

e-copy

Welcome to 4th Grade Distance Learning! **(Please read entirely)**

You can access all current and previous work along with videos on our school website.

<https://judsonacademy.wixsite.com/jags/4th-grade>

Each teacher will be utilizing Zoom during their office hours to address any questions scholars might have, face to face. If your scholar has no questions, have them to continue to work on their packet. If you have a question outside of those hours listed please feel free to email, or your question.

Teacher/ Subject	Contact & Office Hours
J.Howard/Reading CSI	Office Hours: Monday and Wednesday 9:00 AM – 10:00 (video & phone conferences only) Email: janay.howard@ideapublicschools.org Zoom: 534 209 928 Password:437102
T.LeBlanc/Math	Office Hours: Tuesday and Thursday 10:00 -11:00 (video & phone conferences only) Email: tanisha.leblanc@ideapublicschools.org Zoom: 195-884-405 Password: 831122
K.Witherspoon/Writing	Office Hours: Monday and Wednesday 11:00-12:00 (video & phone conferences only) Email: kimberly.witherspoon@ideapublicschools.org Zoom: 216 691 722 Password: 931043
A.Garcia/Reading	Office Hours: Monday and Wednesday 1:00-2:00 (video & phone conferences only) Email: ashley.garcia@ideapublicschools.org Zoom: 4070050085 Password: 656359
Electives D. Adair / PE C. Ross / PE C. Grubbs / Hotspot P. Garza / AR	Office Hours: 3:00-4:00PM Email: derek.Adair@ideapublicschools.org Email: clifton.ross@ideapublicschools.org Email: craig.grubbs@ideapublicschools.org Email: patrick.garza@ideapublicschools.org

Turning in assignments: To turn in assignments, take a clear picture and send it to subject teacher as an email or a Remind message. All assignments are due by noon (12:00) Monday.

Attendance and Grades: Please make sure that your scholar signs in to Zoom weekly and sends in assignments so as to receive credit for attendance and grades. If you are unable to log in Zoom, make sure to touch base with one of your teachers for child to receive attendance credit.

IDEA Judson 4th Grade

Dear Fourth Grade Families,

Here are the details of Distant Learning. Please read this document in its entirety. This document is full of useful information. This document is written in question and answer format.

.....

Q: What are my options for Distant Learning?

A: There are 2 options:

Option 1: Paper Packets. Packets will be picked up from IDEA Judson (corresponding bins in marked location off the Feather Ridge gate). Packets are to be picked up Monday or Tuesday (Available from 7:30 AM to 5:30 PM).

Option 2: Online. Students who can access Zoom and School webpage via either tablet and or/ or laptop will be able to see the teachers instruct and do the assignments via their teacher's cover page. Document must be submitted electronically by noon Monday. Students can ALSO use a smartphone to access ZOOM (a free app) to see the teacher.

.....

Q: How do I turn in my child's work?

A: Take a clear picture of the assignment due and send to **subject teacher** by Remind or email by 12:00 pm (noon) Monday.

.....

Q: What will my child need to be successful?

A: At bare minimum, any of the four options below will lead to success. Those options are:

- (A) Picking up the packet and having and having writing utensils and paper.
 - (B) Add a smart phone with the ZOOM Cloud APP.
 - (C) Go fully online, student would need a laptop and/or tablet that has internet/WIFI.
 - (D) A combination of everything above.
-

Q: When and where can I pick up the packets?

A: Packets can be picked up outside the CP building in the Feather Ridge parking lot. The packets will be available Monday and Tuesday mornings from 7:30 AM - 5:30 PM. Each packet will contain all the materials needed for each student. Each packet will be in its own plastic bag. Packets do not need to be returned to the school.

.....

Q: What website do we need?

A: <https://judsonacademy.wixsite.com/jags/4th-grade>

.....

Q: If my child uses a smartphone what apps will be needed?

A: You will need to download, at least, the Zoom Cloud APP (free) so they can see the teacher answer any questions.

.....

Q: What if my child misses the teachers' conference window?

A: Not a problem. They can reach out to teachers through Remind or email throughout the day for any questions or concerns. Teachers will be available until 4:30 pm daily.

.....

Thank you,
Fourth Grade Team



Math 4th Grade
Week of April 6th -April 9th

Please follow all classroom expectations and be sure to use all strategies when answering the questions and to support your answer with evidence.

Directions:

Monday: Page 1 Questions 1-9 -Do not send

Tuesday: Page 2 Questions 1-9- Do not send

Wednesday: Page 3 Questions 1-9- Do send

Thursday: Mini Assessment Questions 1-10 (Take a picture and send back by Monday)

Friday: Good Friday (No Online School)

Turning in assignments: Complete the scantron and make sure to turn it in via Remind, or email.

Questions? – Office hours are from 10:00-11:00

Zoom: 195-884-405

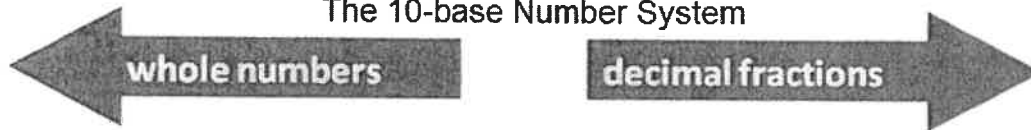
Meeting Password: 831122

If unable to at those times. Feel free to email or message (Remind/Dojo).

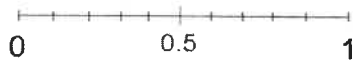
tanisha.leblanc@ideapublicschools.org

Fractions and Decimals

The 10-base Number System

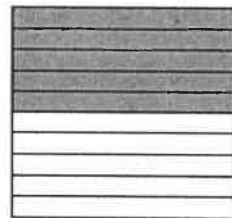


thousands	hundreds	tens	units	decimal point	tenths	hundredths	thousandths
x 1000	x 100	x 10	x 1		$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
1000	100	10	1	.	0.1	0.01	0.001



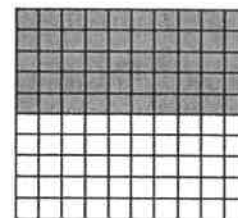
0.5

decimal



$\frac{5}{10}$

fraction



$\frac{50}{100} = 50\%$

percentage

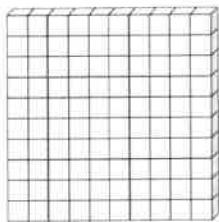
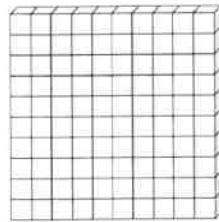
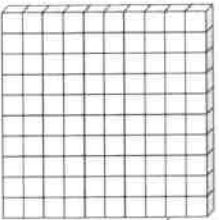
Ways to write decimals

Standard form	23,867.26
Written Form	Twenty-three thousand eight hundred sixty-seven and twenty-six hundredths
Expanded Form	$(2 \times 10,000) + (3 \times 1,000) + (8 \times 100) + (6 \times 0.1) + (6 \times 0.01)$
Fraction Form	$(2 \times 10,000) + (3 \times 1,000) + (8 \times 100) + (6 \times \frac{1}{10}) + (6 \times \frac{1}{100})$

Read and Write Decimals and Fractions

1,000,000,000	100,0000	10,000	1,000	100	10	1	.	0.1	0.01
Million	Hundred thousand	Ten thousand	Thousands	Hundreds	Tens	Ones	Decimal	Tenth	Hundredth

Standard	Word	Expanded
13.45	Thirteen and forty-five hundredths	$(1 \times 10) + (3 \times 1) + (4 \times 1/10) + (5 \times 1/100)$
234.2	Twenty-three hundred and two tenths	$(2 \times 100) + (3 \times 10) + (4 \times 10) + (2 \times 1/10)$
97.06	Ninety-seven and six hundredths	$(9 \times 10) + (7 \times 1) + (6 \times 1/100)$
8.06	Eight and six hundredths	$(8 \times 1) + (6 \times 1/100)$

Picture	Fraction	Decimal
 One whole	$\frac{1}{1}$	1.0
 One tenth	$\frac{1}{10}$	0.1
 one-hundredth	$\frac{1}{100}$	0.01

1 The population of Indonesia is 252,164,800. Which shows a way to express the value of the 5 in this number?

- A** $5 \times 1,000,000$ **C** $5 \times 10,000,000$
B $5 \times 10,000$ **D** $5 \times 100,000,000$

2 Vanessa wrote 7.85 in expanded notation as shown here.

$$7 + (8 \times \frac{1}{10}) + (5 \times \frac{1}{100})$$

Which shows another way to express the value of the 8 in the number 7.85?

- F** 0.008 **G** 0.08 **H** 80.0 **J** 0.8

3 Ernesto wrote the number shown below.

27,755,691

Which statement is true?

- A** The value of the 5 in the ten thousands place is 10,000 times the value of the 5 in the thousands place.
B The value of the 7 in the millions place is 10 times the value of the 7 in the hundred thousands place.
C The value of the 5 in the thousands place is 10 times the value of the 5 in the ten thousands place.
D The value of the 7 in the hundred thousands place is 10 times the value of the 7 in the millions place.

4 The population of Houston, Texas is 2,195,348. Which does NOT show a way to express the value of the 2 in this number?

- F** $2 \times 1,000,000 \times 1,000,000$
G 2 millions
H $2 \times 1,000,000$
J 2,000,000

5 Brynlee wrote a 6-digit number then circled a digit as shown here.

3 1 5, 2 2 7

Which other digit in the number has a value that is exactly one tenth the value of the circled digit?

- A** 1 **B** 5 **C** 7 **D** 2

6 A meteorologist predicts that 3.75 inches of rain will fall in Longview, Texas tomorrow. Which shows a way to represent the value of the 5 in this number?

- F** 0.5 **H** (5×100)
G $(5 \times \frac{1}{100})$ **J** $(5 \times \frac{1}{10})$

7 Which expression means the same as 6 hundreds + 7 tens + 9 tenths + 3 hundredths?

- A** $(6 \times 100) + (7 \times 10) + (9 \times 0.1) + (3 \times 0.01)$
B $600 + 70 + 9 + 0.03$
C $(6 \times 100) + (7 \times 10) + (9 \times 1) + (3 \times 0.1)$
D $600 + 70 + 0.9 + 0.3$

8 The table shows the weights of Iniko's gerbil, turtle, and goat.

Gerbil	Turtle	Goat
0.31 lbs	3.25 lbs	92.93 lbs

Which shows the value of the 3 in the weight of Iniko's goat?

- F** 3.0 **G** 0.3 **H** 0.03 **J** 300.0

9 In which number is the value of the four equal to $(4 \times \frac{1}{10})$?

- A** 0.04 **B** 4.00 **C** 0.40 **D** 40.0

1 Brandon wrote a decimal number. One of the digits in the number was a 6 that had a value of $(6 \times \frac{1}{10})$. Which could be the decimal number that he wrote?

- A 62.39 C 37.46
B 81.65 D 56.28

2 Rachel wrote 555.55 and then labeled the digits P, Q, R, S, and T as shown below.

$$\begin{array}{ccccc} 5 & 5 & 5 & . & 5 & 5 \\ \uparrow & \uparrow & \uparrow & & \uparrow & \uparrow \\ P & Q & R & & S & T \end{array}$$

The value of the R is 10 times greater than the value of which other letter?

- F P G Q H S J T

3 Juan-Carlos grew 2.79 inches last year. Which shows a way to represent the value of the 9 in this number?

- A (9×10) C (9×100)
B $(9 \times \frac{1}{10})$ D $(9 \times \frac{1}{100})$

4 Shu-Fang wrote the decimal number below and then underlined a digit.

27.63

Which is NOT a way to represent the value of the underlined digit?

- F 0.06 G $(6 \times \frac{1}{10})$ H (6×0.1) J 0.6

5 Vance wrote the number below.

739,174,265

Which shows the value of the 9 in this number?

- A $9 \times 1,000,000$ C $9 \times 10,000,000$
B $9 \times 100,000$ D $9 \times 100,000,000$

6 Which expression means the same as 4 tens + 3 ones + 8 tenths + 5 hundredths?

- F $(4 \times 10) + (3 \times 1) + (8 \times 0.1) + (5 \times 0.01)$
G $(4 + 3 + 8 + 5) \times 0.1$
H $(4 \times 100) + (3 \times 10) + (8 \times 0.1) + (5 \times 0.01)$
J $40 + 3 + 0.08 + 0.05$

7 Lamont paid \$635.89 for a new computer. Which shows a way to represent the value of the 9 in this amount?

- A $(9 \times \frac{1}{100})$ C (9×100)
B $(9 \times \frac{1}{10})$ D 0.9

8 An astronomical unit is equivalent to 92,956,000 million miles. Which shows a way to express the value of the 5 in this number?

- F $10,000 + 10,000 + 10,000 + 10,000$
G 5 hundred thousands
H $5 \times 10,000$
J 5 thousands

9 Aaliyah wrote 63.49 in expanded notation as shown here.

$$(6 \times 10) + (3 \times 1) + (4 \times \frac{1}{10}) + (9 \times \frac{1}{100})$$

Which shows another way to express the value of the 4 in the number 63.49?

- A 4.0 B 0.4 C 0.04 D 40.0

10 Which number is composed of exactly 8 thousands, 7 tens, and 9 hundredths?

- F 8,070.9 H 8,000.79
G 8,070.09 J 870.09

1 Sonya wrote the number below.

29,985

The value of the 9 in the thousands place is how many times greater than the value of the 9 in the hundreds place?

- A 10 B 100 C 1,000 D 90

2 Lorenzo measured the mass of his math book and found it to be 1.67 kilograms. Which shows a way to represent the value of the 7 in this number?

F $(7 \times \frac{1}{1,000})$ H $(7 \times \frac{1}{100})$

G $7 \times \frac{1}{10}$ J (7×0.1)

3 Which expression means the same as 5 hundreds + 2 tens + 7 tenths + 3 hundredths?

- A $(5 \times 100) + (2 \times 10) + (7 \times 1) + (3 \times 0.01)$
 B $500 + 20 + 7 + 0.03$
 C $(5 \times 100) + (2 \times 10) + (7 \times 0.1) + (3 \times 0.01)$
 D $500 + 20 + 0.7 + 0.3$

4 In which number is the value of the two equal to (2×0.01) ?

- F 47,562.18 H 47,526.81
 G 47,561.28 J 47,568.12

5 Three girls wrote a decimal number.

Bertha	Denise	Amelia
0.56	60.4	2.65

Which shows the value of the 6 in Amelia's number?

- A 0.006 B 0.06 C 60.0 D 0.6

6 Jasmine wrote the number shown below.
 318,446,679

Which statement is true?

- F The value of the 4 in the hundred thousands place is 100 times the value of the 4 in the ten thousands place.
 G The value of the 6 in the hundreds place is one tenth the value of the 6 in the thousands place.
 H The value of the 4 in the hundred thousands place is one tenth the value of the 4 in the ten thousands place.
 J The value of the 6 in the hundreds place is 10 times the value of the 6 in the thousands place.

7 Approximately 361,132,000 square kilometers of the Earth is covered by water. Which shows a way to express the value of the 6 in this number?

- A $6 \times 1,000,000$ C $6 \times 100,000,000$
 B $6 \times 100,000$ D $6 \times 10,000,000$

8 Reginald wrote 92.15 in expanded notation as shown here.

$$(9 \times 10) + (2 \times 1) + (1 \times \frac{1}{10}) + (5 \times \frac{1}{100})$$

Which shows another way to express the value of the 5 in the number 92.15?

- F 0.005 G 0.50 H 5.00 J 0.05

9 A teacher wrote a decimal number on a chalkboard. One of the digits in the number was a 9 that had a value of (9×0.1) . Which could be the number that the teacher wrote on the chalkboard?

- A 2,154.69
 B 2,159.46
 C 2,154.96
 D 2,194.56

NAME _____

DATE _____

SCORE ____/10

4.2B Mini-Assessment 3

1. There were 14,508 tickets sold at the gate for the annual Strawberry Festival. Which of the following shows 14,508 in expanded form?

A $10,000 + 4,000 + 500 + 8$
B $1,000 + 400 + 50 + 8$
C $10,000 + 4,000 + 500 + 80$
D $1,000 + 400 + 8$

2. What is the value of the 3 in the number 2,384,095?

F (3×100)
G $(3 \times 100,000)$
H $(3 \times 10,000)$
J Not here

3. Which of the following is the number 706,256,048 written in expanded form?

A $700,000,000 + 6,000,000 + 200,000 + 50,000 + 6,000 + 400 + 8$
B $700,000,000 + 60,000,000 + 200,000 + 50,000 + 6,000 + 400 + 8$
C $70,000,000 + 6,000,000 + 20,000 + 5,000 + 600 + 40 + 8$
D Not here

4. What is the value of the 4 in the number 472,903,568?

F $(4 \times 100,000)$
G (4×100)
H $(4 \times 100,000,000)$
J $(4 \times 10,000,000)$

5. What is the value of the 1 in the number 96,128,574?

A (1×100)
B $(1 \times 10,000,000)$
C $(1 \times 10,000)$
D $(1 \times 100,000)$

6. Which of the following is the number 9,847,056.23 written in expanded form?
- F** $9,000,000 + 800,000 + 40,000 + 7,000 + 500 + 60 + 2 + 0.3$
 - G** $9,000,000 + 80,000 + 4,000 + 700 + 50 + 6 + 0.2 + 0.03$
 - H** $9,000,000 + 800,000 + 40,000 + 7,000 + 50 + 6 + 0.2 + 0.03$
 - J** $9,000,000 + 80,000 + 40,000 + 7,000 + 50 + 6 + 0.2 + 0.03$
-
7. What is the value of the 7 in the number 37,260,485?
- A** $(7 \times 10,000)$
 - B** $(7 \times 10,000,000)$
 - C** $(7 \times 100,000)$
 - D** $(7 \times 1,000,000)$
-
8. Which shows 650,610,054 written in expanded form?
- F** $60,000,000 + 5,000,000 + 100,000 + 50,000 + 4$
 - G** $600,000,000 + 50,000,000 + 600,000 + 10,000 + 50 + 4$
 - H** $600,000,000 + 500,000,000 + 60,000 + 10,000 + 50 + 4$
 - J** $6,000,000 + 500,000 + 10,000 + 5,000 + 0 + 4$
-
9. Which shows three hundred five million, two hundred eighty thousand, four hundred ninety-six written in standard form?
- A** 300,528,496
 - B** 350,208,469
 - C** 305,028,496
 - D** 305,280,496
-
10. During the week of the Heart of Texas Fair, 16,709 admission tickets were sold. Which shows 16,709 written in expanded notation?
- F** $(1 \times 10,000) + (6 \times 1,000) + (7 \times 100) + (9 \times 1)$
 - G** $(1 \times 1,000) + (6 \times 100) + (7 \times 10) + (9 \times 1)$
 - H** $(1 \times 10,000) + (6 \times 1,000) + (7 \times 100) + (9 \times 10)$
 - J** $(1 \times 1,000) + (7 \times 100) + (9 \times 1)$

Complete the scantron and make sure to turn it in via Remind, or email.

Monday

Name

ZIPGRADE.COM

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

4 (I) (C) (H) (J)

5 (A) (B) (C) (D)

6 (F) (G) (H) (J)

7 (A) (B) (C) (D)

8 (F) (G) (H) (J)

9 (A) (B) (C) (D)

Fast Focus Page 1 (2499)

Tuesday

Name

Quiz

ZIPGRADE.COM

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

4 (I) (C) (H) (J)

5 (A) (B) (C) (D)

6 (F) (G) (H) (J)

7 (A) (B) (C) (D)

8 (F) (G) (H) (J)

9 (A) (B) (C) (D)

10 (I) (C) (H) (J)

Key

(A) (B) (C) (D)

Wednesday

Name

ZIPGRADE.COM

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

4 (I) (C) (H) (J)

5 (A) (B) (C) (D)

6 (F) (G) (H) (J)

7 (A) (B) (C) (D)

8 (F) (G) (H) (J)

9 (A) (B) (C) (D)

Fast Focus Page 1 (2499)

Name

Quiz

ZIPGRADE.COM

1 (A) (B) (C) (D)

2 (F) (G) (H) (J)

3 (A) (B) (C) (D)

4 (I) (C) (H) (J)

5 (A) (B) (C) (D)

6 (F) (G) (H) (J)

7 (A) (B) (C) (D)

8 (F) (G) (H) (J)

9 (A) (B) (C) (D)

10 (I) (C) (H) (J)

Key

(A) (B) (C) (D)

Thursday

WEEK 3: DISTANCE LEARNING

GREEK MYTHOLOGIES

READING

WORK DUE ON MONDAY: Any page in your reading packet that has a **star on the top right hand side** must be submitted on Monday.

SUBMISSIONS: To submit the work, take a clear picture and send to any of the following: Remind, Class Dojo, or email-ashley.garcia2@ideapublicschools.org

Zoom meetings: I will be available for zoom meetings Mondays and Wednesdays from 1-2 pm **for scholars who may have questions about the work.**

****If scholars are unable to attend the zoom meeting hour on Monday or Wednesday, I will be available through Remind, Class Dojo, and via phone call to assist with any assignment questions.**

Myth vs Fact

Athena, daughter of Zeus

Roman name: Minerva

As the story goes Every town in ancient Greece hoped a god would choose to look after the townspeople. Towns rarely had more than one god to keep an eye on their best interests because most gods did not share well. At this time in history, not every village had a god. Things were just getting started in ancient Greece.

Poseidon loved watching over towns. He usually picked coastal towns since he was the Lord of the Sea. Poseidon was a very powerful god. He was a moody fellow, but he loved his wife and children and he loved attention. He liked having people build temples in his honor and bring him gifts. They were not very useful gifts for a god of the sea, but he enjoyed getting them anyway. As Greece grew and developed, new towns sprang up all the time. Poseidon was always on the lookout for new coastal towns.

He was not the only god who loved to be in charge. Athena, along with other gods, enjoyed that role as well. One day, on the same day, both Athena and Poseidon noticed a new coastal village. They both claimed this village as their own.

Most of the time, humans were grateful when they were selected to be under the care of a god. But two gods? That was one too many. Poseidon wanted the townspeople to choose which god they wanted - himself, or his niece, Athena. But the people did not want to choose. They could see only trouble ahead if they did.

Athena, goddess of wisdom, daughter of Zeus, understood their worry. She challenged her uncle Poseidon to a contest. Both gods would give the town a gift. The townspeople could decide which gift was the more useful.

Poseidon laughed his mighty laugh, and accepted her challenge. He slapped his specter against the side of the mountain. A stream appeared. The people were excited. A source of fresh water was so important! But when they tried to drink the water, they discovered it was not fresh at all. It was salt water!

Athena waved her arm and an olive tree appeared. The people nibbled at the olives. They were delicious! The people were excited. The olive tree would provide wood for building homes. Branches would provide kindling for kitchen stoves and fireplaces. The olives could be used for food. The fruit could be pressed to release cooking oil. It was wonderful.

Monday

But theirs was a coastal village. The people could not risk angering the Lord of the Sea, the mighty Poseidon. As it turned out, they did not have to choose. Poseidon chose for them. His laugh sent waves crashing against the shoreline. Poseidon proclaimed his niece the winner!

That's how a small village gained a most powerful and wise guardian, the goddess Athena, a guardian who helped them rise to fame. In her honor, they named their village Athens.

Is this a myth or a fact? Circle your answer.

A. Myth

B. Fact

9/11 Attacks

What happened that day?

On September 11, 2001, **terrorists** attacked the United States. They **hijacked** four airplanes in mid-flight. The terrorists flew two of the planes into two skyscrapers at the World Trade Center in New York City. The impact caused the buildings to catch fire and collapse. Another plane destroyed part of the Pentagon (the U.S. military headquarters) in Arlington, Virginia. The fourth plane crashed in Shanksville, Pennsylvania. Officials believe that the terrorists on that plane intended to destroy either the White House or the U.S. Capitol. Passengers on the plane fought the terrorists and prevented them from reaching their goal. In all, nearly 3,000 people were killed in the 9/11 attacks.

Who attacked us?

A total of 19 terrorists hijacked the four planes on 9/11. All of the men were from nations in the Middle East. They belonged to a terrorist group called Al Qaeda (ahl KAY-dah), led by Osama bin Laden. Al Qaeda practices an extreme version of the religion of Islam. The group is intensely opposed to the United States and other Western, **democratic** nations. They are especially against the military presence of these countries in Arab nations. Since the group's creation by bin Laden in the late 1980s, Al Qaeda has helped coordinate and fund numerous bombings worldwide.

How did America respond to 9/11?

In October 2001, the U.S. and its allies invaded Afghanistan, where Al Qaeda was based. The extreme Islamic group that ran Afghanistan's government, known as the Taliban, was protecting Bin Laden and allowing Al Qaeda to run training camps in the country. U.S.-led forces soon brought down the Taliban. They are still working to help rebuild and stabilize the nation. Since 2001, many Al Qaeda members have been captured or killed. On May 1, 2011, U.S. troops killed Bin Laden where he was hiding in Pakistan.

Monday

The U.S. invaded Iraq in 2003. Then President George W. Bush and other U.S. leaders believed that the country's **dictator**, Saddam Hussein, was hiding terrible weapons that could be given to terrorists. Hussein was captured and later put to death by an Iraqi court. No weapons of mass destruction were found.

How did America change after 9/11?

Following 9/11, the U.S. government took many steps to try to make the country safer. It tightened security at airports and in public buildings. A new **cabinet**-level department—the Department of Homeland Security—was created. It works to protect the United States from terrorism.

Is this a myth or a fact? Circle your answer.

A. Myth

B. Fact

Myths: try to explain why something is the way that it is (ex: why elephants have trunks.) Myths include Gods/Goddesses, the Gods usually have human feelings like love, anger, and jealousy, they teach a lesson, they may include magic, and they come from different cultures.

Vocabulary:

Siege-to capture

Mortal-can die

Ferocity-full of fierceness and intensity

Fateful-bound to happen

Revered-honored

Invincible-can't be stopped or destroyed

Distinguish-to tell or show how something is different

Nymph-a magical creature from the forest

Heroes-leaders who conquer great challenges

Monday

Comprehension Questions: Use pages 4-6 of Understanding Greek Myths to help you answer the following questions. Use text evidence to support your answer.

1. What is the name of the area of land where the Greek empire began?
 - A. Mount Olympus
 - B. Athens
 - C. Attica
 - D. Santorini

2. What geographical feature made it difficult to travel around Greece?
 - A. The size of the ocean
 - B. The mountains and seas that surrounded it
 - C. The coral reefs
 - D. The Gods who guarded it

3. Why did each region in Greece develop, or create, their own ideas and customs?
 - A. Because people didn't travel from place to place and get to share the same ideas and customs
 - B. Because the people were mad at each other
 - C. Because everyone had their own religion
 - D. Because the Gods forced them

4. Athens became a center of _____ and _____, while Sparta concentrated more on _____ training.

Monday

5. What was the God Zeus also called?
 - A. Hero
 - B. Father
 - C. Father of everyone
 - D. Father of Gods and men

6. Rhea, Zues' mom, his Zeus where?
 - A. In a large blanket
 - B. In Sparta
 - C. In her house
 - D. The island of Crete

7. What are the two main types of Greek myths?

8. What was the difference between the two types of Greek myths?

9. Who was the greatest hero of Greek myths?
 - A. Zeus
 - B. Hercules
 - C. Medusa
 - D. Athena

Tuesday

SUPPORTING DETAILS

Think about supporting details. What do they support?

Supporting details tell how, what, when, where, why, how many, and how much. They're clues that help you find/support the _____.

Directions: Reread pages 4-9 of Understanding Greek Myths to help you answer the following questions. Provide text evidence for your answers.

1. Where on pages 4 and 5 do I find information related to the title, "What are Myths?"
2. How does the information in the bolded paragraph on page 4 relate, or how is it similar, to the other paragraphs?
3. What is the purpose of the blue ox on page 5? What information is contained in the blue box on page 5?

Tuesday

4. What are the blue titles written on pages 4-9? What is the purpose of the titles written in blue letters?
5. What are the two main types of information on pages 8 and 9?

Arachne The Weaver

It may seem difficult to take Greek myths seriously. After all, they tell of angry gods, dueling goddesses, snake-haired women, and beasts consisting of both animal and human parts. But mythology was a significant influencing factor in the day-to-day lives of the people of ancient Greece. They didn't have televisions or the Internet. There was no Google then, no encyclopedias, and no way to look some piece of information up quickly and learn it. Instead, the ancient Greeks turned to stories and legends to understand how the world around them operated. They used myths to explain the things they didn't understand, like thunder and earthquakes. And they used myths to make scary things seem less frightening. Over time, myths changed, and their events and details varied from one telling to the next, but their narrative outcomes remained largely the same.

Mythology, in the time of ancient Greece, was used not only to explain various phenomena that we now understand via scientific truths, but to account for the origins of humankind. It answered questions like, "What happens after death?" and, "Why does humanity exist at all?" Myths were also often entertaining, and sometimes humorous and intriguing; remember that there weren't TV episodes or movies in ancient Greece, so people had to entertain themselves in other ways. But more than that, myths told people how to live, and how to tell right from wrong. These stories included morals intended to teach valuable life lessons and instill ethics in their readers.

Tuesday

Take, for instance, the story of Arachne. Arachne was a young girl famed in her region for her spinning and weaving. Her cloth was said to be the softest and fairest of any in the land—so fine that some believed it to be spun from gold. Because of her skills, Arachne was prideful. She thought herself the best spinner and weaver in the world, and she was certain that no one could match her talents and gifts. One day, an old woman walked past Arachne weaving on her loom and asked her, “Who taught you to weave so well?” Arachne replied that she had taught herself, and that she was the best spinner and weaver in the world. “But perhaps Athena, the goddess of craft and weaving, taught you to spin and weave without your knowing it?” Arachne, in her vanity, replied, “No, not even Athena is as good as I am.” The old woman then tore away her disguise and revealed herself as Athena. She was enraged that a mortal could be boastful and would dare to compare herself to a goddess. And so, Athena challenged Arachne to a spinning and weaving contest. The rules of the contest were simple: each woman would weave a tapestry, and Zeus, king of the gods, would act as the judge. If Arachne won, Athena would never weave again. And if Athena won, Arachne would never spin or touch a loom for the rest of her life.

Hundreds gathered to watch the two women weave. Arachne wove a cloth from the finest silk. It was said that the cloth was so fine it could barely be felt, but that it had the strength to hold a hundred men. On the cloth, Arachne depicted the failings of the gods, portraits of the gods acting immorally and foolishly. Athena, on the other hand, is said to have spun with sunbeams, the sky, the fields, and the clouds. She wove a tapestry that showed the gods in all their strength and glory, praising them for their splendor. It was obvious that Athena’s cloth was more spectacular than Arachne’s. Even Arachne, upon seeing Athena’s tapestry, hid her face in her hands in shame. In one version of the myth, Athena shredded Arachne’s cloth into pieces when she saw how the girl had insulted the gods. But both women knew who the victor was, and Arachne realized that she would never be able to touch a loom again. Ashamed and devastated at her loss, Arachne attempted to kill herself. Athena, taking pity on Arachne, stopped her. Athena insisted that Arachne remain true to her word and never again spin or touch a loom. Athena then transformed her into a spider so that she could continue to spin and weave beautiful tapestries. All spiders, in Greek mythology, are said to be the children of Arachne. This particular Greek myth served to warn against the dangers of pride and vanity, as well as caution those seeking to compete against or humiliate the gods.

Vocabulary:

1. **Influence:** a thing or person that can affect another thing or person (to affect)

Tuesday

2. **Myth:** a story often describing the adventures of beings with more than human powers that attempts to explain mysterious events (as the changing of the seasons) or that explains a religious belief or practice.

3. **Vanity:** Having a lot of pride in your appearance or look.

Directions: Answer the following questions. Use all of your strategies.

1. What did the ancient Greeks turn to in order to understand how the world operated?

A. books and encyclopedias

B. gods and goddesses

C. stories and legends

D. rulers and laws

2. What does the author describe in the article?

A. the role of mythology in ancient Greece

B. the importance of theater in ancient Greece

C. the origins of humankind according to Greek mythology

D. how ancient Greek myths changed over time

3. “[M]ythology was a significant influencing factor in the day-to-day lives of the people of ancient Greece.” What evidence from the text supports this statement?

A. “Myths were [...] sometimes humorous and intriguing[.]”

B. “[M]yths told people how to live, and how to tell right from wrong.”

C. “[The ancient Greeks] didn’t have televisions or the Internet.”

D. “Over time, myths changed, and their events and details varied[.]”

Tuesday

4. Based on the story, how can Arachne be described?

- A. Humble and kind
- B. Clever and generous
- C. Talented and insecure
- D. Vain and disrespectful

5. What is a characteristic of the myth genre?

- A. Stories that are true
- B. Stories that include Gods/Goddesses
- C. Stories that include magic
- D. Stories that are fiction

Wednesday

Directions: Read Pandora's Box and pages 10-15 in Understanding Greek Myths. Use these two texts to fill out Handout 3A. When you have finished Handout 3A, answer the following questions using the same texts.

1. Describe the main Greek gods. What role did they play in Greek life? (Ex. Zeus was the king of the gods. He had control over other gods.)
2. What evidence supports the point that the gods controlled life on Earth?
3. Why were the creation myths important to the ancient Greeks?
4. Why were morality myths important to the ancient Greeks?

Wednesday

Directions: Read the story **Victory**, starting on page 79 in **Gifts from the Gods**.
Use this text to fill out **Handout 4A**.

When you are finished with Handout 4A, Start on Handout 3B: Evidence Organizer.
Use pages **6-23** in **Understanding Greek Myths** to fill out **Handout 3B**.

Thursday

2014 Passage #2 – Expository (Questions 9-17)

68% Correct

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Frog Songs

- 1 *Rik-rork.* That's the sound made by a group of frogs singing at night. You might have heard these noises and thought they were just the musical sounds of nature. You probably didn't realize that you were listening to frogs communicating with one another. These familiar sounds that fill the night are not random but are actually meaningful to frogs.

Being Heard but Not Seen

- 2 Frogs are good at being heard but not seen, and that's important for their survival. These animals have several characteristics that protect them from predators. One characteristic is their size. Most frogs are small, which helps them hide easily. Some are no larger than a child's thumb. Many frogs have coloring that allows them to hide in their environment, making it difficult for predators to find them. Pacific tree frogs, for example, are exactly the same color as the bark on the trees in their habitat. In addition, most frogs are active at night. They search for food in the dark, so it is difficult for most animals to see them.



A tree frog sitting on a person's finger

Small but Loud

- 3 The characteristics that make frogs so difficult to see, however, also make it hard for them to find one another. That's why having a big voice is helpful. Frogs croak to tell other frogs where they are. Their voices can be so loud that even a tiny frog can be heard as much as a quarter of a mile away. But when frogs feel the footsteps of a larger animal, they become silent. So predators don't know that the frogs are nearby.

Singing with Purpose

- 4 Many of the world's frogs live in rain forests. These regions are filled with many different animals calling to their own species in their own ways. These calls can sometimes make rain forests very loud places. Frogs need to call loudly enough to be heard through the noise in order to find other frogs.
- 5 Peter Narins is a scientist who studies how frogs call to one another. He makes recordings of frog calls and plays them back to other frogs to see whether they will answer. He has learned that frogs use their calls to help them tell friend from enemy. One way they do this is to sing the same notes at the same volume each time they call. When Narins plays back calls at a louder volume than a real frog's call, frogs do not call back.
- 6 In addition, Narins has found that frogs of the same species always sing the same patterns. When Narins made recordings and mixed up the patterns, the frogs didn't call back. These patterns are like a code that is distinct from other animals' calls and difficult for others to copy.
- 7 Narins also observed that timing plays a role in frog calls. Many frogs call only at a certain time of night. For example, the coquí, a small frog that lives in Puerto Rico, calls only from sunset to midnight. It waits for other frogs to finish their calls before it begins making its "co-qui" sound.



A coquí sits on a leaf.

More Work to Do

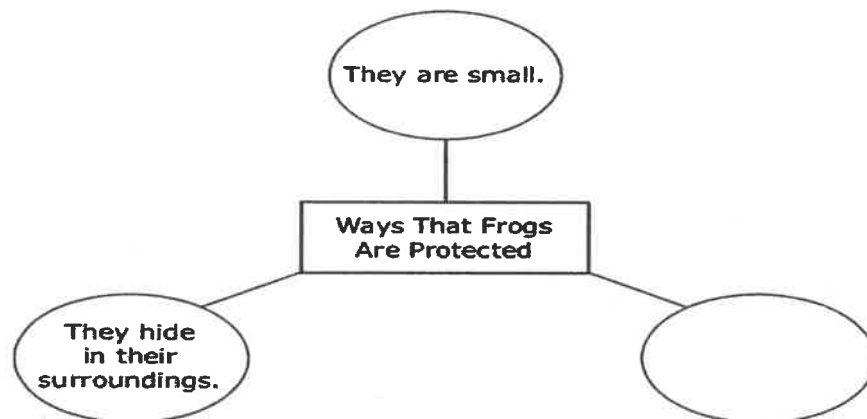
- 8 Scientists want to better understand the purpose of frog calls. Studies continue to explore the details of frogs' unique communication. It appears that frogs are able to stay connected with others of their species. Being heard but not seen is one way frogs remain safe. The idea that these creatures have found a way to survive in a dangerous world is simply amazing.

Thursday

15 Which of the following is the best summary of the section "Singing with Purpose"?

- A** Peter Narins is a scientist who studies frogs and frog calls. By observing many frogs in nature, Narins has learned some interesting things about a species of frog in Puerto Rico.
- B** The scientist Peter Narins studies frog calls. He records the calls, plays them back to other frogs, and observes the frogs' responses. Narins has discovered different meanings in the frog calls.
- C** Scientists study all kinds of things, including frog calls. One scientist who studies frog calls is Peter Narins. He is interested in learning about how frogs use their calls.
- D** The scientist Peter Narins decided to study the sounds frogs make. He learned that frog calls are difficult for frogs' enemies to copy. Some of these calls occur at the same time every night.

16 Read the diagram.



Which of these best completes the diagram?

- F** They are most active at night.
- G** They sing loud songs along with other animals.
- H** They return to the same place each day to sleep.
- J** They repeat the noises of other animals.



WHAT ARE MYTHS?

People have always tried to figure out why the world is the way it is. In Ancient Greece, people looked for answers as to why Earth had hills and valleys, where different animals came from, and how humans should behave. To explain these things, they told many myths.

A myth is a narrative that often includes great heroes, **supernatural** beings, gods and goddesses, and monsters. At first, these tales were passed down from one **generation** of people to the next by word of mouth, as stories, songs, and poems. Around 2,800 years ago, the Greek alphabet was invented and the myths were written down. Some of the Greek myths we know today were found in the **epic** poems *The Iliad* and *The Odyssey*, written by a poet named Homer.

CREATION AND THE GODS

In Greek myths, forces of nature were seen as gods who had faces and names. But the gods did not live by the same rules as humans. The Greeks prayed to the gods. They built temples and held festivals to

MYTH, FABLE, OR LEGEND?

Myths, legends, and fables are all traditional stories, but each one is a little different.

Legends were stories that were supposed to have taken place in history, with bits added to make them more interesting. The sinking of the city of Atlantis is a well-known Ancient Greek legend. Fables are stories told to teach us a lesson or moral. *The Boy Who Cried Wolf* is a fable, by the Greek writer Aesop, that teaches us not to **exaggerate**.

keep them happy so they would not get angry and cause disasters.

Pictures of the characters in the myths and their deeds were also used to decorate Greek vases, pots, and coins. Many famous mythical heroes and beasts were also carved into beautiful statues that decorated temples and other religious buildings. Walls were coated with plaster and painted to make **frescoes** showing the gods and goddesses at work and play. As well, small tiles of different colors were laid down in patterns to create images on the floor.

Right: The goddess Thetis gave her son Achilles his armor so that he could avenge the death of his best friend, Patroclus. (See the Achilles myth on page 21.)

Below: Nike was the winged goddess of victory and was sometimes associated with Athena, the goddess of war.



LINK TO TODAY

Many companies use names and characters from Greek myths. FTD florists use the image of Hermes, the messenger god, as a symbol of how they can deliver flowers around the world. Sports clothing company, Nike, is named after the goddess of victory, known for her speed.



ANCIENT GREECE

More than 2,500 years ago, the people of Ancient Greece developed one of the greatest civilizations the world has ever seen. At times, the Greek Empire stretched from Libya in North Africa all the way to India.

The main area of land where the Greek civilization, and later its empire, began is called Attica. It is bordered in the north by mountains and in the east, west, and south by sea. Mountains also run through the middle of the landmass and many islands dot the sea around it. These mountains and seas made it difficult to travel around Greece. As a result, each region developed its own ideas and customs. Athens became a center of art and literature, while Sparta concentrated more on military training.

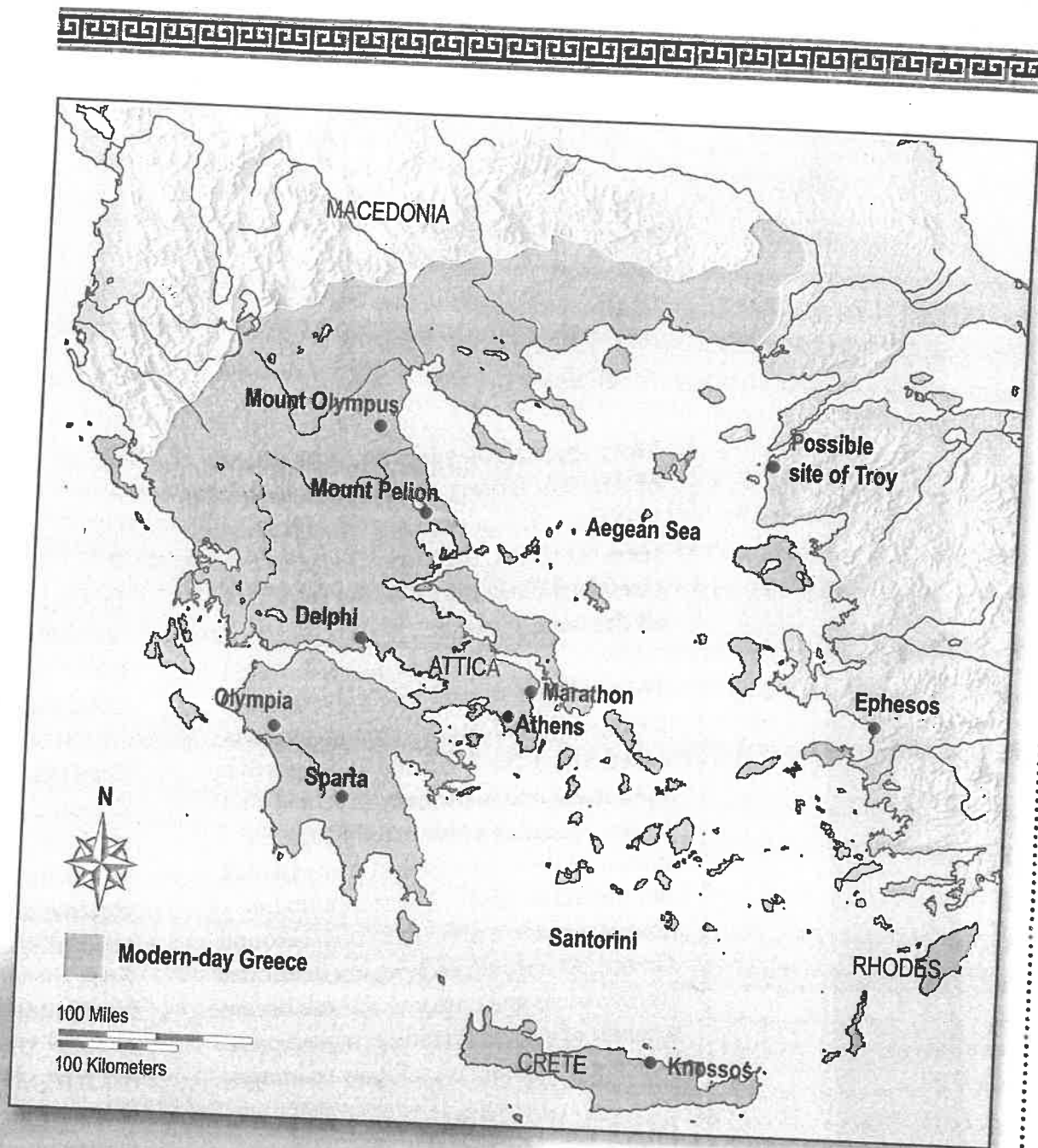
PART OF HISTORY

Greeks believed that mythology was part of their history. Knowledge of different gods may have come from other cultures through travelers or merchants coming to trade. Gods and goddesses from different regions soon blended into the main characters that we know today.

ZEUS

In Ancient Greece, the god Zeus was called the "Father of gods and men." With his thunderbolt, he ruled over the entire universe.

Zeus's parents were Rhea and Cronus. Cronus was told that one of his children would take away his power. So he swallowed each of his children after they were born. This angered Rhea. After she gave birth to Zeus, she wrapped a heavy stone in a blanket and gave that to Cronus to swallow. She hid Zeus on the island of Crete, where he was taken care of by a **nymph** named Amalthea. The nymph hung his cradle from a tree so that he could not be found on Earth, in the heavens, or in the sea. When Zeus grew up, he used a **potion** to make Cronus cough up his brothers and sisters. They defeated Cronus and Zeus became the ruler of heaven.



Above: Greece consists of a rocky landmass and numerous islands.

Left: The Parthenon temple was dedicated to the goddess Athena. It stands on top of the Acropolis, or "high city," in Athens.

CREATION AND THE GODS

There were two main types of Greek myths: creation myths and **morality** myths. Creation myths describe how the world, landscape, plants, animals, and even people came to be. Morality myths explain how people should behave and what could happen to them if they do otherwise.

One of the most common themes in Greek myths was the hero's quest. The hero must go on a journey and face terrible dangers along the way. Mythical heroes include Heracles, Perseus, and Jason.

Below: Athena (left) helped Heracles (see page 9) try to steal the sacred altar, called the Delphic Tripod, from Apollo and his sister Artemis (right).

Fate plays a big part in Greek myths. The characters go through a lot to try to change the outcome of their lives, but fail. The king of Thebes tried to avoid the **prophecy** that his son, Oedipus, would slay him. In the end, he failed and Oedipus killed him. The myths taught the Greeks that fate could not be avoided.

Lessons on how people should act were also told through myths. Goodness and **generosity** would be rewarded, but unkindness and greed would be punished. The myth of Baucis and Philemon told how they were kind to two gods disguised as ordinary people. No one else would help, so the two gods destroyed everyone in the town except the kind old couple.



Love and beauty were also found in many myths. But love did not always have a happy ending and beauty could be taken away by the gods as punishment. That was the case with Medusa, a beautiful maiden who did something wrong in a temple of Athena. The goddess punished Medusa by turning her hair into snakes and making her face so ugly, that anyone who looked at her was immediately turned to stone.

Right: In one labor, Heracles killed a bull.



HERACLES

Heracles, called Hercules by the Romans, was the son of Zeus and Alcmene. He was the greatest hero of Greek myths because of his strength, courage, and cleverness.

The goddess Hera, who was in love with Zeus, was very jealous of the child Heracles. She sent two snakes to kill him when he was a baby, but the plan failed. The boy was already strong enough to strangle them with his bare hands.

Zeus wanted to protect his son. He made a deal with Hera that once Heracles was a man, he would perform 12 labors or tasks. After that, he would become a god. She agreed. She did not believe that anyone could survive the types of deeds Heracles would be sent to do. But Heracles was so powerful that he succeeded. The 12 Labors of Heracles included destroying fierce beasts, such as the nine-headed Hydra, human-eating birds, and huge, dangerous boars and bulls.

CANNIBALISM IN MYTHS!

It might seem unusual to us, but many myths include stories of people, mainly children, who were sliced, cooked, and eaten. However, the victims were sometimes coughed up whole, or rescued and put back together, as good as new.



RELIGION AND GODS

Many religions today believe in just one god. The Ancient Greeks followed polytheism—they believed in many gods and goddesses. Each one had a special role in the world. Greek myths explained the origins of the gods and how they affected everyday life.

Not all the gods had the same importance. The Greeks believed that Zeus was the king of the gods and had some control over all the others. Other gods managed certain parts of nature: Poseidon ruled over the sea, Hades ruled the underworld (where the dead were sent), and Helios ruled the Sun. Other gods and goddesses were in charge of the seasons, hunting, or music. But the gods were not seen as all-powerful. Even Zeus had to obey the Fates, who controlled what would happen in the future.

The Greek gods looked like humans and acted like them, too. They had faults and weaknesses, such as jealousy and pride and, if they did wrong, they were punished.

Greek ceremonies and rituals were performed at altars in temples. To keep the gods happy, Ancient Greeks made offerings and sacrifices. Animal sacrifices were a way

ORACLES

In Ancient Greece, an oracle was a person who gave good advice and could predict the future. People believed that the gods spoke directly to them through the oracle. The oracle at Apollo's beautiful temple at Delphi was a woman.

Right: This building at Delphi was used as a store house for donations to the oracle. It was built in about 500 B.C.E.



Below: The Greek gods and goddesses Leto, Apollo, Artemis, and Zeus (left to right) are shown together on this carving.

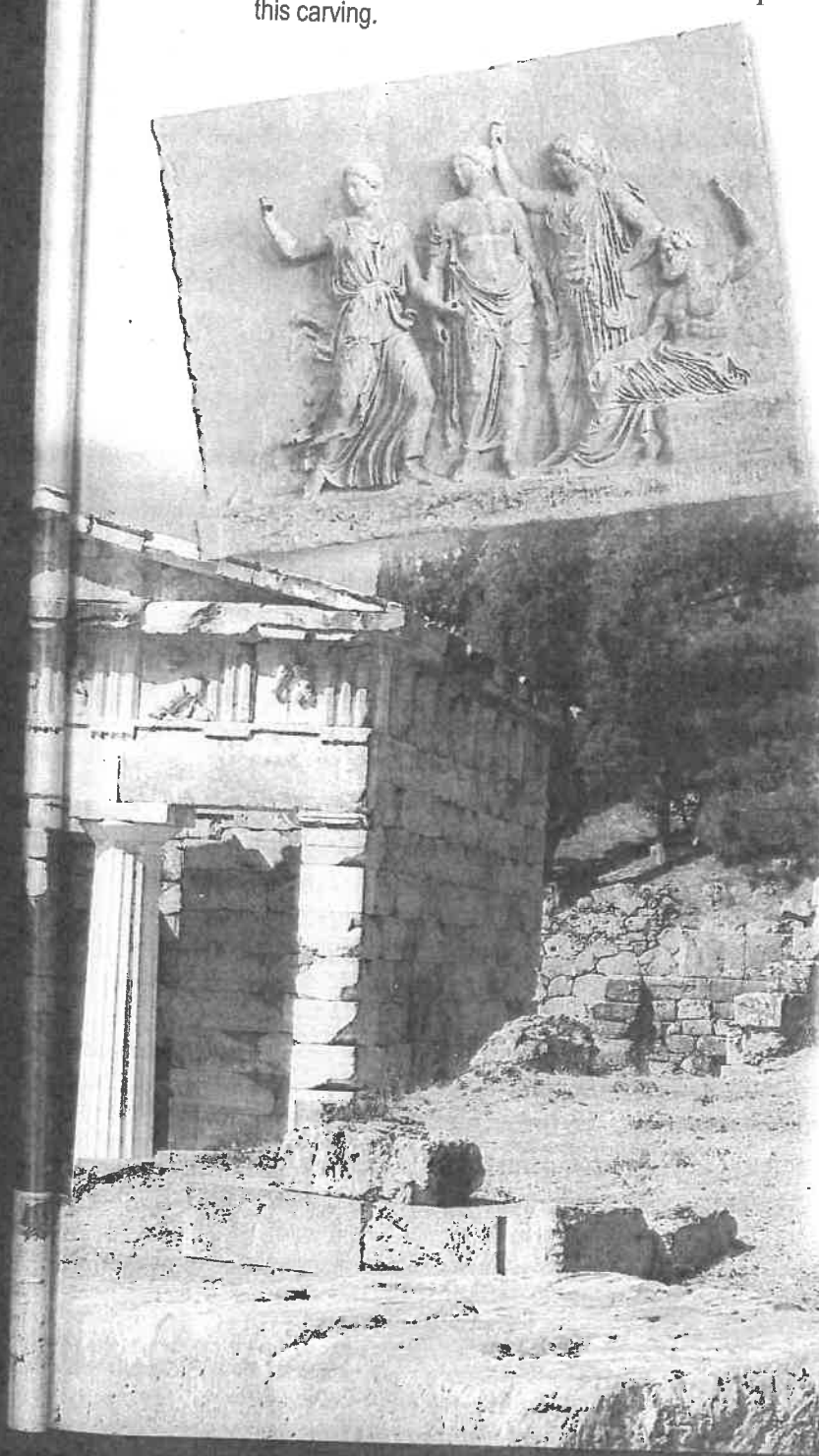
of worshiping the gods. Parts of the animal were burned for the gods, while the rest of the meat was eaten by the followers in a big feast as part of the ceremony.

Offerings were also made to different gods as a way to say thanks for blessings or to ask them for help in hard times. Food, drink, or precious items were left for the god or goddess at the altar in their temple.

APOLLO AND THE ORACLE AT DELPHI

Apollo was the son of Zeus and Leto. He had many strengths including healing, music, poetry, and archery. One of his greatest gifts was the gift of prophecy—the ability to tell the future.

In the Greek town of Delphi, lived the Python—a large snake who guarded a hole in the ground. Apollo killed the snake. The people were so grateful, they built a temple there to honor him. He decided that this was the perfect spot to share his gift of prophecy. Instead of acting as the oracle himself, he shared his gift with a priestess named Pythia. He put limits on her power, though, so she would never be as powerful as him. She could not answer “yes” or “no,” but only make truthful statements. Apollo’s oracle became famous across Ancient Greece for her wisdom and knowledge.





GODS OF CREATION

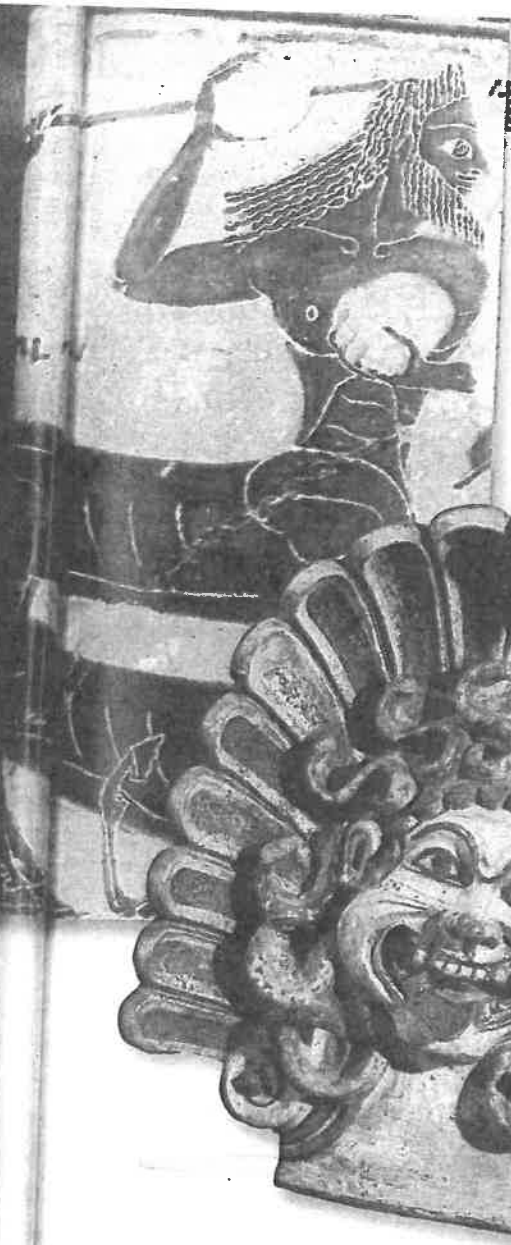
For Ancient Greeks, the world was created by the gods. This included not only the landscape but even the parts they could not see with their own eyes, such as the heavens and the underworld.

Through their creation myths, the Ancient Greeks were able to see the world as a place with an order to it (see the myth on page 13). Earth, love, the underworld, darkness, and night came first. In the Greek myths, these gods and goddesses, who were born at the beginning of the universe, had children who created the rest of the world. Eros was the god of love, and Nyx was the goddess of the night. Some of her children included Aether (the air), Oneiroi (dreams), and Hypnos (sleep).

LINK TO TODAY

Gaia was the Earth mother and Zeus was god of the heavens. We still use the phrases "Mother Earth" and "Heavenly Father" today.

There were different classes of gods. The 12 most powerful gods, including Zeus, Hestia, and Hera, were called Olympians because they lived on Mount Olympus. They each had their own character and **domain**. They had strengths and weaknesses, and represented every part of human nature. Their relatives were the Titans, giants, and other creatures who were sent to live underground.



Left: A battle scene on a Greek vase from 570 B.C.E. shows a centaur fighting a soldier. A centaur was a mythical beast that was half man, half horse.

CHAOS, GAIA, AND OURANOS

The Ancient Greeks believed that the gods created the heavens and Earth, and all things in them.

In the beginning, there was a vast empty space called Chaos. Out of Chaos came Gaia, which is Earth, and Eros. Gaia gave birth to Ouranos, the heavens, and she had many children with him. These included 12 Titans, who were powerful gods, three one-eyed giants called the Cyclopes, and the three Hecatoncheires, who each had 100 arms and 50 heads. Ouranos did not like any of his children, so he hid them deep inside Earth. This made Gaia angry. She convinced the Titan named Cronus to wound his father. Cronus did this and, from Ouranos's blood sprang other giants, nymphs, fierce goddesses called the Furies, and Aphrodite, the goddess of love.

Above: The mythical gorgon was a terrifying woman, often with snakes in place of her hair.

MINOR GODS

The Ancient Greeks also prayed to other, less-powerful gods who roamed Earth and played a part in the everyday lives of the people. Craftworkers might pray to Techne, the spirit of art and skill. There were also nymphs, who were the spirits of Earth, sea, and sky. Dryads, who were the

nymphs of the trees, were tied to their tree homes and died if the tree died.

There were also many different types of mythical beasts created by the gods. The gorgons, centaurs, Sirens, and harpies were just some of the creatures who helped or interfered with the gods, creating problems and **tension** in the world.

PROMETHEUS

Prometheus was a Titan—one of a race of powerful gods. He was the champion of humankind, and he used his cleverness to help them.

One day, Prometheus took clay and made figures of humans. The goddess Athena breathed life into the clay figures. Zeus was angry with Prometheus for creating people and refused to let him give them fire. Zeus was worried that, with fire, the humans would become powerful like the gods. But Prometheus felt sorry for the cold and hungry humans and wanted to help them. He found a reed plant with a stem filled with dry material that would burn easily. Without Zeus knowing, took it with him to Mount Olympus. He went to the place where the morning sun rose, and let the fires of the sun light the material inside the stem. He raced back down to Earth and gave fire to the humans. Zeus was so angry that he chained Prometheus to a post and punished him. Each day, a huge eagle ate his liver. Each night his liver grew back so he would be punished over and over.

Below: In one version of the myth, Prometheus modeled humans out of clay and the goddess Athena breathed on the figures to bring them to life.



HUMANS AND MORTALITY

The gods and goddesses in Greek myths were **immortal**, which meant they lived forever. They ruled their domains for all time. Unlike the gods, humans were **mortal**. The Greeks believed that, after their death, they would pass on to the underworld.

When the gods created animals, they used the help of two Titans. The Titan Epimetheus gave the animals gifts, and Prometheus inspected his work. Epimetheus gave some animals swiftness and others strength or beauty. When humans came along, Epimetheus had nothing left to give them. So Prometheus gave humans civilization and culture instead.

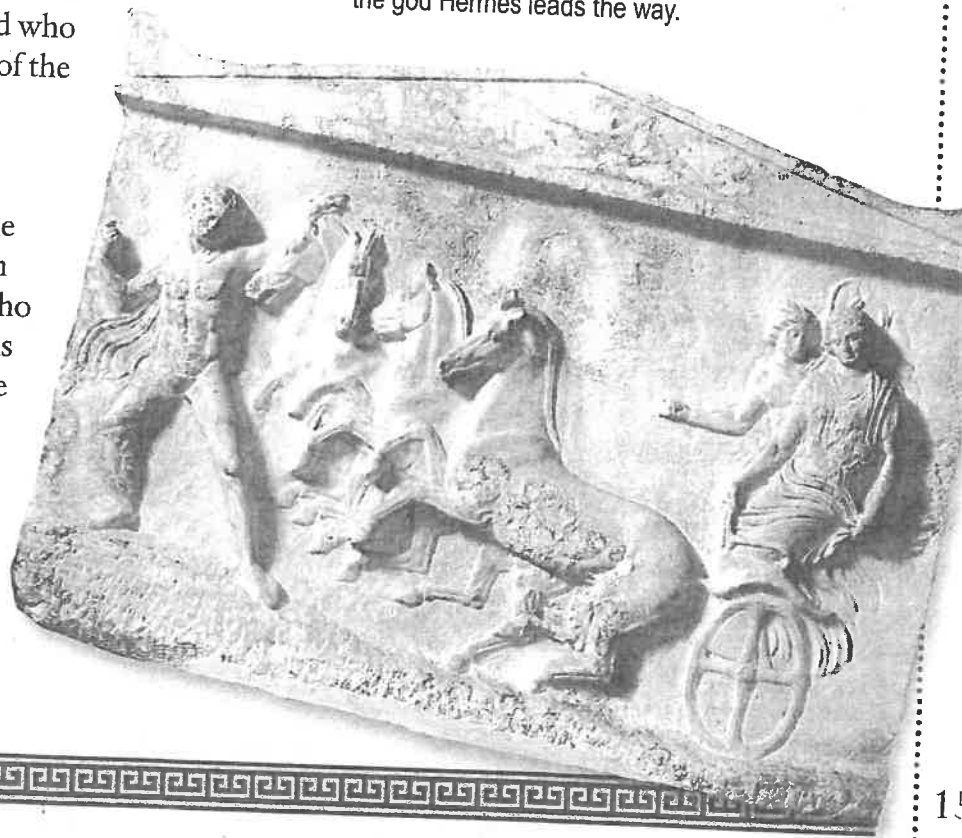
THE UNDERWORLD

The Ancient Greeks believed that, once their life was over, their spirits would travel to the underworld. It was called Hades, after the god who ruled it. This place of the dead was dark and gloomy. Souls had to cross the River Acheron to reach the underworld. Charon was the ferryman who transported the souls of the dead from one side of the river to the other. Ancient Greeks placed a coin in the mouth of the dead person as payment to Charon.

PREVENT A HAUNTING

The Ancient Greeks believed that providing a proper funeral was the way to prevent the spirit of the dead person from coming back to haunt them. The relatives would wash and clothe the body and then lay it out for people to pay their respects. Then they would walk in a funeral procession to the burial place, where the body or ashes were then buried. The grave would be marked either with a burial mound or a tomb so that the deceased would not be forgotten. The family would make regular visits to the grave to leave offerings of food and drink.

Below: The Greek hero Echelos carries away the heroine Iphigeneia to the underworld in his chariot, while the god Hermes leads the way.





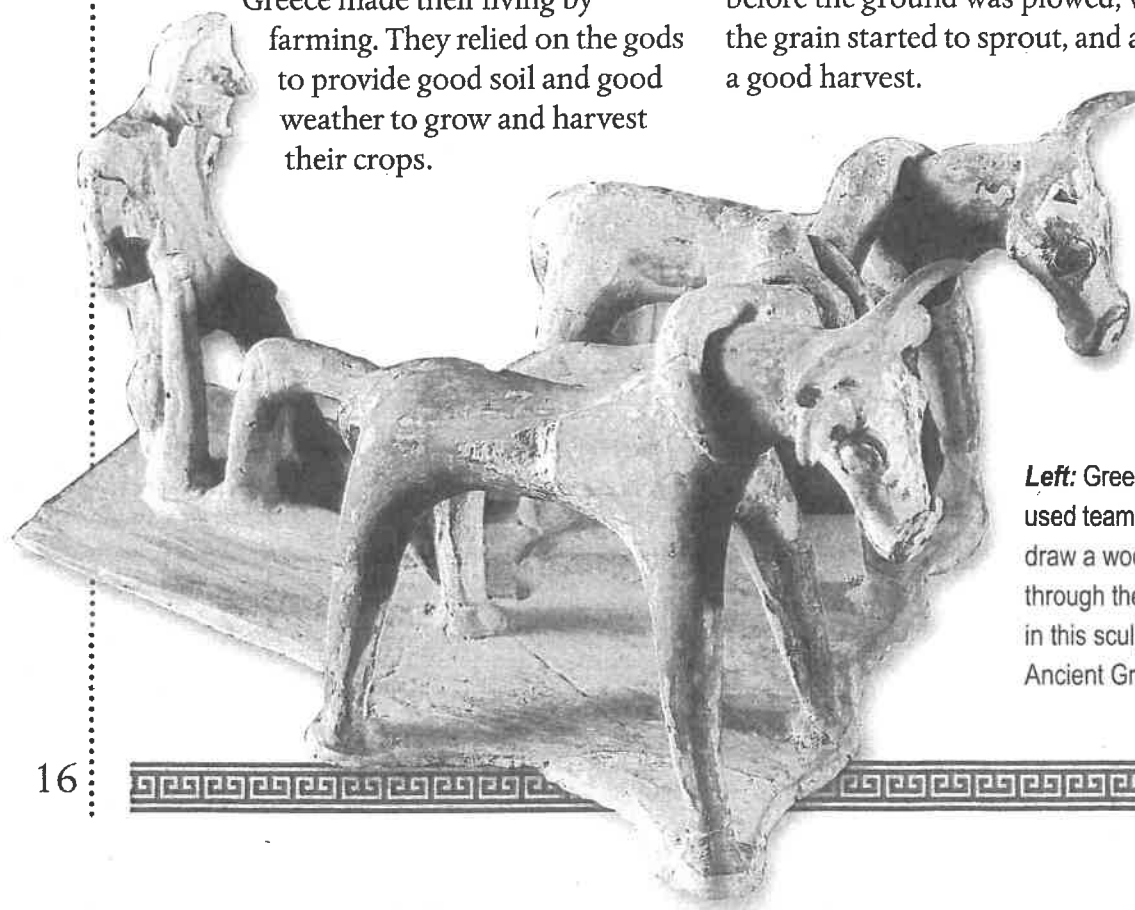
THE NATURAL WORLD

The Ancient Greeks thought that there was a supernatural explanation for the world around them. They believed that the gods shaped the land and created all the plants and creatures that lived there. Even natural disasters were thought to be the result of the actions or anger of the gods.

The majority of people living in Ancient Greece made their living by farming. They relied on the gods to provide good soil and good weather to grow and harvest their crops.

Farming was difficult in Ancient Greece. The soil was not very **fertile** and much of the land was mountainous. In the small pockets of flat land, they mainly grew olives, grapes, and grains, such as wheat and barley. With these crops, they were able to make oil, wine, and bread.

Several times a year, the people held festivals in honor of Demeter, goddess of the harvest. The people prayed to Demeter before the ground was plowed, when the grain started to sprout, and after a good harvest.



Left: Greek farmers used teams of oxen to draw a wooden plow through the ground, as in this sculpture from Ancient Greece.

DEMETER AND PERSEPHONE

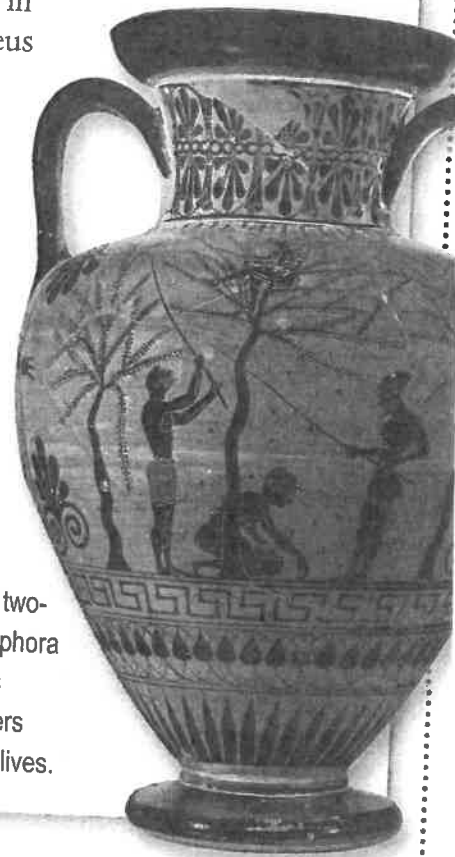
The Ancient Greeks believed that the changing of the seasons and the annual cycle of growth, harvest, and rest were the result of the kidnapping and release of Persephone, Demeter's daughter.

Zeus's sister Demeter was the goddess of the harvest. When she was happy, the crops flourished. When she was upset, the crops die. The thing that made her happiest was spending time with her daughter Persephone. Persephone was very beautiful and she caught the eye of the god Hades in the underworld. One day, while she was in the meadow, he opened a great hole in the ground and kidnapped her. Demeter was heartsick. All the crops began to fail and Zeus became worried. He tried to make Hades send Persephone back. Hades refused, saying that she had eaten six **pomegranate** seeds. Everyone knew that if you ate or drank anything in the underworld, you had to stay there forever. Zeus made a deal with Hades. If Persephone married Hades, she would spend six months of the year with him in the underworld and six months on Earth with her mother Demeter. Hades agreed. While Persephone lived with her mother above ground, Demeter was happy and the seeds sprouted and the crops grew. When she returned to the underworld, Demeter cried and the plants died until Persephone returned.

A RANGE OF ROLES

Demeter was in charge of fertility, as well as harvests. Women to prayed to her to bless them with children. Demeter also became known as the goddess of marriage.

Right: This two-handled amphora or jar shows Greek farmers harvesting olives.



CHELONE

Chelone was a beautiful young nymph whose behavior resulted in her becoming the very first tortoise.

Chelone lived in a lovely home on a riverbank. When Hermes delivered an invitation to the wedding of Zeus and Hera, she ignored it. She did not want to leave her house for a silly wedding. Every guest who had been invited went, except Chelone. When Zeus found out, he was furious. He raced to Chelone's home. He threw her and her house into the river, changing her into a tortoise who would forever have to carry her house with her wherever she went.

ANIMALS AND PLANTS

The Ancient Greeks were mostly hunters and farmers, who worked closely with animals and plants in their daily lives. Many animals and plants played important roles in mythology. Myths explained how they came into existence and what special abilities each one had.

All creatures were thought to be created by the gods. Goats, bulls, and snakes were common animals in many myths. Female goats were often mother

Below: Asclepius, the Greek god of medicine, cares for an ill bedridden patient, with help from two willing assistants.

FOSSILS AND MYTHS

Researchers believe that many tales of mythical creatures actually came from ancient people finding dinosaur bones. Ancient fossil hunters measured, collected, and displayed these finds in temples. These may have been the basis for such mythical creatures as centaurs, griffons, and giants.

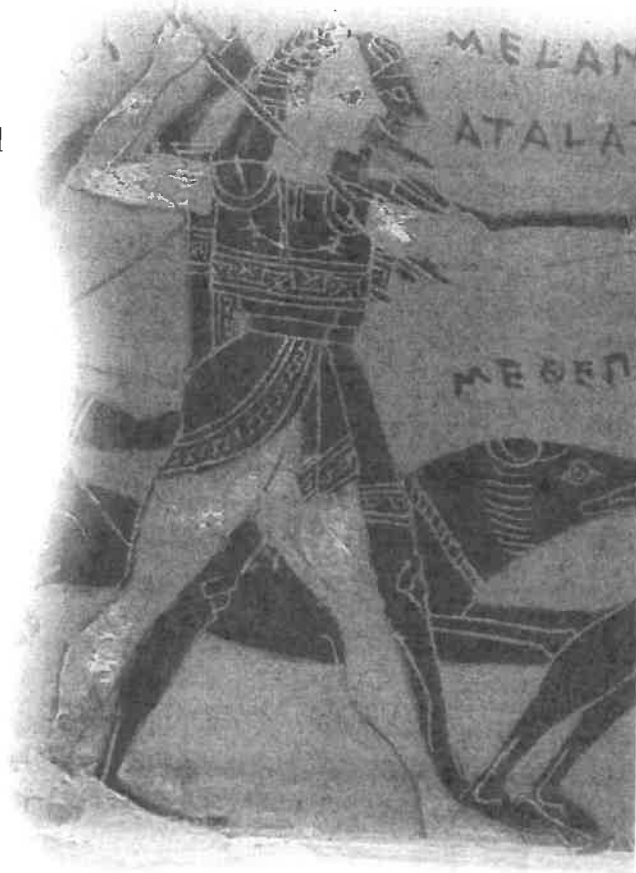


figures, such as the she-goat who nursed Zeus as a baby. Bulls were a symbol of strength and power, such as the bull that Heracles defeated. Snakes could be helpful or harmful in Greek myths. Snakes often protected infants or were a source of wisdom. Asclepius, Apollo's son, learned medicine by watching one serpent use herbs to bring another back to life.

Plants were seen as a symbol of life and rebirth. Often, flowers or trees sprang up where Titans, demigods, or mortals died. One Titan was **transformed** into a fig tree by his mother, Gaia.

Herbs were thought to have magical powers. They were used for charms, potions, and drugs. Some, such as aconite, were poisonous.

Right: After they were married, Melanion and Atalanta often hunted together. They killed their prey with short spears, as shown here.



ATALANTA AND MELANION

The apple was an important fruit in Greek myths. Attractive and sweet, it often symbolized love and marriage.

A beautiful princess named Atalanta was forced by her father to marry. She refused to marry, unless the man could beat her in a race. If he failed, she would kill him. A young man named Melanion fell in love with her, and he asked the goddess Aphrodite for help. The goddess gave him three golden apples, which he threw on the ground in front of Atalanta as they raced. She slowed down to pick up the apples. Melanion won the race, and he and Atalanta married.

THE UNDERWORLD

The deepest part of the underworld was called Tartarus. This was the place where sinners were punished. As his punishment for crimes against the gods, Sisyphus was forced to spend eternity rolling a heavy boulder up a steep hill in Tartarus; only to have it roll down again and have to start over.



LAND AND SEA

Myths were used to explain the **geography** of the area and its importance. When the gods created the landscape of Ancient Greece, they filled it with rugged mountains and surrounded it with a sea filled with islands.

Rivers were the homes of river gods. The most famous rivers were the five in Hades. The River Styx formed the boundary or edge between the underworld and Earth. It circled Hades nine times and had special powers. The gods swore oaths on the river. It was also the same river that the baby Achilles was dipped into to become immortal.

High places were regarded by the Greeks as sacred. Gods lived on top of mountains. Mount Olympus is the highest mountain in Greece, so this was where the oldest and most powerful gods lived.

After the gods defeated the Titans, the mountain formed and the gods moved into a palace on top of it. There was no wind, rain, or snow on this mountain and the air was pure. Many myths were based there.

Left: Charon the ferryman takes two souls across the River Styx from Earth to Hades.

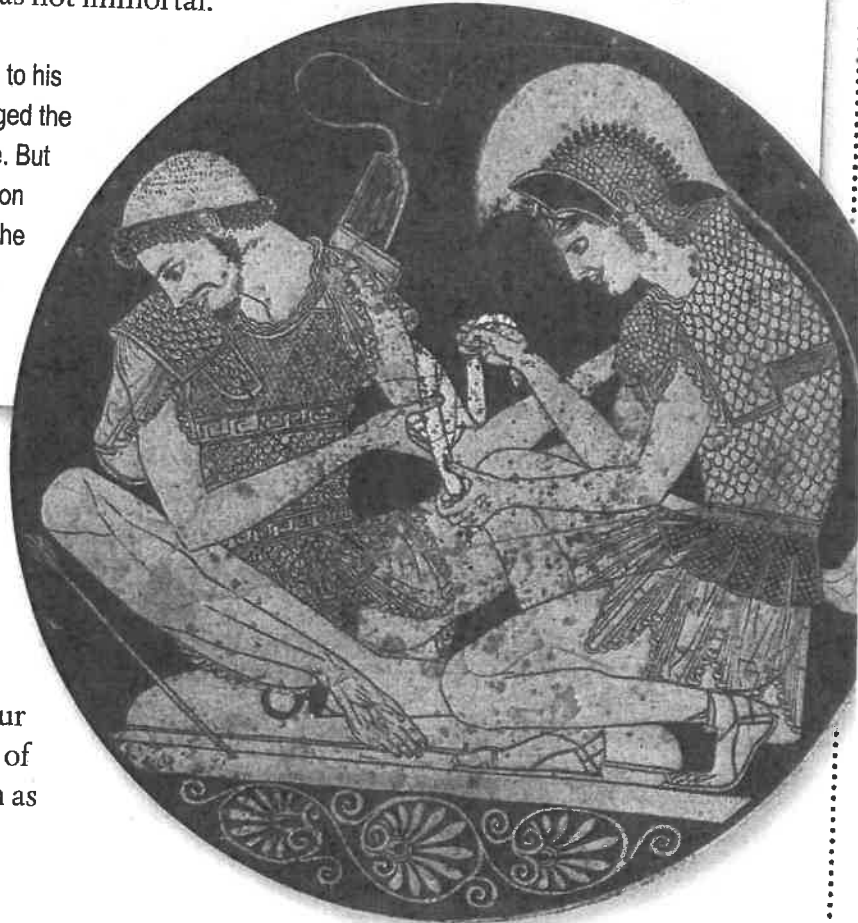
AN ACHILLES' HEEL

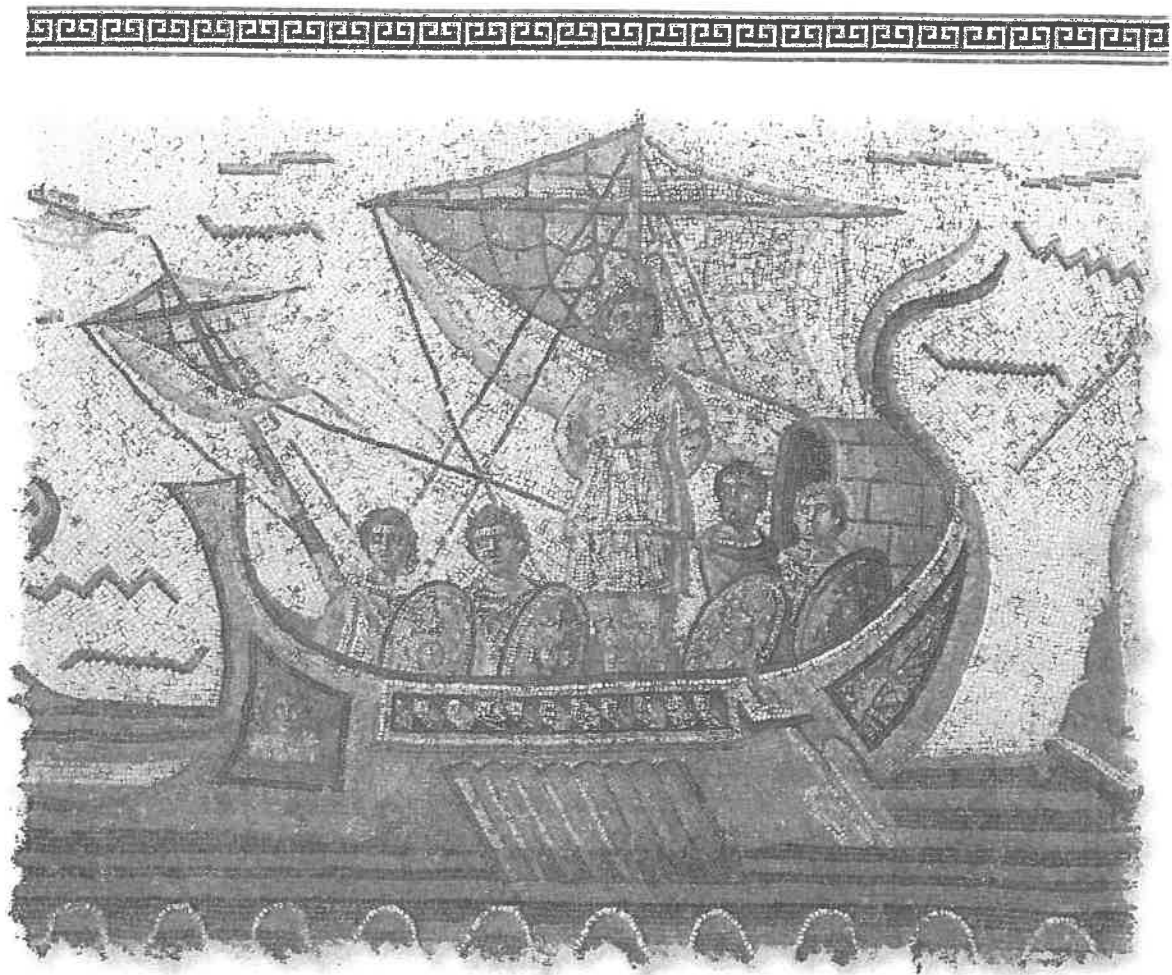
Ancient Greeks believed that on mountains, where the gods lived, water nymphs in streams would pass on their healing whenever they touched the water. The myth of Achilles supported this belief.

Achilles was educated by the wise Chiron on Mount Pelion and grew up to be a handsome brave warrior. He was able to survive many fierce battles because of his training and also because, as an infant, his mother Thetis had dipped him into the River Styx. Every part of his body that touched the water was protected. However, his mother had held him by the heel to lower him into the water, so this heel had been left dry. Achilles died in battle when an arrow pierced his heel, the only spot where he was not immortal.

Right: Achilles was devoted to his friend Patroclus, and bandaged the wounds he received in battle. But Patroclus was mortal and soon died, while Achilles believed he himself was immortal. Today, we talk of a person's weak spot as their Achilles' heel.

Other mountains were also important in Greek myths. Mount Pelion was where the centaurs lived. One particularly wise centaur named Chiron taught some of the great Greek heroes, such as Heracles and Achilles.





NATURAL DISASTERS

With volcanoes and earthquakes in the mountains, and **tsunamis** and violent storms at sea, the Ancient Greeks had many good reasons to be afraid. Death and destruction from these natural disasters led them to believe that they were the work of angry gods.

Greece is located where Earth's **crust** or surface is fragile. Earthquakes have been felt here for thousands of years, causing monuments and buildings to fall. These were very frightening events for Ancient Greeks. Myths explained that earthquakes were the result of Poseidon, god of the sea,

Above: Here, King Odysseus and his men sail past the supernatural mermaid-like Sirens, whose songs they believed lured sailors to their deaths.

LINK TO TODAY

Plato, a Greek **philosopher**, wrote that a great civilization once existed at a place called Atlantis. He said that it had sunk beneath the water "in a single day and night of misfortune." Recent research shows that there may have been an actual natural disaster and the lost city of Atlantis did exist.



PANDORA'S BOX

Pandora's box (păn-dôr'əz bŏks) (noun): A
source of many unforeseen troubles or problems.

"It's Pandora's box, isn't it? The myth. The minute you opened that milk carton, it was all there: every evil thing. And you'll never be able to put it back. It's out now."

—Caroline B. Cooney, *The Face on the Milk Carton*

Pandora was the first woman on earth. Zeus commanded Hephaestus, the god of fire and sculpture, to create her. Hephaestus modeled her body of earth, gave her a face like the immortal goddesses, and infused her with a human voice and vigor.



When he was done, each god bestowed a special gift on her. Aphrodite gave her matchless beauty. Athena clothed her in silken gowns and taught her the art of needlework. Apollo gave her the gift of music, Hermes the power of persuasion. The three Graces covered her in jewels and braided her hair with sweetly scented flowers. When the gods and goddesses were finished, Zeus gave her one final gift: insatiable curiosity.



Because they had granted her one gift each, the gods named this new creature Pandora, which means "all-gifts."



But Zeus had not made Pandora out of kindness. Rather, he was planning to use her as a way to punish humans and their protector the god Prometheus. Prometheus had stolen fire from the gods in defiance of Zeus's orders and given it to mankind. Knowing that Prometheus would be suspicious of a gift from him, Zeus offered Pandora in marriage to Epimetheus, who was Prometheus's brother. As a wedding gift he sent along a lovely carved box. Handing the box to Pandora, Zeus looked her in the eye and warned, "Don't ever open it."



In those days the world was a wonderful place to live. There was no sadness, no sickness, no old age, and no quarrels, and Pandora was very happy. Only one thing came to bother her: the mysterious box and its forbidden content.

She could not get the box out of her mind. *Why give a wedding gift and tell me I cannot open it? Surely Zeus had not meant what he said,* thought Pandora.



One day while Epimetheus was away, Pandora could no longer resist the urge to sneak a look inside the box. Carefully she cracked the lid open. Something within was crawling around.

Tiny voices pleaded with her to let them out. Overcome with curiosity, Pandora flung open the lid.



LET US OUT, LET US OUT!



Out from the box flew howling, wailing, snarling, insectlike creatures. Every misery burst forth: disease, anger, cruelty, old age, despair, pain, suffering, lies, envy, gossip, vanity, greed, anxiety, and revenge filled the room and flew out the window to scatter all over the world.



Horried, Pandora slammed the lid shut. She tried to catch some of the miseries and put them back into the box, but it was too late. The only thing left in the box was a small, trembling thing—hope.

From then on, human life has been filled with great difficulty. But because Pandora caught hope before it could escape, humans are able to endure all the hardships that afflict us. With hope, all things are possible.



The Romans called Hephaestus, the god that made Pandora out of clay, Vulcan. The god of fire, he lived inside Mount Etna, where he constantly labored at his forge, fashioning tools, jewelry, and even robots. Sometimes he worked so hard that his forge overheated, causing Mount Etna to burst forth with black smoke and fire, sending melted rocks down the mountainside. Because it was Vulcan who brought about these eruptions, people began to call Mount Etna and every mountain that behaved similarly a volcano.





VICTORY

Victory (vik'tə-rē) (noun): 1. *Defeat of an enemy or opponent.* 2. *Triumph.*

He really didn't see the problem. He was accustomed to victory after victory and the idea of defeat never occurred to him.

—John Flanagan, *The Battle for Scandia*



Even though the goddess **Victoria** was tiny, her power was immense.

Victoria always accompanied Minerva, the goddess of wisdom and war, and she was so little that she could fit into Minerva's hand. Sometimes, when Minerva went on her way to a battle, she would scoop up Victoria in her hand and carry her, but most of the time the little goddess sped along by herself, her wings beating so fast that they were nearly invisible.

As soon as she reached a battleground, Victoria set to work. First she flew to one side and listened in on the conversations of the generals and the soldiers. Then she hastened to the other side to hear their talk and reasons for war. Only when she fully understood who fought for a fair and just cause did she act. Then she quickly dove down and guided the horses and the spears of the men she championed, making sure they won.





Sometimes other gods and goddesses would become involved in war by helping their favorite heroes. They didn't care who was fighting for a just cause, so if Victoria was absent it was impossible to be certain which side would win. Only when Victoria was present at the battle would the righteous side be sure to triumph.

If Victoria was with them, the soldiers could always feel it. Their bodies grew

stronger, their thinking became sharper, and their strategy improved. With her help a small army could conquer a larger one.

Upon returning from war, the triumphant generals and warriors always offered thanksgiving and sacrifices to tiny Victoria. And so, in time her name became synonymous with winning, and not just on the battlefield, but in every kind of competition.



Victoria is the Roman name for the Greek goddess Nike (nī'kē), and Minerva (mī-nŭr'və) is what they called the Greek goddess Athena. The Greeks loved these two goddesses so much that they named their capital city, Athens, after Athena, and placed statues of Nike all along the city walls to ensure their triumph in every battle and contest.

Week 3

Writing Daily Work and Information

Note: Friday is considered a holiday. There will be no school.

Teacher- Ms. Witherspoon

Contact Information-

Email: kimberly.witherspoon@ideapublicschools.org

Remind Code: @ce9g878d7a (Only if not connected)

Zoom Schedule: Monday and Wednesday

Directions:

- Work on your writing prompt throughout the week. Complete your brainstorming, draft, revising and editing, and final draft.
- Complete one STAAR practice a day.
- Complete one Daily Gram a day.
- Complete one Skills Practice a day.

- **Writing Prompt-** Write about your favorite time of the year. Explain what makes it special to you. Use attached rubric to check your writing.
(This week send in all planning and brainstorming with your writing)
- **Countdown to Writing STAAR-**
Grade 4 Series 6 Comp 3- My Dirt Collection
Grade 4 Series 6 Comp 6- So Many Leaves
- **Daily Grams-**
Day 61
Day 63
- **Skills Practice**
Pg.14
Pg.15

*Parents, I have included the samples and rubrics from last year's STARR for you to review and compare with your scholar. The goal score is a 4. Please work with your scholar to improve writing to attain this goal.

Writing Prompt

Show your strategy for this page.



WRITTEN COMPOSITION : Expository

READ the information in the box below.

Most people have a favorite season or time of year.

THINK about the time of year you like the most.

WRITE about your favorite time of year. Explain what makes it special to you.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

Part B: Published Writing

The bulleted items in Part B identify instruction in this unit that addresses particular descriptors of successful writing. A student is not expected to include every bulleted item in his or her final piece; rather, the bulleted items are examples of how a piece of writing might fulfill a particular descriptor. A piece of writing might successfully fulfill a descriptor without necessarily including the bulleted items listed under it.

Descriptors of Successful Writing*	Almost all of the writing	Much (>50%) of the writing	Some (<50%) of the writing	Almost none of the writing
It is clear what this piece is about. ▪ The piece is an informational report about a topic.	4	3	2	1
Writing fully communicates ideas and shows sustained thought. ▪ Information about the topic is fully explained. ▪ Sequence of subtopics and their importance are evident to readers.	4	3	2	1
Writing shows elements of the expository nonfiction genre. ▪ Focus is on a topic the student has researched. ▪ Facts, details, definitions, and other information related to the topic are included. ▪ The facts are accurate. ▪ A table of contents directs readers to subtopics. ▪ Subtopics are introduced with headings. ▪ A section about the authors introduces them to readers.	4	3	2	1
One idea connects logically to the next. ▪ Transitional words and phrases connect ideas in a sequence (<i>another, for example, also</i>).	4	3	2	1
Writing shows individual expression and/or creativity. ▪ A strong introduction engages readers. ▪ An effective ending draws the report to a close.	4	3	2	1
Writing contains varied and descriptive vocabulary.	4	3	2	1
Sentences are fluent when read aloud. ▪ Run-on sentences have been corrected. ▪ Every sentence is clear in meaning.	4	3	2	1
Writing demonstrates increasing command of grammar, usage, and mechanics. ▪ Sentence fragments have been corrected. ▪ Sentences are capitalized and have the appropriate end marks.	4	3	2	1
Writing demonstrates increasing command of grade-appropriate spelling conventions. ▪ Writing has been proofread for spelling errors.	4	3	2	1
Subtotal				

*For information on how this program's "Descriptors of Successful Writing" relates to 6+1 Trait® Writing, see "6+1 Trait® Writing Model and the *Being a Writer Program*" in the *Teacher's Manual*.

Published Writing total (sum of 4 subtotals): _____

(continues)

Draft

STAAR WRITTEN COMPOSITIONS EXAMPLE OF LINED PAGE

INTRO

INDENT

BODY

INDENT

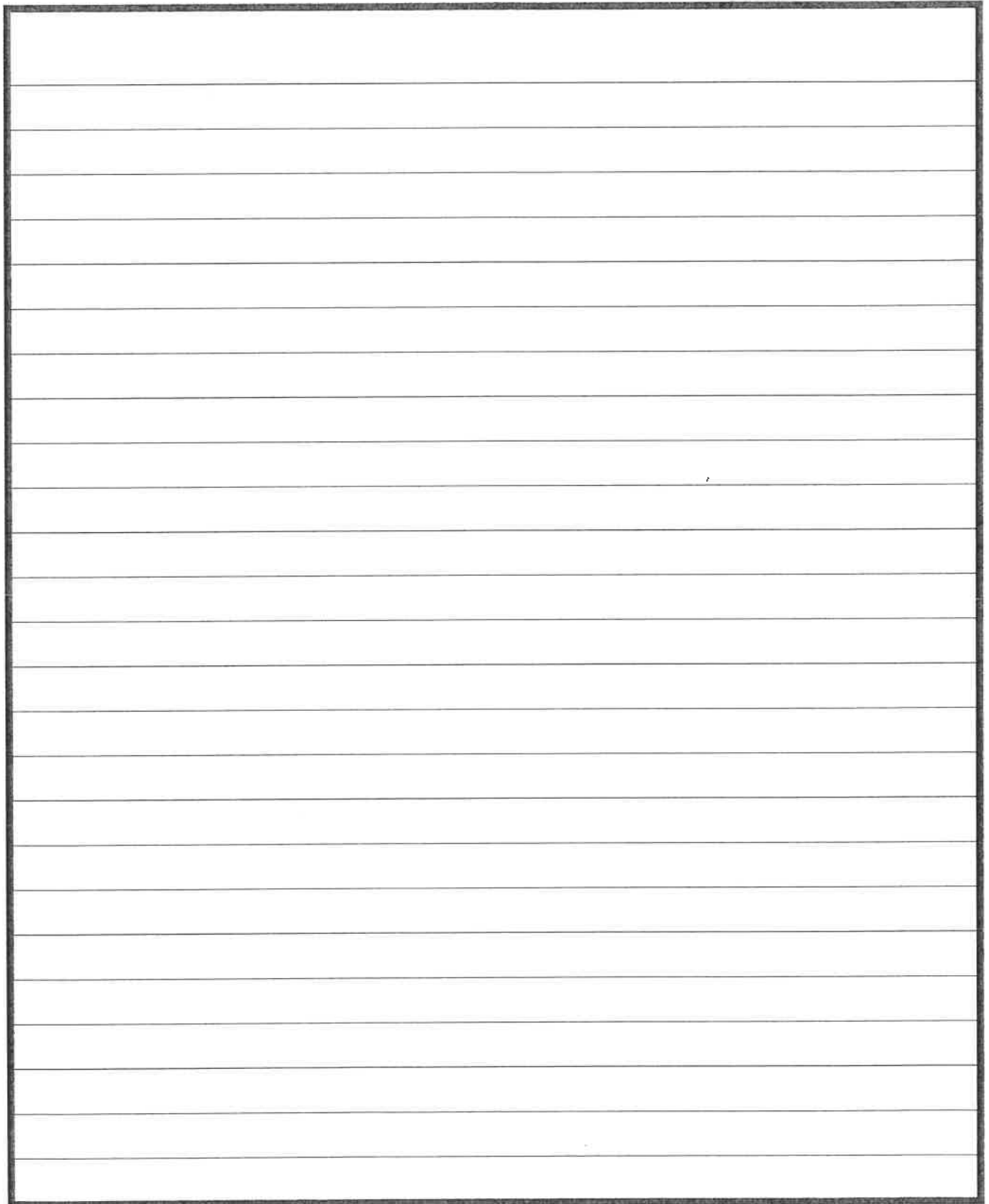
CONC

INDENT

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

Publish

STAAR WRITTEN COMPOSITIONS

A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

STAAR Practice

Extra Practice

Countdown to the Writing STAAR

Grade 4 Series 6 Comp 1

David wrote about a time when he was the new member of a team. He wants you to help him improve the paper. Read David's paper and then answer the questions.

New Kid on the Team

(1) Me and my family moved from Florida to Texas last year after my father got a new job. (2) It was a hard time for me because we moved during the school year at the beginning of April. (3) I had a lot of friends in Florida. (4) Our favorite sport was soccer and we played it two or three times each week on a team called *The Strikers*. (5) I wasn't the best player on the team but I wasn't the worse either. (6) When I moved to Texas, I had neither friends nor a soccer team on which to play.

(7) My mom did some research on the Internet. (8) She found out about a soccer league that I could join. (9) After calling and talking to a few different coaches, I finally joined a team called *The T-Birds*. (10) They were very good. (11) They had not lost a single game during last year's season. (12) The team needed a goalie for the upcoming season. (13) I was a goalie back in Florida it was a perfect match.

(14) My new teammates didn't know if I was going to be as good as their previous goalie. (15) Supposedly he was the best goalie they had ever scene. (16) But he suffered a serious injury during the last game of the season and he couldn't play ever anymore. (17) How could I fill his shoes? (18) I worked hard and practiced every day after school.

(19) The day of the first game finally arrived and I was very nervous. (20) The referee blew the starting whistle and the action began. (21) My hands were shaking and my head was spinning. (22) *Whack!* (23) A player from the other team kicked the ball toward our goal. (24) I froze for a moment, but then I moved like lightning. (25) With a juke and a jump, I flew through the air and stopped the ball.

(26) One of the players on my team shouted, "Way to go, *T-Bird*." (27) We went on to win that game and every game that followed. (28) By the end of the season I wasn't the new kid anymore; I was a respected member of the team.

1 What change, if any, should be made in sentence 1?

- A Change *Me and my family* to *My family and I*
- B Insert a comma after *Florida*
- C Change *new* to *knew*
- D No change should be made.

150

3 What change, if any, should be made in sentence 6?

- A Change *moved* to *moving*
- B Change *neither* to *either*
- C Change *nor* to *or*
- D Make no change.

150

5 What change, if any, should be made in sentence 15?

- A Change *he* to *him*
- B Change *they* to *them*
- C Change *scene* to *seen*
- D Sentence 15 does not need to be changed.

150

2 What change, if any, should be made in sentence 5?

- F Change *best* to *better*
- G Change *worse* to *worst*
- H Change *either* to *neither*
- J No change should be made.

20A

4 What change, if any, should be made in sentence 13?

- F Change *was* to *were*
- G Insert a comma after *Florida*
- H Insert *so* after the word *Florida*
- J No change should be made.

20C

6 What change should be made in sentence 26?

- F Change *One* to *Won*
- G Change *players* to *player*
- H Delete the quotation marks
- J Change the period to an exclamation point

21C

Countdown to the Writing STAAR™

Grade 4 Series 6 Comp 2

Montel wrote this report about tadpoles. He wrote this report to tell his class about how to raise tadpoles. Read Montel's report. Then answer the questions that follow.

From Tadpole to Frog

- (1) Raising tadpoles in the spring is a grate hobby, and it can be done in your own backyard if you have the proper equipment. (2) I've raised dozens of tadpoles into frogs successfully over the last few years, and I have some valuable tips to offer.
- (3) Occasionally pet stores sell tadpoles, but the better and cheaper way to get them is at a nearby pond. (4) Before you acquire your tadpoles from a store or pond.
- (5) You have to set up a habitat. (6) By doing this, your tadpoles have a new home already waiting for them, and their transition is less stressful.
- (7) Tadpoles won't live long in a small jar. (8) They require a flat-bottomed container like an aquarium. (9) Try to find or buy the largest aquarium possible. (10) Fill the bottom of it with an inch of sand. (11) The sand should come from a lake or stream.
- (12) Place a few rocks on the sand because they will give you're tadpoles places to hide and play.
- (13) Just as you and I do, tadpoles need and breath oxygen. (14) In nature, tadpoles get their oxygen from the plants that live in the water. (15) Gather some small green water plants from a local stream or pond. (16) Carefully plant them in the sand in the bottom of your aquarium.
- (17) The best kind of water to put in the aquarium is rainwater. (18) Rainwater is clean and doesn't have chlorine in it. (19) Collect rain water in jars and buckets the next time it rains. (20) Save the water until you're ready to set up your tadpole habitat.
- (21) When your habitat is ready, it's time to gather tadpoles. (22) You'll find them hiding along the banks of streams, ponds, and lakes.
- (23) Feed your tadpoles lettuce or fish food. (24) Only place a little bit in the aquarium at one time. (25) To much food can spoil the water.
- (26) After a few weeks go by, those little tadpoles will grow into frogs!

1 What change should be made in sentence 1?

- A Change **spring** to **Spring**
- B Change **grate** to **great**
- C Delete the comma
- D Change **proper** to **propper**

22C

2 What change, if any, should be made in sentence 3?

- F Change **sell** to **sells**
- G Insert a comma after **them**
- H Change **them** to **themselves**
- J No change should be made.

15D+

3 What is the correct way to write sentences 4 and 5?

- A Before you acquire your tadpoles from a store or pond, but you have to set up a habitat.
- B Before you acquire your tadpoles from a store or pond, you have to set up a habitat.
- C Before you acquire your tadpoles from a store or pond, meanwhile you have to set up a habitat.
- D Sentences 4 and 5 are written correctly in the report.

20B*

4 What change, if any, should be made in sentence 12?

- F Change **because** to **cause**
- G Change **they** to **them**
- H Change **you're** to **your**
- J Make no change.

15D*

5 What change, if any, should be made in sentence 13?

- A Change **I** to **me**
- B Change **need** to **needs**
- C Change **breath** to **breathe**
- D Sentence 13 should not be changed.

22B

6 What change, if any, should be made in sentence 25?

- F Change **To** to **Too**
- G Change **much** to **many**
- H Change **spoil** to **spoyle**
- J Make no change.

15D*

Monday

Due 4/13

Tuesday

Countdown to the Writing STAAR

Grade 4 Series 6 Comp 3
Hunter's teacher asked him to write about something he collects. Hunter wrote about his collection of soil samples. Hunter wants you to revise and edit his paper. Read Hunter's paper. Then answer the questions.

My Dirt Collection

(1) I have been collecting dirt since I was a little kid. (2) I got the idea to collect dirt when I was visiting my grandmother in New Mexico. (3) I noticed that the dirt in her backyard was red. (4) The dirt in her yard was red, I wondered why, while the dirt in my yard was brown. (5) I asked my grandmother for a small jar. (6) She gave me an old baby food jar. (7) I filled it with a sample of the red dirt. (8) I carefully inscribed *New Mexico* on the jar. (9) Took it home with me to Texas.

(10) The next summer, I visited my uncle in Arizona. (11) The dirt in his backyard was yellow and white. (12) I don't know about you, but I think yellow and white things are a little freaky. (13) I filled a small jar with some of the dirt and labeled it *Arizona*. (14) When I got home, I set the *Arizona* jar next to the *New Mexico* jar. (15) I was fascinated by how different the soil samples were. (16) I wondered what color the dirt was in other states.

(17) My friend James was going on vacation to Montana. (18) I asked him to bring back some dirt for me. (19) He thought that was a strange request until I told him about the samples I had from New Mexico and Arizona. (20) Then he became intrigued. (21) Three weeks later he returned with the dirt from Montana. (22) As a bonus, he brought back dirt from Wyoming, Colorado, and Oklahoma! (23) By the end of second grade, I had soil samples from seven different states (including Texas).

(24) Whenever people tell me they're going on vacation to a different state, I ask them to bring back some dirt. (25) The colors of dirt I have now range from subtle shades of purple to bright shades of orange. (26) So far, I have collected soil samples from every state except Alaska.

1 What is the **BEST** way to revise sentence 4?

- A The dirt in her yard was red while the dirt in my yard was brown, I wondered why.
- B I wondered why the dirt in her yard was red while the dirt in my yard was brown.
- C I wondered why first the dirt in her yard was red, and second why the dirt in my yard was brown.
- D I wondered why the dirt in her yard was red, meanwhile the dirt in my yard was brown.

15C*

2 What is the **BEST** way to combine sentences 8 and 9?

- F I carefully inscribed *New Mexico* on the jar, took it home with me to Texas.
- G I carefully inscribed *New Mexico*, on the jar and took it home, with me to Texas.
- H I carefully inscribed *New Mexico* on the jar and took it home with me to Texas, which was my home.
- J I carefully inscribed *New Mexico* on the jar and took it home with me to Texas.

15C*

3 What sentence should Hunter remove from this paper?

- A Sentence 3
- B Sentence 6
- C Sentence 12
- D Sentence 14

15C*

4 Hunter would like to add the following sentence to the fourth paragraph (sentences 24-26).

Although my favorite dirt sample is black sand from a beach in Hawaii.

Where should he insert this sentence?

- F Before sentence 24
- G After sentence 24
- H After sentence 25
- J After sentence 26

15C*

5 Hunter wants to add a closing sentence to his paper. Which sentence could **BEST** follow sentence 26?

- A If you happen to vacation there, would you mind bringing back a soil sample for me?
- B I wish my grandmother lived in Alaska because New Mexico is boring.
- C I'm sure that the soil in Alaska will be green because I haven't seen that color of dirt yet.
- D My friend James collects rocks and minerals which isn't very exciting.

15C*

Countdown to the Writing STAAR

Grade 4 Series 6 Comp 4

Nathan wrote a report about how wildlife helps plants reproduce. Nathan wants you to revise and edit his report. Read Nathan's report, and then answer the questions.

The Birds and the Bees

(1) My father knows alot about cars, construction, and carpentry, but he doesn't know much when it comes to natural science. (2) The other day my father said, "Nathan, we need to talk about the birds and the bees."

(3) I said, "Dad, I know all about them. (4) In fact, I learned everything there is to know in a book titled *Birds and Bees*." (5) He looked at me and asked me to explain.

(6) I told him that flowering plants, like animals, need to reproduce. (7) In order to do this, plants have to exchange there pollen with other plants. (8) This presents some difficulties because plants have neither feet or legs. (9) For example, a rose bush on one side of the yard can't stand up and walk to a rose bush on the other side of the yard and say, "Hey, let's trade pollen." (10) Plant's need a different way to move their pollen.

(11) The wind can help. (12) It can blow pollen from one plant to another. (13) There is a big problem with wind, though. (14) The wind does not always blow. (15) The birds the bees, and other insects can help. (16) Birds, like hummingbirds, like to eat nectar. (17) Most flowering plants produce nectar. (18) Hummingbirds use their long beaks to sip the nectar out of plants. (19) Bees like nectar, too. (20) Bees make honey from the nectar they collect.

(21) When the birds and the bees are gathering nectar, they rub against the flowers. (22) The pollen from the flowers clings to their legs and bodies. (23) When they fly to another flower, some of the pollen falls off. (24) The problem is solved! (25) Plants don't have to move the pollen, the birds and bees move it for them.

(26) I asked my father, "Is that what you meant about the birds and the bees?" (27) He said, "That's a good start. (28) We'll talk more tomorrow."

1 How should sentence 1 be changed?

- A Change *alot* to a lot
- B Change *but* to *or*
- C Change *doesn't* to *don't*
- D Change *comes* to *come*

150*

3 What change, if any, should be made in sentence 7?

- A Delete the comma
- B Change *there* to *their*
- C Change *other* to *another*
- D Sentence 7 should not be changed.

150*

5 What change, if any, should be made in sentence 10?

- A Change *Plant's* to *Plants*
- B Change *need* to *needs*
- C Change *to* to *too*
- D No change should be made.

150*

7 What is the correct way to write sentence 25?

- A Plants don't have to move the pollen and the birds and bees move it for them.
- B Plants don't have to move the pollen because the birds and bees. Move it for them.
- C Plants don't have to move the pollen because the birds and bees move it for them.
- D Sentence 25 is written correctly in the report.

208*

2 What change, if any, should be made in sentence 4?

- F Change *there* to *their*
- G Insert a comma after *know*
- H Change *and* to *And*
- J Sentence 4 should not be changed.

218*

4 What change, if any, should be made in sentence 8?

- F Change *This* to *These*
- G Change *difficultys* to *difficultys*
- H Change *or* to *nor*
- J Sentence 8 should not be changed.

204*

6 What change, if any, should be made in sentence 15?

- F Change *The* to *Those*
- G Insert a comma after *birds*
- H Insert *they* after *insects*
- J No change should be made.

150*

Due 4/13

Thursday

Countdown to the Writing STAAR

Grade 4 Series 6 Comp 5

Maria wrote a paper about a time she helped her grandfather. She has asked you to read the paper and suggest ways that she can improve it. Read Maria's paper. Then answer the questions.

So Many Leaves

(1) When I visit my grandfather on his farm in the fall, he requires that I complete at least one big chore. (2) He says it's an old-fashioned tradition and that I need to earn my room and board. (3) Two years ago I had to move eighty-six pieces of firewood. (4) The year before that I had to paint the fence in his front yard. (5) Those two tasks required hard work but not much hard thinking. (6) The task he gave me during my last visit, though.

(7) When I visited his farm last October, the trees were losing their leaves.

(8) Leaves were scattered everywhere. (9) The leaves were so numerous and piled so thick that I could not see the grass underneath them. (10) To earn my room and board, my grandfather wanted me to rake them and then move them to the compost area behind the barn.

(11) I went to the shed to fetch some gardening tools. (12) In one corner of the shed, covered by an enormous cloth tarp, I spotted an old rake and shovel. (13) I used it both to begin my task. (14) To make seven gigantic piles of leaves, more than an hour it took me. (15) That part alone was hard work, but I wasn't finished. (16) I still had to move the leaves behind the barn. (17) How was I going to do this? (18) That's where some *hard thinking* came in. (19) I returned to the shed and grabbed the cloth tarp.

(20) First, I spread out the tarp on the ground beside a pile of leaves. (21) I anchored each corner of the tarp to the ground with four large rocks. (22) Then I raked the pile of leaves onto the tarp. (23) I dragged the pile of leaves to the compost area and dumped it.

(24) After repeating the process six more times, my work was finished. (25) If I do say so myself, it was an ingenious plan. (26) My grandfather agrees.

1 Maria wants to improve the topic sentence she has written at the end of the first paragraph (sentences 1-6). Which of the following could **BEST** replace sentence 6?

A The task he gave me during my last visit, though, was harder than moving eighty-six pieces of firewood.

B The task he gave me during my last visit, though, stank like a skunk.

C The task he gave me during my last visit, though, mercy me, I can't even begin to tell you.

D The task he gave me during my last visit, though, required both hard work and hard thinking.

18A

2 Maria wants to add details to sentence number 8. Which of the following shows the **BEST** way to rewrite sentence number 8 with added details?

F Leaves were scattered everywhere and I mean that sincerely.

G Leaves were scattered all over the place.

H Leaves of all colors and sizes were scattered on top of the walkways, throughout the yard, and all around the barn.

J Big leaves, small leaves, brown leaves, orange leaves, yellow leaves, black leaves, rotten leaves, and fresh leaves were everywhere.

18A

4 Maria wants to add a transition word or phrase to the beginning of sentence 23. Which transition could **BEST** be added to the beginning of sentence 23?

F However

G Finally

H In other words

J Meanwhile

15C*

15C*

© 2014 Pearson Education, Inc.

Daily Grams

Monday

DAY 60

CAPITALIZATION:

1. have mr. montoya and dr. jones played tennis at the top seed club?

PUNCTUATION:

2. Theyve read twenty seven pages of How to Eat Fried Worms*

*title of a book

SUBJECT/VERB:

Underline the subject once and the verb twice:

3. Andrew and I fished yesterday.

PARTS OF SPEECH: VERBS

Write an appropriate helping verb (or verbs) in each blank:

Example: The dog has barked.
The dog should have barked.

4. A. He _____ go with you.
He _____ go with you.
- B. They _____ swinging.
They _____ swinging.

SENTENCE COMBINING:

5. The road is dirt.
The road has many loose stones.
The road is bumpy.

Due 4/13

Tuesday

DAY 61

CAPITALIZATION:

1. they visited old mission lighthouse on the atlantic ocean.

PUNCTUATION:

2. During the hurricane wind was strong and gusty

PARTS OF SPEECH: VERBS

Write the contraction:

3. A. have not - _____
B. you are - _____
C. he will - _____
D. they have - _____
E. I am - _____

PARTS OF SPEECH: ADJECTIVES

Circle any adjectives that tell which one(s):

4. These rods seem good, but I'll take that net.

SENTENCE COMBINING:

5. The Spanish learned to make tamales.
They learned to make them from the Aztec Indians.

Wednesday

DAY 62

CAPITALIZATION:

1. their alaskan guests stayed at the blue moose lodge.

PUNCTUATION:

2. Carrie exclaimed Look at that boat

PARTS OF SPEECH: NOUNS

Write the plural:

3. A. boy - _____
B. crash - _____
C. buzz - _____
D. field - _____
E. baby - _____

SUBJECT/VERB:

Cross out any prepositional phrases. Underline the subject once and the verb twice.

4. They soaked in a campground hot tub.

SENTENCE COMBINING:

5. Mom made sandwiches.
Dad made a salad.
The food was for lunch.

Due 4/13

Thursday

DAY 63

CAPITALIZATION:

Do not capitalize foods.

Example: We ate a bacon, lettuce, and tomato sandwich.

1. the kline family ate steak and eggs at cactus cafe in hoover mall.

PUNCTUATION:

If a noun is plural *and* ends in s, place an apostrophe after the s to show ownership.

Example: A teachers' meeting was held after school.

2. Mrs Trueblood attended a popular songwriters conference in a large Cali
fornia city

PARTS OF SPEECH: PRONOUNS

Circle the correct pronoun:

3. Jill and _____ (I, me) were selected.

PARTS OF SPEECH: ADJECTIVES

Circle any adjectives that tell what kind:

4. Lynn's blue shirt matches your plaid skirt.

SENTENCE COMBINING:

5. Juice was served first.
It was orange juice.
Milk was served later.

Extra Practice

DAY 64

CAPITALIZATION:

1. ms. tang stayed near florida bay in dade county.

PUNCTUATION:

2. Place my name in the telephone book as Ross T M

PARTS OF SPEECH: NOUNS

A noun names a person, a place, or a thing.

Concrete nouns usually can be seen: harp, countertop, tractor

Abstract nouns usually cannot be seen: joy, fear

Place a ✓ if the noun is concrete:

- | | | | |
|----|--------------------------|-------------------------|-----------------------|
| 3. | A. <u> </u> delight | C. <u> </u> shed | E. <u> </u> salt |
| | B. <u> </u> cloud | D. <u> </u> misery | F. <u> </u> care |

SYNONYMS/ANTONYMS/HOMONYMS:

Synonyms are words with similar meanings.

Antonyms are words with opposite meanings.

Homonyms are words that sound alike but are spelled differently.

4. A. Write a synonym for *answer*: _____
- B. Write an antonym for *final*: _____

SENTENCE COMBINING:

5. Jack runs fast.
Annie runs faster.

Skills Practice

Monday

Goodbye, Hiccups

A. Read the passage. Draw a line under each incomplete sentence.

Dion got the hiccups. Didn't know what to do. Dion asked his sister how to get rid of them. Told her brother to swallow a spoonful of orange juice. Willing to try anything. The juice didn't work, but Dion remembered another cure. A cold glass of water! He drank the water and waited. Was amazing! His hiccups were gone.

B. Read each sentence fragment. Think of a subject, a predicate, or both that you could add to form a complete sentence. Write your new sentence on the line.

1. Get the hiccups once in a while.

2. Both adults and children.

3. Many different ways to get rid of hiccups.

4. Some of the cures.

C. Write a short passage about getting the hiccups. Be sure to use complete sentences.

Tuesday

Meet Roberto

- A. Read the passage. Correct any sentence fragments by adding a subject, a predicate, or both.**

On school days Roberto gets up early. Eats some scrambled eggs for breakfast. After breakfast he and his sister walk to school. Is not far away. Roberto plays ball on the playground before school. To soccer practice after school. Roberto's team is the Clippers. Want to win the championship. Maybe the Clippers!

- B. Read the sentence fragments. Then correct each one by adding a subject, a predicate, or both. Write the new sentence on the line.**

1. Roberto's favorite weekend day.

2. Grabs a quick breakfast.

3. With his skateboard and helmet.

4. Teaches him a new trick.

5. Practice their moves.

- C. Write a paragraph about something you like to do on weekends. Use five complete sentences.**

Extra Practice

Babysitting Is Not for Babies

A. Circle *R* if the sentence is a run-on sentence. Circle *C* if the sentence is correct.

1. Babysitting for a younger brother or sister can be challenging. **R** **C**
2. Parents leave the house the children get upset. **R** **C**
3. Little ones run around the house they start to cry. **R** **C**
4. Playing some fun games quiets the children. **R** **C**
5. Playing outside can also help let out energy. **R** **C**

B. Read the passage. Draw a line under the run-on sentences.

All babysitters should know and do certain things. They should watch the children every minute they can quickly get in trouble. Sitters should know how to get in touch with the children's parents they should also have emergency phone numbers. A good babysitter is always calm and patient, too. Babysitters should never lose their tempers that only makes things worse!

C. Write a paragraph about a time when you helped take care of a younger child. Make sure all of your sentences are written correctly.

Due 4/13 - Wednesday

Horsing Around

A. Correct each run-on sentence by forming two separate sentences. Write the sentences on the line.

1. Diego has always loved horses now he wants to ride them.

2. He is going to get his chance his uncle will teach him how.

3. Diego looked up at the beautiful horse it was really tall!

B. Correct each run-on sentence. Add a conjunction from the word box. Add a comma where needed. Write the sentence on the line.

or before and because

1. Diego's legs felt shaky his heart was beating fast.

2. His heart was racing he was afraid.

3. Would he conquer his fear would he choose not to ride?

4. He climbed up on the horse he could change his mind.

C. Write a short passage about an activity that seems scary but fun. Make sure that all of your sentences are written correctly.

Due 4/13

Thursday

A Biking Challenge

A. Proofread the passage. Correct the run-on sentences.

The hardest part of my bike ride home is the last mile I have to go up a steep hill. I start to pedal hard and begin the climb. My muscles burn my shoulders ache. Sweat drips into my eyes I keep going. My heart is beating hard now I am panting like a tired dog. I try to think of something else unfortunately, I can't.

B. Correct each run-on sentence. Use conjunctions in at least three of the sentences. Write the new sentence or sentences on the line.

1. I have done this before I can do it this time, too.

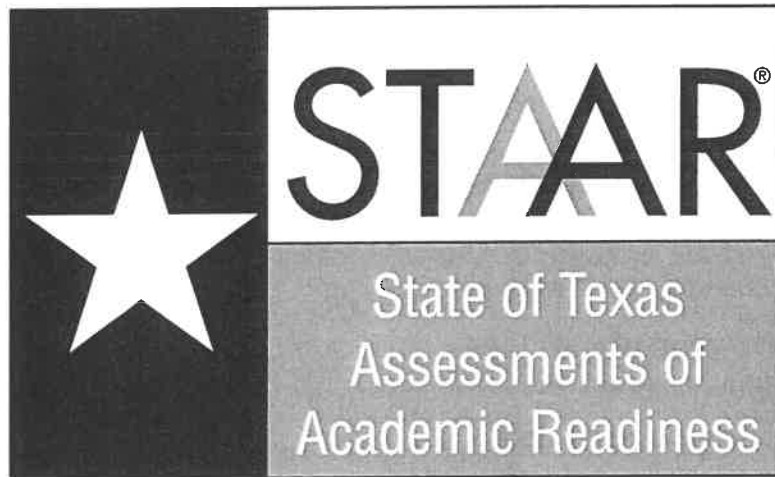
2. I can't stop I just have to keep going.

3. I get a big burst of energy I start climbing the hill.

4. I finally reach the top I raise my fist into the sky.

5. I congratulate myself no one is around to applaud me.

C. Write a paragraph about a time when you had to keep going, no matter what. Use six sentences, and make sure they are written correctly.



Grade 4 Writing

Expository Scoring Guide

April 2019

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Inventions

Inventions are always exciting for me.

Electricity is very shocking. Electricity came from lightning. Benjamin Franklin found out first. He did a experiment with a kite during a storm! It is used for phones, ipads, and hair dryers. That is fun!

No matter what hand-made things are always made with hands. Paper airplanes soar like eagles. Origami brings imagination to life! Paper flowers are a gift for friends, family, and more. There are many ways to make paper airplanes. You can even make a jet! When someone does origami they can make dragons, puppets, and snakes. Paper flowers can be made different colors, and different shapes, too! Cloths are also hand-made. Music is hand-made too! Hand made things are really, really, really cool!

Wooden stuff is hard to break. You can't separate it. It can not be pulled apart. Some toys are made out of wood. Like dolls, trains, and toy boxes. Wood is amazing. It could be used for a fire.

Without inventions life would not be cool!
!!!

Score Point 1

At the end of this very limited writing performance, the writer provides the unclear central idea that "Without inventions life would not be cool." To develop this idea, the writer begins by explaining how electricity was discovered. However, instead of maintaining focus on this idea, the writer shifts abruptly from one off-topic idea to another ("No matter what hand-made things are always made with hands"; "Paper flowers are a gift for friends, family, and more"; "Cloths are also hand-made"; "Wooden stuff is hard to break"). The random presentation of ideas makes the essay difficult to follow and demonstrates the writer's lack of understanding of the expository task.

The "White Brothers" are famous or ~~many~~ also mechanicals. They do cool invention's, and they do hard work, to be "awesome" invention brothers. They could build other mechanical stuff like other people, that are "responsible". The "White Brothers" like doing airplanes. But that's the only thing they like to do in 1980. "White Brothers" always wanna be mechanical for the rest of there lives!! But it didn't go very well because the two engines didn't work so through the "White Brothers" had to fix it, so it would fly ^{well} also to go back home. So they fixed the two engines and they were so happy ^{as they could be} that they fixed the airplane that throughout they ears, they would be going, to go home also to be back with there family at Aunt's too and grandmas. So the "White Brothers" settled off to be "graceful, proud, blessed" with love so they did when they got to the house, it was like full of joy and candy like cotton candy so then they went in to get a big bear hug they were so proud that they were home finally.

Score Point 1

At the beginning of the response, the writer attempts to make a connection to the prompt ("They [the White Brothers] do cool invention's, and they do hard work, to be 'awesome' invention brothers"), but the central idea is not clear. While the ideas are related to the topic, there is no clear organizing structure. Development of ideas centers on the Wright brothers ("White Brothers") being "mechanicals" and building the first airplane, but the development is ineffective because the examples are both inappropriate and vague ("But it didn't go very well because the two engine's didn't work so"; "So they fixed the two engines and they were so happy"), causing the essay to be inappropriate to the specific demands of the prompt. In addition, simplistic and uncontrolled sentences ("But thats the only thing they like to do in 1980 'White Brothers', always wanna to be mechanical for the rest of there lives"; "So the 'White Brothers' settled off to be 'graceful, proud, blessed' with love so they did when they got to the house, it was full of joy and candy") further hinder the effectiveness of this very limited writing performance.

I really like a house as my favorite invention because it is so warm and cozy, you are safe from some bad weather, and you get to sleep in the house so you don't have to sleep outside and freeze.

When I am in my house it is always warm and cozy. I like it when it is warm and cozy because it is cold in the winter so when I come inside I like it to be warm and cozy and mostly at night time. In the summer I like it to be cozy inside and warm outside. In the fall it is okay to be warm and great to be cozy.

There is some more good thing about a house and one is it keeps you safe from some bad weather like sleet, hail, snow, rain, and strong winds. Sometimes I can hear the house moving and the rain, sleet, hail, and snow hitting the roof.

The last good thing about houses is you don't have to sleep outside and freeze. You can put a bed in your room so you don't have to go outside and sleep on the grass. The grass will make you scratch yourself and the bed won't.

I think the house is my favorite because it is so warm and cozy, you are safe from bad weather, and you get to sleep in the house so you don't have to sleep outside and freeze.

Score Point 2

The writer of this response provides the central idea that a house is “my favorite invention because it is so warm and cozy.” Most ideas are generally related to the topic, but the progression of ideas is not always logical and controlled due to numerous repetitions of the words/phrase “warm and cozy.” This causes minor disruptions in the flow of the essay. The development is minimal due to the similar nature of all the ideas and examples (It is warm and cozy during all seasons, it keeps you safe from bad weather, and you don't have to sleep outside and freeze), and provides little support for the central idea. Additionally, the writer's general, repetitive word choice does not contribute to the quality and clarity of this basic writing performance.

My special invention is a computer. I have so many to tell you about a computer. Like about games, vidio's, and other stuff.

First you can learn on the computer. You can play fun games on the computer. You can also play on it. You can learn on the computer. You can play on the computer.

Second it's fun to play on a computer. But some people it's not fun to them. Also you can explore on the computer. Also you can learn new things on a computer. Using a computer or ipad, you can go to google and ask that website some questions.

Third you can talk to friends. Using a software called skype. Also vidio's like on Youtube, and other websites. Also you can see websites. Like Youtube, blogs, and other websites.

So you see now. There are many ways you can use a computer. Using stuff like websites. Having fun on the computer. Also meeting new and fun friends.

Score Point 2

Instead of explicitly stating the central idea, the writer organizes the essay around the implied idea that a computer is a useful invention. The writer organizes the essay around three major ways individuals can use a computer (They can learn on a computer, play on a computer, and talk to their friends on a computer), but perfunctory transitions (“First,” “Second,” “Third,” “Also”) do not show the relationships among ideas. Moreover, repetition of “you can learn on the computer,” “you can play on the computer,” and “you can see websites” stalls the progression of ideas. The essay has a superficial quality because details are too partially presented (“you can go to google and ask that website some questions”; “you can talk to friends. Using a software called Skype. Also vidio’s like on Youtube”) to be effective. In addition, a partial control of sentence boundaries (“Like about games, vidio’s, and other stuff”; “Like Youtube, blogs, and other websites”; “Also meeting new and fun friends”) causes minor disruptions in the fluency of the writing. Overall, this essay represents a basic writing performance.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

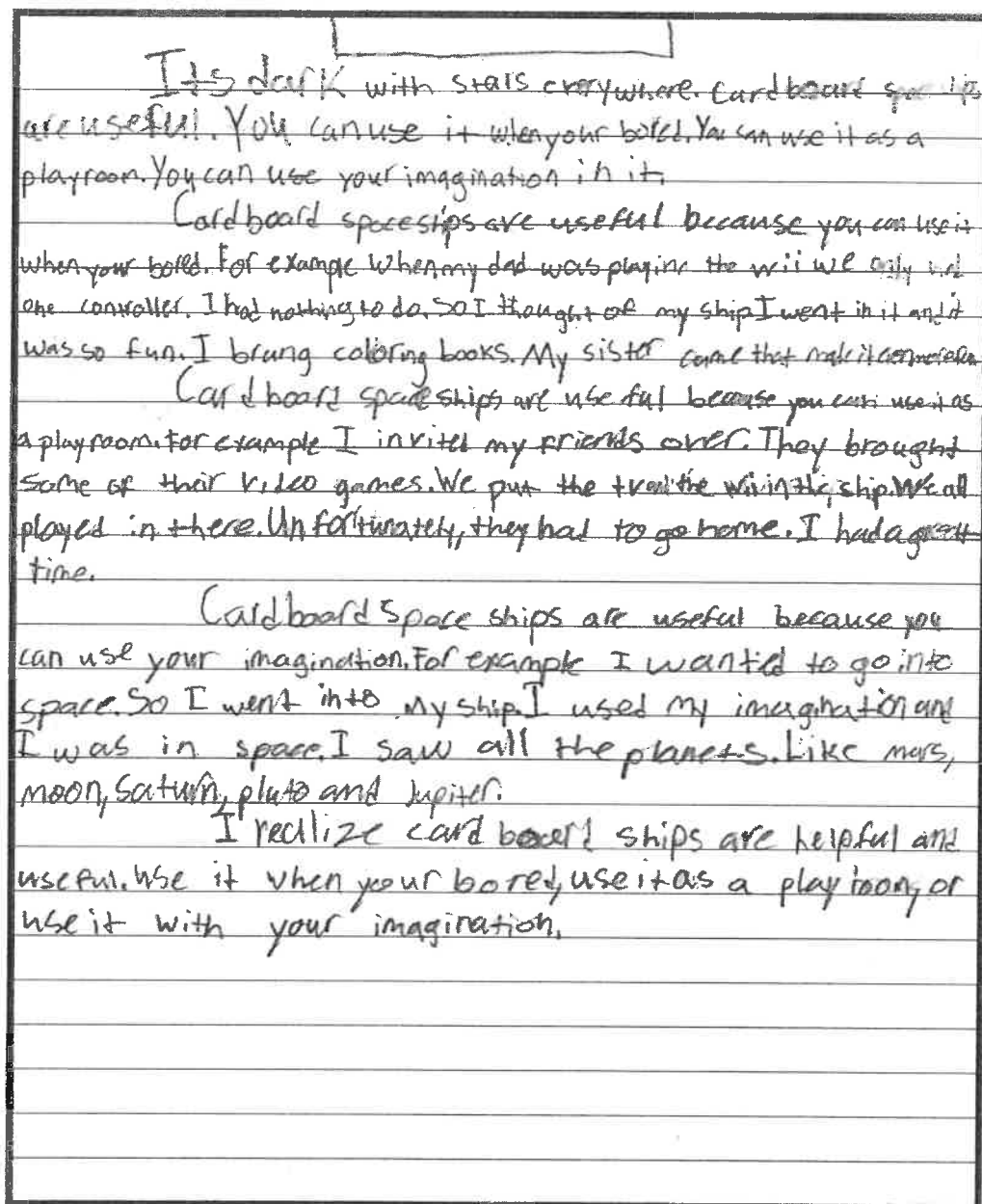
- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.



Score Point 3

The writer presents the central idea that “cardboard spaceships are useful.” To support this idea, the writer organizes the essay around three reasons (you can use cardboard spaceships when you are bored; you can use cardboard spaceships as a playroom; cardboard spaceships allow you to use your imagination in them), each supported with an anecdotal example. The progression of ideas is generally logical and controlled in the essay. Sentence-to-sentence connections (“For example when my dad”; “So I thought of”; “So I went into”; “I used my imagination”) adequately support the flow of ideas in the essay as the writer moves through the steps taken to use cardboard boxes in creative ways. In addition, development is sufficient because the writer includes specific and appropriate details (“Its dark with stars everywhere”; “My sister came that made it even more fun”; “We put the tv and the wii in the ship . . . Unfortunately, they had to go home”; “I saw all the planets. Like Mars, moon, Saturn, pluto and Jupiter”) that add substance to the essay because they show the writer’s enjoyment of cardboard spaceships. Clear and specific word choice (“when your bored”; “unfortunately”; “use your imagination”) also contribute to the effectiveness of this satisfactory writing performance.

I belive googles were the best envention I know googles are small but they sertly help me because I am a swimmer. they help you find things under water, do good flip turns and see the bottom of the pool.

If you dont have goggles on you cant see things on the pool floor like rings. When you are about to dive you need to know where the bottom of the pool is so you dont hit your head. If you drop something like a fin you know exactly where it would be in the water so you can just go grab it.

To do a Perfect flip turn the key is to where goggles. You need to be able to see the wall and when you are going to do a flip turn. If you dont have goggles you wont know where to flip and you will miss your flip turn.

For free style you can look at the bottom of the pool and make sure you aren't slaping the water and watch the floor to tell that you are at a good pace.

Goggles are good for finding things doing a good flip turn and look at the bottom of the pool.

Score Point 3

In this response the writer presents the clear central idea that "I know goggles are small but they sertly help me because I am a swimmer." The progression of ideas is generally logical with an appropriate "if/then" structure to develop ideas ("If you dont have goggles on you cant see things on the pool floor like Rings"; "If you drop something like a fin you know exactly where it would be in the water"; "If you dont have goggles you wont know where to flip and you will miss your flip turn"), which demonstrates the writer's good understanding of the expository task. The development of ideas is sufficient as the writer explains how goggles are helpful in a search for finding objects in the water and how goggles enable a swimmer to know when to do a flip turn. Although some errors in spelling are evident ("envention"; "goggles"), they do not affect the clarity of the essay. Holistically, this response represents a satisfactory writing performance.

I love medicine! It rocks because it helps me alot! Something that causes allergies to go away, and is a part of my morning routine is called the life changing medicine!!!

One reason why I like medicine is because it keeps me from sneezing and coughing. I need medicine because I'm allergic to grass pollen. And last, when they get up in my nose, I start sneezing like crazy! Because I have alot of my moms genes, I have her as thma for about once a year, and to help me my dad gives me a breathing treatment which involves the one and only medicine!

The next reason why this stuff is important is because it helped my awesome mom when she hurt her leg when she ran a step on our staircase. One afternoon while I was watching TV, I heard a cry near the stairs. I knew it was my mom, so I flipped over the couch, found her and flew up the stairs as fast as I possibly could. When me and my dad helped her down the stairs, my mom took alot of medicine to help her feel better, and two days later, she felt better! Thank the Lord! The

The final reason why I love medicine is because it took away the pain from my closest, most wonderful twin sister ever!!! During the surgery, the doctors gave her a type of medicine that didn't let her feel any pain - through that hard work, less her rest, and most importantly, succeeded the surgery. When she got back from the hospital, she took medicine which made her feel better at the end of that week!!!!

This very important medicine is what keeps our family wealthy. Without medicine we would of had a very difficult time!!!!

Score Point 4

In this essay the writer establishes the clear central idea that medicine is very helpful, especially to the writer's family. Formulaic paragraph-to-paragraph transitions ("One reason," "The next reason," "The final reason") do not detract from the logical and well-controlled progression of ideas because all ideas are strongly related to the topic. The writer effectively develops the response through the use of personal experiences and anecdotes ("to help me my dad gives me a breathing treatment which involves the one and only medicine"; "it helped my awesome mom when she hurt her leg"; "it took away the pain from my closest, most wonderful twin sister ever"), which make the essay thoughtful and engaging. Purposeful word choice ("my moms genes," "asthma," "breathing treatment," "Thank the Lord") strongly contributes to the quality and clarity of this accomplished writing performance.

French braids, Pigtails, Ponytails. These are just a few of the thousands of hairstyles you can create with rubber bands. Do you think about it when you put a rubber band on? Or is it just a common, natural thing? Most people don't even realize that without them, your hair would always be down. I think that rubber bands are amazing inventions because they keep hair out of your face and off your neck, not to mention you can express yourself by making your hair however you want.

To begin with, I like rubber bands because they keep your hair out of your face and off your neck. In the scorching hot summers, you would have thick hair on your overheated neck. Also your hair would cover your eyes making your vision decrease its clarity. When you went outside you would not only be being hot, you would also not be able to see well.

To continue on, another reason rubber bands are a great invention is that you can express yourself by making your hair exactly how you want. If it's a casual day, you could tie your hair up into a ponytail. If you are going to a grand party, a French braid will do the job. You may also try out different styles to see what suits you. You can associate the hairdo with what you are wearing, such as if you were dressing as a cowboy/girl, braid pigtails would be suiting.

To sum up, rubber bands are fabulous because they keep your locks off your face and neck, plus they let you transfer your inner creativity to your marvelous hair. Next time you put on a rubber band, think about what life would be without them.

Score Point 4

The writer establishes the clear, central idea that rubber bands are a useful invention “because they keep your locks off your face and neck, plus they let you transfer your inner creativity to your marvelous hair.” While meaningful transitions enhance the flow of ideas from paragraph to paragraph, sentence-to-sentence connections (“These are just a few of the thousand hairstyles”; “Most people don’t even realize”; “When you went outside”; “Next time you put on a rubber band”) within paragraphs make the writer’s train of thought easy to follow as the writer explains why rubber bands are useful. The writer effectively develops the response by including specific and well-chosen examples that add substance to the essay by showing how miserable life would be without the convenience of rubber bands (“In the scorching hot summers, you would have thick hair on your overheated neck”; “your hair would cover your eyes, making your vision decrease its clarity”) and how rubber bands allow individuals to express their personal styles (“If it’s a casual day, you could tie your hair up into a ponytail”; “If you are going to a grand party, a French braid will do the job”; “if you were dressing as a cowboy/girl, braid pigtails would be suiting”). Purposeful, precise word choice (“French braids. Pigtails. Ponytails”; “thousands of hairstyles you can create with rubber bands”; “associate the hairdo with what you are wearing”; “locks”) further contributes to the quality and clarity of this accomplished writing performance.

