change over time.

Possible answers for igneous and metamorphic rocks are different:  
Student answers may vary slightly.

- Igneous rocks are formed from liquid magma or lava.
- Igneous rocks require a volcano for their formation.
- Metamorphic rocks stay solid, they never become a liquid.
- Metamorphic rocks can be changed by pressure, as well as heat.

Scoring #4 2 points if they give one similarity and one difference  
1 point if they list a difference or a similarity  
0 points if they do not list either

5. Student summary should include the following facts:  
Igneous rocks are formed when lava or magma from a volcano cools down and hardens into a new rock. Metamorphic rocks are formed when extreme pressure, temperatures or chemicals force the rock to change into a new rock. Sedimentary rocks are formed when pieces of rocks, animals, or plants are moved and then joined together by pressure, heat or chemicals.

Scoring #5: 2 points if the formation of all 3 rocks is accurately described  
1 point if 1 or 2 types are accurately described  
0 points if no rocks are describe correctly

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the story of “How Arthur Became King” then answer the following questions.

1. Which sentence best tells what the story is about?
  - King Arthur was adopted.
  - Arthur’s real father was not a king.
  - Merlin’s magic showed that Arthur was the rightful king.
  - Arthur was a good brother to Sir Kay.
  
2. Number these events in the order they happened.
  - Merlin puts a sword in a stone that only the true king of England can remove from the stone.
  - Arthur becomes king.
  - Arthur’s father dies.
  - During a festival, Arthur pulls the sword out of the stone.
  
3. Why were some people reluctant to accept Arthur as the king?
  - He was too young.
  - They liked Sir Kay better.
  - Nobody believed that Merlin was a real magician.
  - Arthur was cruel to many.
  
4. Circle two adjectives that describe what kind of person Arthur was.

lazy

brave

weak

helpful

dependable

selfish



Appendix D  
King Arthur - Exemplar Answers

1. Merlin's magic showed that Arthur was the rightful king.
2. 2 Merlin puts a sword in a stone that only the true king of England can remove from the stone.  
4 Arthur becomes king.  
1 Arthur's father dies.  
3 During a festival, Arthur pulls the sword out of the stone.
3. He was too young.
4. Any of the following adjectives can be circled:  
brave, helpful, dependable  
Scoring #5 2 points if 2 correct adjectives are circled  
1 point if 1 correct adjective is circled  
0 points if no correct adjectives are circled
5. Accept any reasonable response from students.
6. Student answers may vary but they should contain the following details.  
When Arthur's father died, Merlin gave him to Sir Ector without telling anyone he should be the new king. Merlin magically put a sword into a stone that only the real king could pull out of the stone. One day during a festival, Arthur pulled the sword out to help Sir Kay. Then he became king.  
Scoring #7: 2 points if summary is complete  
1 point if summary is missing key elements.  
0 points if summary is not correct

Appendix E  
Life Doesn't Frighten Me

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

Read the poem "Life Doesn't Frighten Me" and then answer the following questions:

1. Name three things the poet lists that might frighten some people.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

2. How does the poet get rid of dragons that try to frighten her?

O say some magic words

O say "Boo"

O cry

O yell for her dad

3. When is the only time the poet feels afraid? Write down the line in the poem that tells you that.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Close your eyes and imagine what frightens you or other children. Write down three frightening things to some children.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Appendix F  
Life Doesn't Frighten Me Exemplar Answers

1. Accept any of the following answers: shadows, noises, life, bad dogs barking, big ghosts, mean old Mother Goose, lions, dragons, tough guys in a fight, alone at night, panthers, strangers in the dark, new classroom, boys pulling hair, girls with curls, frogs, snakes  
Scoring #1: 2 points if 3 correct answers are listed  
1 point if 1 or 2 correct answers are listed  
0 points if no correct answers are given
  
2. say "Boo"
  
3. She sometimes is afraid in her dreams. The poem says, "If I'm afraid at all it's only in my dreams."  
Scoring #3: 2 points if answer and quote are given  
1 point if answer OR quote is given  
0 points if neither answer or quote are given
  
4. Accept any answers  
Scoring #4: 2 points if 3 answers are listed  
1 point if 1 or 2 answers are listed  
0 points if no answers are given

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

Read the following article about the gifts of the Han Dynasty and answer the questions.

You can thank the Han Dynasty in China that paper and ink exist to print this page. The Han Dynasty, which ruled from 206 BC until 220 AD, is responsible for many important inventions and ideas.

In the 2<sup>nd</sup> century BC, Zhang Qian was sent to the west to recruit allies for China. As he traveled, he passed on information about places he had been. When he reached Central Asia, his destination in the west, the leaders there were not interested in becoming allies with China. However, the people along his travel route were interested in the products available in different areas. This was the start of a trade route known as the Silk Road. China sent silk to the west and traded for spices and other items.

Many other important things happened during the Han Dynasty. In the 1<sup>st</sup> century BC, the wheelbarrow was invented. This invention helped make the work of many farmers easier. In 100 AD, the Chinese created a dictionary. People in many other parts of the world did not even have written language at this time. In 132 AD the seismograph was invented. The seismograph is a tool that helps to predict when and where earthquakes will occur.

Perhaps the most common gift the Han Dynasty gave was the invention of paper. In 104 AD, Ts'ai Lun took bark from a mulberry tree and fibers from bamboo and mixed them with water. He used a wooden tool to pound the mixture into pulp. He then poured the pulp over some coarse material. The water drained through the material and the fibers that were left were held together to make the first paper.

Although the Han Dynasty ended almost 2,000 years ago, the inventions and gifts they left the world still affect our lives today.

Adapted from: "Han Dynasty" found at [http://emuseum.mnsu.edu/prehistory/china/early\\_imperial\\_china/han.html](http://emuseum.mnsu.edu/prehistory/china/early_imperial_china/han.html)



5. What is a seismograph used for?

---

---

---

6. Write the steps for making paper in the correct order.

1. Take some bark from a mulberry tree.

---

---

---

---

---

---

---

---

---

---

Appendix H  
Gifts of the Han Dynasty Exemplar Answers

1. China
2. Silk and spices
3. A            C                    E    B    D
4. To find allies for China
5. The seismograph is used for predicting when and where earthquakes will occur. (Answers may vary)  
Scoring #5: 1 point if a correct answer is given  
                  0 points if a correct answer is not given
6. The events should be listed in the following order:  
(Answers may vary slightly, but order must be the same)
  2. Add bamboo fibers
  3. Add water
  4. Mix it together
  5. Pour it over coarse materialScoring #8: 2 points if 3-4 events are listed in the correct order  
                  1 point if 1-2 events are listed in the correct order  
                  0 points if no events are listed in the correct order

Appendix I, page 1  
Sojourner Truth's "Ain't I a Woman"

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

Read Sojourner Truth's "Ain't I a Woman" and answer the questions carefully.

1. What are the things that Sojourner Truth mentions when referring to what "that man over there" thinks women need?

---

---

---

2. Name four things that Sojourner Truth mentions that she is able to do.

---

---

---

---

3. What nationality is Sojourner Truth?

- European
- Asian American
- African American
- Canadian

4. What part of her body does she compare a cup to?

- Her arm
- Her brain
- Her foot
- Her hand

Appendix I, page 2  
Sojourner Truth's "Ain't I a Woman"

5. Do you agree with Sojourner Truth's view? Explain why or why not.

---

---

---

---

---

---

---

6. Write down 2 things you can learn about the life of a slave from Sojourner Truth's speech.

---

---

---

---

Appendix J  
Sojourner Truth's "Ain't I a Woman" Exemplar Answers

1. Be helped out of a carriage  
Be lifted over ditches  
Have the best place  
(Answers may vary slightly)  
Scoring #1: 2 points if all 3 answers are listed  
1 point if 1 or 2 answers are listed  
0 points if no answers are given
  
2. Accept any three of the following:  
Ploughed, planted, gathered into barns, bear the lash, eat as much as a man,  
have children, grieved for her mother (answers may vary slightly)  
Scoring #2:  
2 points if 3 answers are listed  
1 point if 1 or 2 answers are listed  
0 points if no answers are given
  
3. African American
  
4. Her brain
  
5. Both "yes" and "no" are acceptable. Answer must contain a reasonable explanation.  
Scoring #5:  
2 points if answer and explanation are reasonable  
1 point if only answer or explanation is given  
0 points if no answer is given, or explanation is not reasonable
  
6. Accept any two of the following answers:  
Slaves plough, plant, gather, eat, children might be sold, they are strong.  
(Answers may vary slightly)  
Scoring #6  
2 points if 2 answers are listed  
1 point if 1 answer is listed  
0 points if no answers are given

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

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

Read the paragraphs below. Pay attention to the underlined, numbered words. Choose the answer that shows the best capitalization or the best punctuation for the underlined words.

### The Declaration of Independence

Our nation was founded with the idea that “all men is created equal.” This  
1  
was different from the way people were treated in the countries they came from.  
2

Many countries treated some People as if they were not important. This caused  
3  
people to leave their home country to find a new life in america.  
4

- |    |                       |                   |    |                       |                   |
|----|-----------------------|-------------------|----|-----------------------|-------------------|
| 1. | <input type="radio"/> | men are           | 2. | <input type="radio"/> | country's         |
|    | <input type="radio"/> | men will          |    | <input type="radio"/> | countries         |
|    | <input type="radio"/> | men can           |    | <input type="radio"/> | countrees         |
|    | <input type="radio"/> | correct as it is. |    | <input type="radio"/> | correct as it is. |
| 3. | <input type="radio"/> | Some People       | 4. | <input type="radio"/> | ammerica          |
|    | <input type="radio"/> | some people       |    | <input type="radio"/> | America           |
|    | <input type="radio"/> | Some people       |    | <input type="radio"/> | Americka          |
|    | <input type="radio"/> | correct as it is. |    | <input type="radio"/> | correct as it is. |

The Declaration of independence was written to tell the government of  
5  
England that the people who came to the new world, America, wanted to be free  
from the rules and beliefs of those in England.  
6

- |    |                       |                             |    |                       |                   |
|----|-----------------------|-----------------------------|----|-----------------------|-------------------|
| 5. | <input type="radio"/> | declaration of independence | 6. | <input type="radio"/> | belieffs          |
|    | <input type="radio"/> | Declaration of Independence |    | <input type="radio"/> | beliefes          |
|    | <input type="radio"/> | declaration of Independence |    | <input type="radio"/> | believes          |
|    | <input type="radio"/> | correct as it is.           |    | <input type="radio"/> | correct as it is. |

People who came to the new world believed that all people should have rights. everyone had a right to life. Liberty, Or freedom, was something that our founding fathers wanted for everyone who came to America. The founding fathers also believed people should be able to pursue, or try to get, happiness.

7.  every one  
 Every ones  
 Everyone  
 correct as it is.
8.  Liberty, or  
 liberty, or  
 liberty or  
 correct as it is.

The “right to institute a new government” was also supported by the founding fathers. In england, the king had the power to do Whatever he wanted. Those who came to America wanted many people to have the power to make decisions. The founding fathers sat up our country with the right to form a new government in mind.

9.  in England,  
 in England  
 In England,  
 correct as it is.
10.  What ever  
 whatever  
 what ever  
 correct as it is.
11.  People to have  
 People to has  
 peoples to have  
 correct as it is.
12.  set up  
 sets up  
 setted up  
 correct as it is.

Read each of the paragraphs below. Look carefully at the underlined words. If there is a mistake, rewrite all of the words that are underlined so that they are correct. If all of the words are correct, write “ok” above the underlined words.

When our founding fathers was setting up the new government, they did not want to have one man who was as power as a king. When George Washington became the leader of the new nation, people trusted him. But, many other good people did not stay trustworthy when they receved a lot of power.

To keep one person from having two much power, the founding fathers set up three branches of government. Each branch would have specific areas of responsibility, but they would all work to gether. This method allowed many people to share the power of leading the new nation.

The president was designated to head the executive branch of the government. He was to make sure that laws were carried out by the nation. People have come to see him as the leader of the Nation, but he does not have all the power.

Congress and the House of Representatives were created to make laws. They became the legislative branch of the government.

The final branch of the government created was the judicial branch. Judges were set up to deed with the people who broke laws. They also became responsible for settling disagreement about laws.

*Adapted from What Your Fourth Grader Needs to Know and American History Desk Reference*

Appendix L  
Freedom for US Editing Exemplar Answers

1. men are (1<sup>st</sup> choice)
2. correct as it is (4<sup>th</sup> choice)
3. some people (2<sup>nd</sup> choice)
4. America (2<sup>nd</sup> choice)
5. Declaration of Independence (2<sup>nd</sup> choice)
6. correct as it is. (4<sup>th</sup> choice)
7. Everyone (3<sup>rd</sup> choice)
8. Liberty, or (1<sup>st</sup> choice)
9. In England, (3<sup>rd</sup> choice)
10. whatever (2<sup>nd</sup> choice)
11. correct as it is. (4<sup>th</sup> choice)
12. set up (1<sup>st</sup> choice)

Paragraph corrections:

were setting

powerful

ok

received

too much

together

ok

the nation

ok

deal

disagreements

Appendix M, page 1  
Our Atmosphere

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

Write a paragraph describing the four levels of the atmosphere.

**PLANNING**

Use this page if you would like to plan your writing. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing.



Appendix N  
Writing Evaluation Rubric

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

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

	Unsatisfactory 1 point	Partially Proficient 2 points	Proficient 3 points	Advanced 4 points
Content/ Organization	<ul style="list-style-type: none"> <li>• Story or ideas is not clear</li> <li>• Supporting details are absent</li> <li>• Organization is not present; may be a brief list</li> <li>• Ideas are not connected to the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear or sketchy</li> <li>• Details are missing or unclear</li> <li>• Not well organized, written like a list</li> <li>• Ideas are not connected to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Topic or story is not completely developed</li> <li>• Details are not interesting or they are not specific</li> <li>• Main idea is not clear</li> <li>• Somewhat organized</li> </ul>	<ul style="list-style-type: none"> <li>• Good details</li> <li>• The main idea is clear</li> <li>• Important information is included</li> <li>• Organized well.</li> <li>• Answers the prompt</li> </ul>
Style/ Fluency	<ul style="list-style-type: none"> <li>• Unreadable or messy</li> <li>• Word choice is inaccurate or repetitive</li> <li>• Vocabulary is too simple</li> <li>• Simple, repetitive sentences or sentence fragments</li> <li>• Errors make meaning unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Words are not accurate, specific, or appropriate</li> <li>• Choppy or repetitive</li> <li>• Portions of the writing are unreadable or messy</li> <li>• Errors interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of 4<sup>th</sup> grade words</li> <li>• Words are not specific or exciting</li> <li>• Simple sentence structure</li> <li>• Mostly readable and neat</li> <li>• Any errors do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Great use of words</li> <li>• Some figurative language or imagery</li> <li>• Different sentence structures</li> <li>• Readable, neat, and/or nearly error-free</li> </ul>

Score Point 0 The response is off-topic or unreadable.

A (8 points)

B (6-7 points)

C (4-5 points)

D (2-3 points)

F (0-1 points)

This rubric has been modified from the 4th Grade CSAP rubric provided by CDE.

Appendix O  
Paragraph Revision Checklist

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

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

### REVISING YOUR PARAGRAPH

Now you are going to revise your paragraph. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice to make it my own work?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.



Appendix Q, page 1  
Feudal Life

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

In the age of Feudalism, people were divided into the following classes and categories: lords, vassals, knights, freedmen and serfs. Imagine you are a member of one of the classes. Write a story about a day in your life. Be sure to include historical details.

**PLANNING**

Use this page if you would like to plan your writing. You might consider using a web, cluster, list, story map, or any other way to help you organize your writing.



Appendix R  
Story Revision Checklist

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

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

### REVISING YOUR STORY

Now you are going to revise your story. Read your first draft, and think about what you have written. You may make notes on this draft before you write your final copy.

Think about the answers to these questions:

- Did I stay on the topic?
- Did I organize my writing?
- Does my story tell about events or is it just a list?
- Did I support my main idea?
- Did I use a variety of words and sentence structures?
- Are my word choices and sentences correct?
- Did I use strong words?
- Did I use voice so that it seems as if this story is real?
- Did I make my writing interesting?
- Did I make my writing easy to read?

If you answered “no” to any of the questions, think about ways to revise your paragraph.

