

**Missouri Assessment Program  
Spring 2006**

**Communication Arts**

**Anchor Pages for Released Items**

**Grade 4**

3

The article says that the cherry trees Eliza Scidmore and Mrs. Taft planted are "not ordinary trees." What are two ways the trees are special? Use one detail from the article for each way the trees are special.

1. They were beautiful trees.
2. They were fruitless cherry trees.

**Score Point 2**

Response includes TWO reasonable text-based ways, each with an appropriate text-based detail that the trees are special.

> "beautiful trees"

> "fruitless cherry trees"

3

The article says that the cherry trees Eliza Scidmore and Mrs. Taft planted are "not ordinary trees." What are two ways the trees are special? Use one detail from the article for each way the trees are special.

1. One was planted by the president wife
2. Another was planted by a japan wife

**Score Point 1**

Response includes ONE reasonable text-based way with an appropriate text-based detail that the trees are special.

> "planted by the president wife/a japan wife" are redundant responses.

3

The article says that the cherry trees Eliza Scidmore and Mrs. Taft planted are "not ordinary trees." What are two ways the trees are special? Use one detail from the article for each way the trees are special.

1. Trees give us things we need
2. They make people happy to have them

**Score Point 0**

Response does NOT include a reasonable text-based way with as appropriate text-based detail that the trees are special.

< "give us things we need/make people happy" are NOT details from the article.

4

Read this sentence from the article.

"Eliza Scidmore was there, watching her dream take root in the ground."

What does "watching her dream take root in the ground" mean? Explain your answer, using information from the article.

she watched the trees  
get planted in the ground.  
The trees were her  
dream.

**Score Point 2**

Response includes a reasonable text-based meaning and an appropriate text-based explanation of the phrase.

> "she watched the trees get planted"

> "the trees were her dream"

4

Read this sentence from the article.

"Eliza Scidmore was there, watching her dream take root in the ground."

What does "watching her dream take root in the ground" mean? Explain your answer, using information from the article.

I think that means that they were  
getting planted in the ground.

**Score Point 1**

Response **ONLY** includes a reasonable text-based meaning of the phrase.

> "they were getting planted"

< a text-based explanation is **NOT** given.

4

Read this sentence from the article.

“Eliza Scidmore was there, watching her dream take root in the ground.”

What does “watching her dream take root in the ground” mean? Explain your answer, using information from the article.

It means a good dream.

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**Score Point 0**  
Response does NOT include a reasonable text-based meaning OR an appropriate text-based explanation of the phrase.

5

Complete the chart to show some problems Eliza Scidmore and Mrs. Taft had in getting the cherry trees. How were the problems solved? Use information from the article.

**Problems in Getting the Cherry Trees**

Problem	Solution
1. <u>People laughed at the idea.</u>	1. <u>Eliza rased money and wrote to Helen.</u>
2. <u>The batch of trees got a disease and died.</u>	2. <u>They bout more that were healthy</u>

**Score Point 2**

Response includes TWO appropriate text-based problems in getting the trees and TWO appropriate corresponding text-based solutions.

> "People laughed at the idea/Eliza rased money and wrote to Helen"

> "trees got a disease/bout more that were healthy"



5

Complete the chart to show some problems Eliza Scidmore and Mrs. Taft had in getting the cherry trees. How were the problems solved? Use information from the article.

**Problems in Getting the Cherry Trees**

Problem	Solution
1. people laughed at her idea.	1. the people thc were prity.
2. they had bugs on them.	2. they got new trees

**Score Point 1**

Response includes ONE appropriate text-based problem in getting the trees and ONE appropriate corresponding text-based solution.

> "they had bugs on them/they got new trees"

< "people laughed at her idea/people [thought they] were prity" is NOT an appropriate problem-solution from the article.

5

Complete the chart to show some problems Eliza Scidmore and Mrs. Taft had in getting the cherry trees. How were the problems solved? Use information from the article.

**Problems in Getting the Cherry Trees**

Problem	Solution
1. people didn't want to plant cherry trees	1. getting people to plant cherry trees
2. No one would listen to her.	2. getting people to listen to her

**Score Point 0**

Response does NOT include an appropriate text-based problem and corresponding text-based solution in getting the trees.

< "people didn't want to plant cherry trees/getting people to plant cherry trees" and "No one would listen to her/getting people to listen to her" are NOT appropriate problems-solutions from the article.

### 6A/6B

Pretend a friend will visit Washington, D.C., in the springtime. Tell your friend how the cherry trees got there and why he or she should go to see them. Use information from the article in your letter.

Be sure your letter has all the parts of a letter, tells all about the cherry trees, and makes sense to your friend.

Dear friend,

I am so glad you are visiting this spring. There are cherry trees here now but they are fruitless. They are so beautiful when they blossom in the springtime. There is a man named Dr. Takamine who helped to pay and transport them from Tokyo Japan. It was Eliza Scidmore and Helen Taft's idea. I can't wait until you see the trees.

Sincerely,

Lauren

**6A/6B**

Pretend a friend will visit Washington, D.C., in the springtime. Tell your friend how the cherry trees got there and why he or she should go to see them. Use information from the article in your letter.

Be sure your letter has all the parts of a letter, tells all about the cherry trees, and makes sense to your friend.

**Part A - Score Point 2**

**Response includes a reasonable text-based account of how the cherry trees got there and a reasonable text-based explanation of why the friend should go to see them.**

- > "Eliza Scidmore and Helen Taft's idea/Dr. takamine helped to pay and transport them from Tokyo Japan."
- > "they are fruitless/beautiful/blossom in the springtime"

**Part B - Score Point 2**

**The response includes at least TWO components of letter writing format (salutation, indentation, closing, and signature) AND the letter has a controlling idea written from the appropriate point of view.**

## 6A/6B

Pretend a friend will visit Washington, D.C., in the springtime. Tell your friend how the cherry trees got there and why he or she should go to see them. Use information from the article in your letter.

Be sure your letter has all the parts of a letter, tells all about the cherry trees, and makes sense to your friend.

Dear Phonxe

The cherry trees got here good  
and had a long rid on the  
boat and then by truck to  
Washington D.C. you shoud  
come and see them they are  
bloming and are the beutAeast  
tree in the world see you  
later Phonxe by.

## 6A/6B

Pretend a friend will visit Washington, D.C., in the springtime. Tell your friend how the cherry trees got there and why he or she should go to see them. Use information from the article in your letter.

Be sure your letter has all the parts of a letter, tells all about the cherry trees, and makes sense to your friend.

### **Part A - Score Point 1**

**Response includes a reasonable text-based explanation of why the friend should go to see the cherry trees.**

**> "they are bloming and are the beutfleat tree"**

**< "had a long rid on the boat and then by truck" is NOT a text-based account of how the cherry trees got there.**

### **Part B - Score Point 1**

**The response includes only ONE component of letter writing format (salutation) AND the letter has a controlling idea written from the appropriate point of view.**

**6A/6B**

Pretend a friend will visit Washington, D.C., in the springtime. Tell your friend how the cherry trees got there and why he or she should go to see them. Use information from the article in your letter.

Be sure your letter has all the parts of a letter, tells all about the cherry trees, and makes sense to your friend.

Dear, skylar the cherry threes are  
awsome, you should come and see them.  
And when you do bring your family.

**Part A - Score Point 0**

Response does NOT include a reasonable text-based account of how the cherry trees got there OR a reasonable text-based explanation of why the friend should go to see them.

< "awsome" is not a text-based explanation.

**Part B - Score Point 1**

The response includes only ONE component of letter writing format (salutation) AND the letter has a controlling idea written from the appropriate point of view.