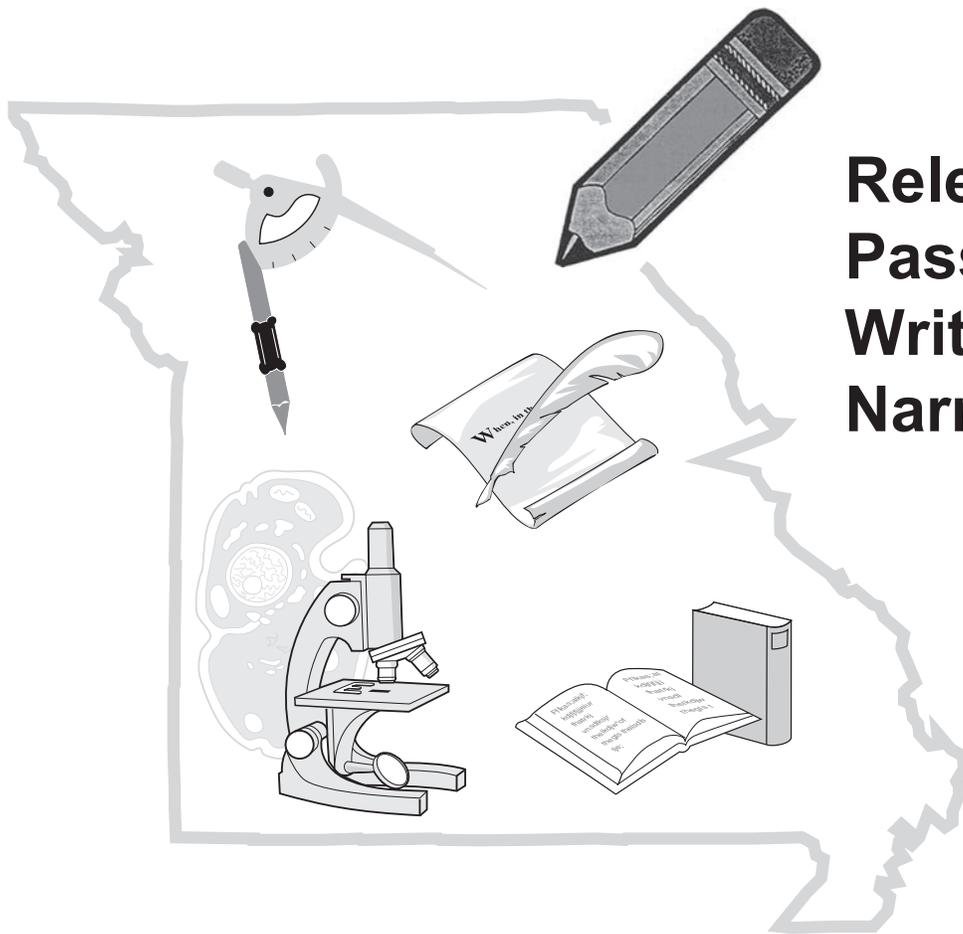


Name: _____

District/School: _____

Missouri Assessment Program

Grade 4 English Language Arts



**Released
Passage-Based
Writing Prompt Set
Narrative Prompt**

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English Language Arts

**Released Passage-Based Writing Prompt Set
Narrative Prompt**

Mission to the Moon

Characters:

ALYSSA: Leader of the kids building a rocket

NATALIE and JACKSON: Neighborhood kids who help ALYSSA

KAYLEE: Girl who is a neighbor of ALYSSA

(Lights gradually get brighter on a stage that is decorated as a field surrounded by trees. Up center is a rough construction that looks like a rocket ship. ALYSSA, NATALIE, and JACKSON rush on and off stage with junk they have collected. They work to convert the junk into parts for their makeshift rocket. There is a bush stage right, and KAYLEE enters stage right and hides behind the bush. KAYLEE watches them work on the rocket. She shakes her head and turns to the audience. A spotlight appears on KAYLEE, and the rest of the stage dims slightly. ALYSSA, NATALIE, and JACKSON continue working on the rocket while KAYLEE speaks.)

KAYLEE: Every time I come outside to play, Alyssa and her crew are up to something. If they aren't building some strange invention, they are playing some game I have never seen before. This time they are building an invention. *(KAYLEE strains to peek around the bush farther to get a better look.)* Today it looks like they are building . . . a rocket? There is no way that bunch of kids can build something that actually flies. That's impossible! Not even Alyssa knows how to do that. I know she does well in school. She was at the top of our science class, but really, I don't think she can make something fly. It'll never work!

(KAYLEE yells her last line and the lights come up on stage again. ALYSSA, NATALIE, and JACKSON stop and look at KAYLEE, noticing her for the first time. KAYLEE runs off stage right.)

NATALIE: Was that Kaylee?

(JACKSON and NATALIE keep working on the rocket while ALYSSA steps back to take a look.)

ALYSSA: I keep inviting her to help us, but she thinks it's boring. How can building a rocket ship be boring? There's nothing more exciting than flying to the moon. It's my dream to be the first woman to walk up there. I've wanted to go ever since I read a book about Neil Armstrong, the first man to walk on that lunar landscape. He's the one who said, "That's one small step for a man, one giant leap for mankind."

JACKSON: I thought it was some guy named Buzz.

ALYSSA: Buzz Aldrin was the second man to walk on the moon. Twelve men have walked up there, but not a single woman. That's all going to change. We are flying our rocket to the moon, and I will make my mark in the universe. What should my first words be when I land? I need something epic to say. How about, "One big step for a woman, one gigantic leap for humankind"?

NATALIE: I like it. Does that mean I will get to be the second woman on the moon? I had better think up a cool nickname like Buzz. How about Twinkle? We'll be in the stars and stars twinkle, so that's a good one, right? Or how about Supernova? That sounds way better than Twinkle. Call me Supernova from now on.

ALYSSA: Sounds good, Supernova.

(JACKSON flips a switch and the rocket lights up.)

JACKSON: Wow! It's working!

(ALYSSA and NATALIE cheer.)

ALYSSA: Let's push the rocket to the top of the hill. Prepare for launch! Start the countdown!

(The rocket is on top of a platform with wheels, and the kids push the rocket off stage left.)

JACKSON *(offstage):* 10, 9, 8, 7, 6, 5, 4, 3, 2, 1 . . .

NATALIE *(offstage):* Blastoff!

ALYSSA *(offstage):* Here we go!

(KAYLEE rushes back on stage right and speaks to the audience.)

KAYLEE: Where did they go? I looked up and thought I saw something in the sky. It could be an airplane, or maybe it was their rocket. Was that possible? Did they actually get their rocket to work? Come back! I want to go too!

(Lights fade to black.)

END OF PLAY

1. What is the **main** purpose of the words written in italics in the drama?
 - A. They tell the reader the characters' actions.
 - B. They tell the reader the narrator's feelings.
 - C. They present the reader with the characters' words.
 - D. They present the reader with the narrator's thoughts.

Grade 4 Reading and Writing Prompt - Released

2. Read the events in the chart. Write the numbers 1–5 on the blank lines to show the order in which the events happened in the drama.

Order	Events
_____	The kids notice Kaylee running away from them.
_____	The kids push the rocket to the top of the hill.
_____	Alyssa, Natalie, and Jackson work on building a rocket.
_____	Kaylee wonders where her neighbors are.
_____	Jackson flips a switch and the rocket lights up.

3. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** describes Kaylee?

- A. She is generous in offering to help her friends complete their project.
- B. She is doubtful that her neighbors can accomplish their goal.
- C. She is nervous that her neighbors are playing a new game.
- D. She is grateful that she has good friends who live nearby.

Part B

Which sentence from the drama **best** supports the answer to part A?

- A. Every time I come outside to play, Alyssa and her crew are up to something.
- B. This time they are building an invention.
- C. There is no way that bunch of kids can build something that actually flies.
- D. I looked up and thought I saw something in the sky.

4. Circle the sentence that supports the idea that Alyssa has been inspired by someone else's accomplishments.

ALYSSA:

I keep inviting her to help us, but she thinks it's boring. How can building a rocket ship be boring? There's nothing more exciting than flying to the moon. It's my dream to be the first woman to walk up there. I've wanted to go ever since I read a book about Neil Armstrong, the first man to walk on that lunar landscape.

5. How does Kaylee change in the drama?
- A. In the beginning, Kaylee is distrustful of what her neighbors are doing. In the end, Kaylee is happy that her neighbors have included her in their celebration.
 - B. In the beginning, Kaylee is uninterested in helping to build the rocket. In the end, Kaylee wishes she had been involved in the project.
 - C. In the beginning, Kaylee is worried about the mess that her neighbors are creating. In the end, Kaylee is sure that their invention will be successful.
 - D. In the beginning, Kaylee is bored with working on the rocket. In the end, Kaylee wishes she had spent more time making sure the invention worked perfectly.
6. Which details from the drama **best** show that Alyssa is the leader of the group? Choose **two** answers.
- A. She helps Jackson and Natalie to build the rocket.
 - B. She praises Natalie for creating a new nickname for herself.
 - C. She checks the work that Jackson and Natalie do on the rocket.
 - D. She tells Jackson and Natalie to prepare for launch and start the countdown.
 - E. She tells everyone that Buzz Aldrin was the second man to walk on the moon.
7. Which sentence **best** describes a theme of the drama?
- A. Taking risks sometimes leads to failure.
 - B. Working as a team can quickly solve problems.
 - C. People can relax while spending time in nature.
 - D. People sometimes feel sorry about their decisions.

8.

Narrative Writing Prompt

Think about what it would be like if you and some friends tried to build a new invention. Kaylee is a neighbor who wants to help you build the new invention.

Write a narrative for your teacher that shows how Kaylee becomes involved in building the new invention. Be sure to include narrative elements such as description, sensory details, and dialogue. Use details from the passage in your narrative.

Writer's Checklist

- My narrative has an effective beginning, middle, and end.
- My narrative flows smoothly from one idea to another.
- My narrative develops plot, character(s), and setting.
- My narrative includes specific and relevant details, reasons, and/or examples.
- My narrative uses precise and vivid language.
- My narrative contains sentences that are clear and varied in structure.
- My narrative includes correct grammar, usage, punctuation, capitalization, and spelling.
- My narrative uses material from the source(s).

ATTENTION!

**Do NOT go on
until you are
told to do so.**



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ITEM TYPES

CR – Constructed Response

EBSR – Evidence-Based Selected Response

MC – Multiple Choice

MS – Multi-Select Response

SA – Short Answer

TE – Technology Enhanced

WP – Writing Prompt

Item	Type	MLS Code	Answer	Point(s)	Point Breakdown
1	MC	4.R.2.C.b	A	1	
2	MS	4.R.2.A.a	2, 4, 1, 5, 3	2	<ul style="list-style-type: none"> • 2 points for all 5 correct answers • 1 point for 2–4 correct answers • 0 points for 0–1 correct answers
3	EBSR	4.R.2.A.b	Part A B Part B C	2	Part A <ul style="list-style-type: none"> • 1 point for correct answer Part B <ul style="list-style-type: none"> • 1 point for correct answer ONLY if Part A is also correct
4	MC	4.R.1.A.a	Sentence 5	1	
5	MC	4.R.2.C.a	B	1	
6	MS	4.R.2.A.d	C, D	2	<ul style="list-style-type: none"> • 2 points for all correct • Each incorrect choice negates a correct choice
7	MC	4.R.2.A.a	D	1	
8	WP	4.W.2.C		10	<ul style="list-style-type: none"> • 4 points for Purpose and Organization • 4 points for Development and Elaboration • 2 points for Conventions Narrative Scoring Guide: <ul style="list-style-type: none"> • https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf