

Grade 4
English Language Arts/Literacy
Literary Analysis Task

2018 Released Items

2018 Released Items: Grade 4 Literary Analysis Task

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2018 blueprint for grade 4 Literary Analysis Task includes Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as Prose Constructed Response prompt.

Included in this document:

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

Additional related materials not included in this document:

- Sample scored student responses with annotations and practice papers
- Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring 2016
- English Language Arts/Literacy Assessment: General Scoring Rules for the 2016 Summative Assessment

Note:

This item set contains items with embedded multimedia (audio and/or video). The multimedia will NOT play when viewing the PDF through a browser window. To access the multimedia, download the PDF to your computer and open the file with Adobe Acrobat. Click the “play” arrow to start the multimedia for the item.

Release Items Answer and Alignment Document
ELA/Literacy: Grade 4

Text Type: LAT		
Passage(s): The Peacock/Juno and the Peacock		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
BB501673330	Item Type: EBSR Part A: B Part B: C	L 4.4.1 RL 4.1.1 RL 4.4.1
BB501664590	Item Type: EBSR Part A: B Part B: D	RL 4.1.1 RL 4.2.1
BB501660566	Item Type: EBSR Part A: A Part B: B	L 4.4.1 RL 4.1.1 RL 4.4.1
BB501671298	<p>Item Type: TECR</p> <p>Select two details that help describe the setting of <i>Juno and the Peacock</i> and drag them into the box.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid gray; padding: 5px; width: 150px; text-align: center;"> <p>“How he gleams with emerald gold, purple, and azure!” (0:24–0:29)</p> </div> <div style="border: 1px solid gray; padding: 5px; width: 150px; text-align: center;"> <p>“... the ducks and the geese who squawked in homage to the soaring king.” (3:18–3:24)</p> </div> </div> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0; text-align: center;"> <p>Details That Describe the Setting</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px auto; width: 200px; text-align: center;"> <p>“... he flew up to wish me good morning through the clouds.” (3:05–3:09)</p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px auto; width: 200px; text-align: center;"> <p>“... one day, as he was pecking grass by the lake ...” (0:48–0:52)</p> </div> </div>	RL 4.1.1 RL 4.3.2
BB501663342	Item Type: EBSR Part A: B Part B: C	RL 4.1.1 RL 4.3.1

<p>BB501666437</p>	<p>Item Type: TECR</p> <p>Drag four important quotations from <i>Juno and the Peacock</i> that should be included in a summary of the story and place them into the boxes.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> "His feathered tail was more magnificent than the tapestry that hung behind the emperor's throne." </td> <td style="padding: 5px;"> "... he patronized all the scruffy farmyard birds. . . ." </td> </tr> </table> </div> <p style="text-align: center;">Summary</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <tr> <td style="padding: 5px;"> "... the sly goddess had made him pay a price for his beauty—he could no longer fly." </td> <td style="padding: 5px;"> "I will give him what he wants, but I will teach him a lesson." </td> </tr> <tr> <td style="padding: 5px;"> "... he was not always so bright and beautiful." </td> <td style="padding: 5px;"> "... I want to be the most indisputably magnificent bird in the world." </td> </tr> </table> <p>(Options may be placed in any order for full credit.)</p>	"His feathered tail was more magnificent than the tapestry that hung behind the emperor's throne."	"... he patronized all the scruffy farmyard birds. . . ."	"... the sly goddess had made him pay a price for his beauty—he could no longer fly."	"I will give him what he wants, but I will teach him a lesson."	"... he was not always so bright and beautiful."	"... I want to be the most indisputably magnificent bird in the world."	<p>RL 4.1.1 RL 4.2.2</p>
"His feathered tail was more magnificent than the tapestry that hung behind the emperor's throne."	"... he patronized all the scruffy farmyard birds. . . ."							
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<p>BB502360454</p>	<p>Item Type: PCR Refer to Grade 4 Scoring Rubric</p>	<p>RL 4.1.1 RL 4.7.1</p>						
<p>BB501672620</p>	<p>Item Type: EBSR (additional item) Part A: A Part B: B</p>	<p>L 4.4.1 RL 4.1.1 RL 4.4.1</p>						
<p>BB501662490</p>	<p>Item Type: EBSR (additional item) Part A: C Part B: D</p>	<p>L 4.4.1 RL 4.1.1 RL 4.4.1</p>						
<p>BB502359963</p>	<p>Item Type: PCR (additional item) Refer to Grade 4 Scoring Rubric</p>	<p>RL 4.1.1 RL 4.7.1</p>						
<p>BB501665433</p>	<p>Item Type: EBSR (additional item) Part A: C Part B: B</p>	<p>RL 4.1.1 RL 4.3.3</p>						

Today you will read the story “The Peacock” and listen to an audio recording, *Juno and the Peacock*. As you read and listen to these selections, you will gather information and answer questions about the two different versions of the story so you can write a response.

Read the story “The Peacock.” Then answer the questions.

The Peacock

by Aesop



- 1** The Peacock, they say, did not at first have the beautiful feathers in which he now takes so much pride. These, Juno, whose favorite he was, granted to him one day when he begged her for a train of feathers to distinguish him from the other birds. Then, decked in his finery, gleaming with emerald, gold, purple, and azure, he strutted proudly among the birds. All regarded him with envy. Even the most beautiful pheasant could see that his beauty was surpassed.
- 2** Presently the Peacock saw an Eagle soaring high up in the blue sky and felt a desire to fly, as he had been accustomed to do. Lifting his wings he tried to rise from the ground. But the weight of his magnificent train held him down. Instead of flying up to greet the first rays of the morning sun or to

bathe in the rosy light among the floating clouds at sunset, he would have to walk the ground more encumbered and oppressed than any common barnyard fowl.

“The Peacock” by Aesop—Public Domain

Illustration: Milo Winter—Public Domain

1. Part A

What is the meaning of **encumbered** as it is used in paragraph 2 of “The Peacock”?

- A. able to follow a normal routine
- B. limited in his ability to move
- C. able to dream and imagine
- D. embarrassed by his actions

Part B

Which detail from paragraph 2 **best** supports the answer to Part A?

- A. “. . . as he had been accustomed to do.”
- B. “. . . tried to rise from the ground.”
- C. “. . . the weight of his magnificent train held him down.”
- D. “. . . bathe in the rosy light among the floating clouds . . .”

2. Part A

What is a theme of "The Peacock"?

- A. Help your friends whenever possible.
- B. Be happy with who you are.
- C. Strive to always be your best.
- D. Solve your problems with determination.

Part B

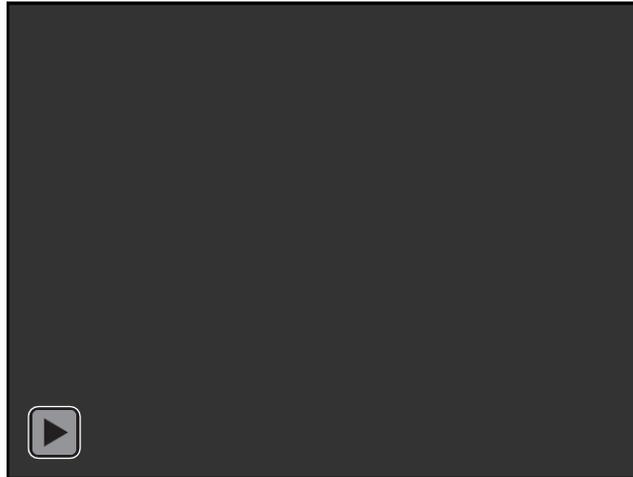
Which evidence **best** supports the theme identified in Part A?

- A. The peacock receives a train of beautiful feathers from Juno.
- B. The peacock prefers to spend time alone rather than with the other birds.
- C. The peacock wishes to fly when he sees an eagle soaring high in the sky.
- D. The peacock discovers he can no longer fly because of the weight of his feathers.

Listen to the audio recording of the story *Juno and the Peacock*, told from the Sun’s point of view. Then answer the questions.

Juno and the Peacock

by Aesop



“Juno and the Peacock” from THREE BRIGHT AESOP TALES, www.storynory.com.

3. Part A

What is the meaning of **abruptly** as it is used from 0:44–0:55 in *Juno and the Peacock*?

- A. suddenly
- B. politely
- C. forcefully
- D. steadily

Part B

Which evidence **best** supports the answer to Part A?

- A. The peacock sees Juno while eating grass by the lake.
- B. The peacock knows that Juno can grant his wish in an instant.
- C. The peacock addresses Juno as a lovely goddess.
- D. The peacock tells Juno that he wants to be beautiful.

4. Select **two** details that help describe the setting of *Juno and the Peacock* and drag them into the box.

“How he gleams with emerald gold, purple, and azure!” (0:24–0:29)

“ . . . one day, as he was pecking grass by the lake . . .” (0:48–0:52)

“ . . . he flew up to wish me good morning through the clouds.” (3:05–3:09)

“ . . . the ducks and the geese who squawked in homage to the soaring king.” (3:18–3:24)

Details That Describe the Setting

5. Part A

Which character trait **best** describes the peacock in *Juno and the Peacock*?

- A. helpless
- B. proud
- C. grateful
- D. curious

Part B

Which evidence supports the answer to Part A?

- A. “. . . dull and ordinary bird . . .” (1:41–1:43)
- B. “. . . he realized that she had granted his wish. . . .” (2:01–2:05)
- C. “. . . and now he strutted up and down like a king!” (2:22–2:28)
- D. “He lifted his wings—but they were heavy and weighed down. . . .” (3:32–3:40)

6. Drag **four** important quotations from *Juno and the Peacock* that should be included in a summary of the story and place them into the boxes.

" . . . he was not always so bright and beautiful."	" . . . I want to be the most indisputably magnificent bird in the world."
"I will give him what he wants, but I will teach him a lesson."	"His feathered tail was more magnificent than the tapestry that hung behind the emperor's throne."
" . . . he patronized all the scruffy farmyard birds. . . ."	" . . . the sly goddess had made him pay a price for his beauty—he could no longer fly."

Summary

7. You have read “The Peacock” and have listened to *Juno and the Peacock*. Write an essay that compares and contrasts the two different versions. Be sure to include details from **both** versions in your essay.

8. What is the meaning of **decked** as it is used in paragraph 1 of "The Peacock"?
- A. dressed up
 - B. recognized
 - C. paraded about
 - D. delighted

Part B

Which phrase from paragraph 1 helps the reader understand the meaning of **decked** in Part A?

- A. ". . . distinguish him from the other birds."
- B. ". . . gleaming with emerald, gold . . ."
- C. ". . . strutted proudly . . ."
- D. ". . . regarded him with envy."

9. Part A

What is the meaning of **transformation** as it is used from 0:57–1:01 in *Juno and the Peacock*?

- A. a learning experience
- B. a lifetime dream to be fulfilled
- C. a major change in appearance
- D. a disappointing condition

Part B

Which evidence supports the answer to Part A?

- A. The peacock wants to be admired by everyone.
- B. Juno wants to teach the peacock a lesson.
- C. The peacock thinks he is dull and ordinary.
- D. Juno gives the peacock brightly colored feathers.

- 10.** You have read “The Peacock” and have listened to *Juno and the Peacock*. Write an essay that explains how the characters in the written version are different from the characters in the audio version. Be sure to include details from **both** versions in your essay.

11. Part A

Why does Juno agree to change the peacock's appearance in *Juno and the Peacock*?

- A. to create a beautiful bird for all to admire
- B. to demonstrate sympathy for the peacock
- C. to show the results of feeling superior to others
- D. to prove that the eagle is grander than the peacock

Part B

Which evidence **best** supports the answer to Part A?

- A. ". . . he loves to open up his feathers. . . ." (0:17–0:20)
- B. "How vain and pretentious he is!" (1:45–1:48)
- C. "Who could doubt that the eagle was the most royal of all the birds?" (3:11–3:16)
- D. ". . . I will fly even higher." (3:29–3:31)