

# Grade 4

## Fourth Prompt

### Response to Literature

#### Writing a Personal Reaction

**English/Language Arts Content Standards:**

- 1.0 Writing Strategies
- 2.0 Writing Applications (Genres and Their Characteristics)
- 2.2 Write responses to literature
  - a. Demonstrate an understanding of a literary work.
  - b. Support judgments through references to both the text and to prior knowledge.

**Writing Situation**

When we read, our thoughts, ideas, and feelings interact with the author's. We may wonder why a character acts a certain way or what may happen next. The piece may relate to our own lives in some way, so it may cause us to remember the past or to think about the future. This is called responding to literature. (Allow an opportunity for discussion.)

**Directions for Writing**

Read the passage from **Tales of a 4<sup>th</sup> Grade Nothing** by Judy Blume. In the margin, make notes of your responses as you read. Use these notes to help you with your writing.

Write a piece that tells your response to the passage and what parts of it produced that response. Relate any ideas or events from the story to your own life. Be sure to finish up with a summary paragraph that contains the main ideas of your response.

**Writing and Convention Standards**

For this writing task, students will write a response to literature that will:

- a. relate ideas or events from the story to their own lives.
- b. develop an interpretation of the work.
- c. use references to the text to support judgments being made.
- d. have a summary containing the main ideas of the response.
- e. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

**References:**

*Reading/Language Arts Framework for California Public Schools*, pp. 115-116

*Writers Express Handbook*, pp. 137

*Writers Express Lesson Plans and Assessments*, pp18-21

*Program Guide*, pp. 89-90

# Grade 4

## Fourth Prompt Rubric

### Response to Literature Writing a Personal Reaction

4	<ul style="list-style-type: none"><li>▪ Fully addresses the prompt.</li><li>▪ Is clearly organized in a logical sequence that demonstrates an understanding of the literary work.</li><li>▪ Is a multi-paragraph composition with an introduction, supporting details that support judgments through clear, specific references to both the text and to prior knowledge, and an effective conclusion.</li><li>▪ Has a variety of sentence patterns that include compound and complex sentences.</li><li>▪ Has complete, coherent sentences with supporting details that develop an interpretation of the work.</li><li>▪ Has effectiveness and variety of word choice.</li><li>▪ Has expressive language that uses well-chosen sensory details that relate ideas or events from the story to the writer's life.</li><li>▪ Has grade-level appropriate grammar, spelling, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.</li><li>▪ Has fluid, legible handwriting using cursive or joined italic.</li></ul>
3	<ul style="list-style-type: none"><li>▪ Responds to the prompt.</li><li>▪ Is organized in a logical sequence.</li><li>▪ Is a multi-paragraph composition with an introduction, some supporting details that support judgments made through references to the text and/or prior knowledge, and a conclusion.</li><li>▪ Has more than one sentence pattern that includes compound and complex sentences.</li><li>▪ Has mainly complete sentences that develop an interpretation of the work.</li><li>▪ Has some variety in word choice.</li><li>▪ Has some expressive language and sensory details that relate ideas or events from the story to the writer's life.</li><li>▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.</li><li>▪ Has legible cursive or joined italic handwriting with appropriate spacing and most letters formed correctly.</li></ul>
2	<ul style="list-style-type: none"><li>▪ Attempts to respond to the prompt.</li><li>▪ May lack organization.</li><li>▪ May lack proper paragraphing and/or references to the text or prior knowledge.</li><li>▪ May have incomplete or incoherent sentences that may not develop an interpretation of the work.</li><li>▪ Contains mainly one sentence pattern; may use some compound sentences.</li><li>▪ May relate ideas or events from the story to the writer's life.</li><li>▪ May have little or no variety in word choice.</li><li>▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with the understanding of the writing.</li><li>▪ Has handwriting that is difficult to read with errors that may interfere with meaning.</li></ul>

<b>1</b>	<ul style="list-style-type: none"><li>▪ May not respond to the prompt. (May be off topic.)</li><li>▪ Lacks organization.</li><li>▪ Lacks paragraphs and/or does not include references to the text or prior knowledge.</li><li>▪ Has mainly incomplete and/or incoherent sentences.</li><li>▪ Contains mainly basic sight words with no descriptive language.</li><li>▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing.</li><li>▪ Handwriting may be mostly illegible.</li></ul>
BP	<ul style="list-style-type: none"><li>▪ Blank Paper</li></ul>

# Grade 4

## Fourth Prompt - Student Page

### Response to Literature Writing a Personal Reaction

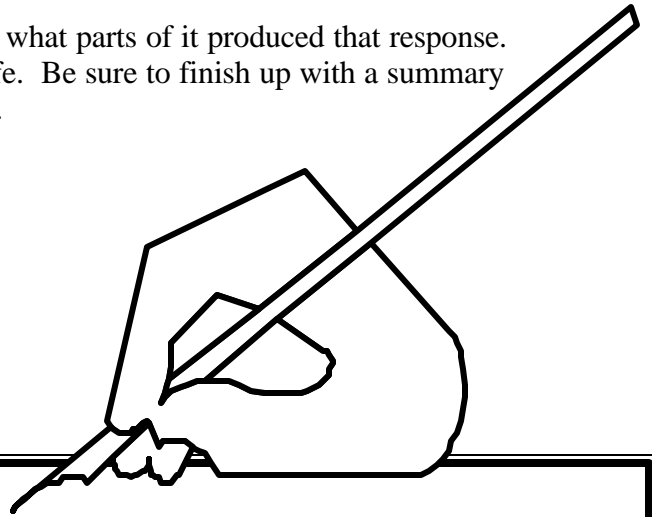
#### Writing Situation

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- a. relate ideas or events from the story to your own life.
- b. develop an interpretation of the work.
- c. use references to the text to support judgments being made.
- d. have a summary containing the main ideas of the response.
- e. demonstrate grade-level appropriate sentence structure, grammar, punctuation, capitalization, and spelling.

Grade 4  
Fourth Prompt  
An Excerpt from...  
Tales of a Fourth Grade Nothing  
by  
Judy Blume

The elevator operator's name is Henry Bevelheimer. He lets us call him Henry because Bevelheimer's very hard to say.

Our apartment's on the twelfth floor. But I don't have to tell Henry. He already knows. He knows everybody in the building. He's that smart! He even knows I'm nine and in fourth grade.

I showed him Dribble right away. "I won him at a birthday party," I said.

Henry smiled. "Your mother's going to be surprised."

Henry was right. My mother was really surprised. Her mouth opened when I said, "Just look at what I won at Jimmy Fargo's birthday party." I held up my tiny green turtle. "I've already named him...Dribble! Isn't that a great name for a turtle?"

My mother made a face. "I don't like the way he smells," she said.

"What do you mean?" I asked. I put my nose right down close to him. I didn't smell anything but turtle. *So Dribble smells like turtle, I thought. Well, he's supposed to. That's what he is!*

"And I'm not going to take care of him either," my mother added.

"Of course you're not," I told her. "He's my turtle. And I'm the one who's going to take care of him."

"You're going to change his water and clean out his bowl and feed him and all of that?" she asked.

"Yes," I said. "And even more. I'm going to see to it that he's happy!"

This time my mother made a funny noise. Like a groan.

I went to my bedroom. I put Dribble on top of my dresser. I tried to pet him and tell him he would be happy living with me. But it isn't easy to pet a turtle. They aren't soft and furry and they don't lick you or anything. Still, I had my very own pet at last.

Later, when I sat down at the dinner table, my mother said, "I smell turtle. Peter, go and scrub your hands!"

The Important Details are:

Grade 4  
Fourth Prompt  
Tales of a Fourth-Grade Nothing *continued*

Some people might think that my mother is my biggest problem. She doesn't like turtles and she's always telling me to scrub my hands. That doesn't mean just run them under the water. *Scrub* means I'm supposed to use soap and rub my hands together. Then I've got to rinse and dry them. I ought to know by now, I've heard it enough!

But my mother isn't my biggest problem. Neither is my father. He spends a lot of time watching commercials on TV. That's because he's in the advertising business. These days his favorite commercial is the one about Juicy-O. He wrote it himself. And the president of the Juicy-O company liked it so much he sent my father a whole crate of Juicy-O for our family to drink. It tastes like a combination of oranges, pineapples, grapefruits, pears, and bananas. (And if you want to know the truth, I'm getting pretty sick of drinking it.) But Juicy-O isn't my biggest problem either.

My biggest problem is my brother, Farley Drexel Hatcher. He's two-and-a-half years old. Everybody calls him Fudge. I feel sorry for him if he's going to grow up with a name like Fudge, but I don't say a word. It's none of my business.

Fudge is always in my way. He messes up everything he sees. And when he gets mad he throws himself flat on the floor and he screams. And he kicks. And he bangs his fist. The only time I really like him is when he's sleeping. He sucks four fingers on his left hand and makes a slurping noise.

When Fudge saw Dribble he said,  
"Ohhhh...seel"

And I said, "That's my turtle, get it? Minet  
You don't touch him."

Fudge said, "No touch." Then he laughed like  
crazy.

The Important Details are:

# District Writing Sample Scoring Rationale

Third Prompt, Grade 4

Informational Reports

Newspaper Article

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

**Sample Not Available**

Additional instructional steps for the writer's growth would include:

**Teacher Notes:**

# District Writing Sample Scoring Rationale

## Fourth Prompt

### Response to Literature

### Writing a Personal Reaction

Rubric Score Point: 4 anchor

#### **Characteristics that make the paper an anchor 4:**

- a. Relates ideas or events from the story to their own lives.
- b. Has effectiveness and variety of word choice.
- c. Is a multi-paragraph composition with an effective introduction.
- d. Contains expressive language.
- e. Has legible cursive handwriting.
- f. Has a variety of sentence patterns.
- g. Has grade-level appropriate grammar, spelling, capitalization, and punctuation.

#### **Additional instructional steps for the writer's growth would include:**

- a. Re-teaching commonly confused words (i.e., to, too, two).
- b. Instructing the student on the rules for using a comma after an introductory word/phrase.
- c. Modeling how to eliminate unnecessary sentences.

**Teacher Notes:**

Reading Tales of a Fourth  
Grade. Nothing I found I had  
experienced most of Peter Hatcher's  
problems with his little brother.  
Fudge is just like my  
little brother. Peter also has  
a turtle named Gribble.

Now if you ask me Peter's  
mom was being pretty stupid  
about Gribble she was always  
telling him to wash his hands.  
To me, she was being too  
dramatic. To me, Fudge is an  
annoying little brat. Well so  
is my little brother.

The story is really funny.  
I love it. Plus it uses a lot

of cool adjectives. I can't tell you really anything about the elevator operator Henry except that he is really smart.

Like I said the story is really funny. I do not like Mrs. Hatcher but oh well. Fudge is a funny little brat but he's cute.



I thought Henry was going to be nice to Peter and I was right. Henry sounds like a nice guy to talk too. Peter sounds nice too. I never had anybody to talk to on a elevator.

After he got off the elevator and showed his mom the turtle she kinda got upset. My mom was like that too because I didn't ask her I just brought it home. I think would be easy to raise a turtle all they do is eat.

When it was time for dinner and she made him scrub his hands good. Not just run them in water. My whole family is like that we always have to scrub our hands after were done playing.

I thought Peter's dad was just watching tv. for no reason. But when I found out he was in the advertising business for Juicy O I said "okay". My dad isn't like that he leaves early in the morning and works all day and comes home late at night.

Then when I heard about Fudge he reminded me of my brother. He is the same way. He gets in

to everything he sees. Even the Fudge doesn't fight my brother does I think they should become friends.

I think the ending was funny because of what Fudge said. I think Peter changed because he got a little upset. Also if my brother saw I had a turtle I would hide it from him.

# District Writing Sample Scoring Rationale

## Fourth Prompt

### Response to Literature

### Writing a Personal Reaction

Rubric Score Point: 3 high

**Characteristics that make the paper a high 3:**

- a. Responds to the prompt.
- b. Relates ideas or events from the story to own life.
- c. Is a multi-paragraph composition.
- d. Refers to the text to support judgments being made.
- e. Lacks an introductory paragraph.
- f. Lacks a variety of sentence structures.

**Additional instructional steps for the writer's growth would include:**

- a. Instructing the student on the rules for using commonly confused words (i.e., there, their, they're).
- b. Reviewing the rules for capitalization and practicing how to look for errors in his/her writing.
- c. Review the rules for adding 's to a word.

**Teacher Notes:**

I think it would be cool to have an elevator man. Henry is the elevator man. He knows everybody in the building. I've always wondered how it would feel to have an elevator man. Most apartments don't have elevators.

Dribble is a turtle. I kind of like turtles, but I still think dogs are better. I mean dogs are soft, and turtles are rough. Maybe Peter like turtles, but not me. Some people like dogs, and some people like turtles.

I think Peter's mom doesn't like turtles or any kind of pet. She's always yelling, "I small turtle!" She always telling Peter go scrub your hands. My mom is not like that. My mom is allergic to pets and she doesn't yell.

I think Peter's dad is boring. All he does is watch commercials about jicy-o. My dad does better things. My dad take us to the park. What does Peter's dad do just watch commercials.

I think Peter is cool. Sometimes he gets mad, and go's to his room. Usually he's just being bored. Sometimes

he yell, at fudge, because he gets Peter's stuff. Sometimes fudge annoy Peter with his crazy laugh.

I think fudge is funny. I like the way he talks. Sometimes he's a pain in the neck. My brothe act, the same way as fudge. I know Peter still loves fudge.

I think the Hatcher family, and Henry are alright. There fun and sometimes boring. Henry is cool and smart. He know everybody in the building. I hope Peter doesn't have to much trouble with fudge.

# District Writing Sample Scoring Rationale

## Fourth Prompt

### Response to Literature

#### Writing a Personal Reaction

Rubric Score Point: 3 anchor

#### **Characteristics that make the paper an anchor 3:**

- a. Responds to the prompt.
- b. Has legible cursive handwriting.
- c. Includes a strong use of transitional words.
- d. Lacks a conclusion.
- e. Contains spelling errors.

#### **Additional instructional steps for the writer's growth would include:**

- a. Modeling how to write a conclusion.
- b. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.

**Teacher Notes:**

May, 23, 2001  
Brighting.

I am going to tell you about how my sister is like Fudge. Next, an event from the story reminds me of my life. Finally, I am going to tell you about about the authors purpose.

My little sister is just like Fudge - annoying! Once she put whipped cream on my face. I got so mad? I told my mom and she got mad too. My sister got in big trouble.

When Peter showed Henry the turtle and Henry said "Your mom will be surprised" reminds me of the time when we brought a dog home and my brother said that.

I thought that the authors purpose was to make people laugh. I think that the name Fudge is funny. I like the way he make the slurping noise and the way he talks.



## Tales of a Fourth Grade Nothing By: Judy Blume

Peter won a turtle at a birthday party and went to his apartment to show his mom. His mom didn't approve of it, but said he could keep it if he took care of it.

Some people think Peter's mom is his biggest problem, but she's not. Juicy O isn't either. Peter's biggest problem is his brother, Fudge. He always gets in the way. When Fudge saw Willy, he said, "Ohhh... see!"

One time I bought a guinea pig and my mom said I had to take care of it by cleaning its cage, giving it food and water, and moving it in the house when got hot. My brother, Spencer, always wanted to hold Smeakers when I didn't want him, to. But I had to let him hold it. Peter and Fudge act almost the same as me and Spencer.



Peter lives in an apartment building with an elevator.

I am... very glad I live in a house and not in an apartment with an elevator because what if it breaks down and it will make a lot of noise.

I don't think people like the turtle very much, but Henry likes it.

If I had a little brother I would not let him touch my turtle because he could drop it or he could step on it.

It would not be good to have a little brother cuz it would mess up all of my stuff.



... Peter is the kids name. He is nine years old and in fourth grade like me. He has a friend named Henry Bernheimer. Peter showed Henry his new pet turtle terrible right away. Peter said, "I won him at a birthday party." Henry said, "Your mother's going to be surprised."

Peter went home and showed his mother his new pet turtle. Henry was right his mother was surprised. Peter said, "I won him at Jimmy's birthday party." His mother made a face and said, "If you keep it you are the one that will take care of it." Peter said, "Of course your not. He is my turtle." Later when Peter sat down at the dinner table, his mother said, "I smell turtle. Peter, go and scrub your hands."

THE END

# District Writing Sample Scoring Rationale

## Fourth Prompt

### Response to Literature

### Writing a Personal Reaction

Rubric Score Point: 2 low

**Characteristics that make the paper a low 2:**

- a. Relates ideas or events from the story to own life but fails to reference the story.
- b. Has legible cursive handwriting.
- c. Contains mostly complete sentences.
- d. Lacks proper paragraphing.
- e. Does not respond to the prompt.

**Additional instructional steps for the writer's growth would include:**

- a. Reviewing the directions for writing to be sure the students understand the prompt.
- b. Demonstrating how to write a response to literature.

**Teacher Notes:**

This reminds me when my mom was coming from work and I was coming from school. When I got home my mom got surprised because she saw a dog with me. She said that he smells like dog. Then I went to the back yard to tie him up. When I went back inside she sent me to wash my hands. Because I smelled like dog.

# District Writing Sample Scoring Rationale

Third Prompt, Grade 4

Informational Reports

Newspaper Article

Rubric Score Point: 1 high

## **Characteristics that make the paper a high 1:**

- a. Attempts to respond to the prompt.
- b. Contains frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of writing.
- c. Attempts to reference the text and relate to own life.
- d. Contains complete simple sentences.

## **Additional instructional steps for the writer's growth would include:**

- a. Teaching the student basic spelling rules and patterns to increase his/her personal dictionary.
- b. Demonstrating for the student how to develop a paragraph and a 5-paragraph essay.

**Teacher Notes:**

I like the story. I think that the juice sounds very good. I like the story because it expresses someone's feelings to every one. I wish that juice was real because I would have my mom buy some. Because it seems like it taste really good and great and delicious.



D  
A  
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P

3/2/91

Pet  
MOM  
in form

response to the question

I. response to a

OUR MOM tells us to  
wash our hands when  
we touch on animals. We  
might have germs.

response to B  
II. take care of your  
pet. because your baby  
brother might play around  
with them.

III.