



MCAS Released Item
Grade 4 2019

For this question, you will write an essay based on the passage(s). Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

Write an essay that explains in what ways Jean-François was a “seeker of knowledge.” Be sure to use information from the article to develop your essay.

Topic: Jean Francois - a seeker of knowledge

Main Idea #1: learned to read hieroglyphics

Main Idea #2: pictures were sounds, syllables, and words

Main Idea #3: uncover more secrets

This student understands the organization of a piece of exposition. Through the use of the detail generating questions to pull out important evidence and then explain that evidence, this was an effective piece. This Score Point 4 paper is a great example of the application of the EW skills.

What worked:

- **Organization:** This piece includes an introduction statement, three main ideas and a conclusion statement following the pillar structure. The writer presents a central idea and develops the main ideas to support that central idea. It was clear that the student understood the purpose for the writing.
- **Main Ideas:** The student included main idea sentences that were written as the first sentence in the paragraph. The main ideas were distinct from one another, however the language is simple and redundant.
- **Sentence Structure/Word Choice:** the paragraphs follow a similar pattern, however the sentences are varied with some interesting word choice: enthusiasm, figured out. This student could benefit from lessons on sentence structure, creative transitions, and word choice.

- **Elaboration:** The author was able to include elaboration through the use of the detail generating questions - What does it look like? And Why is it important? In this response to text, the detail generating questions provide a frame for locating specific evidence and explaining that evidence. What does it look like to be a seeker of knowledge? The student writes, "Evidence of Francois wanting to learn hieroglyphics is in paragraph 7. In paragraph 7 it says, "Then I will one day." The writer goes on to explain why this is important, "then he left the house with enthusiasm so he thinks that he will be the first person to figure out the key to reading the Egyptian hieroglyphs writing." This type of evidence and explanation are woven into each paragraph.
- **Introduction and Conclusion:** The introduction statement established the topic by turning the prompt into the response. The conclusion re-stated the prompt. These "bookends" provided coherence to the piece.
- **Transitions:** There were transitions within each paragraph that made it easy to read, however they were redundant in nature and the writing could certainly be enhanced using creative transitions and main idea sentence starters.

Feedback with Prescriptive Lesson:

CHOOSE a Focus Skill

Main Ideas/Reasons: The student would benefit from lessons on developing main ideas sentences that are creative and adding additional high level vocabulary.

Section 2 Lesson 10 and 11 Alternatives to Boring, Redundant Main Idea Sentences

Section 2 Lesson 15 Word Referents

Elaboration: The student would benefit by practicing how to state evidence through the use of sentence starters and to paraphrase in their own words at times.

Section 3 Lesson 12 Paraphrasing

Section 3 Lesson 13 Giving the Author Credit

Introductions: This piece could be enhanced by a strong lead and an effective topic sentence that names the specific main ideas in the author's prewriting plan.

Section 5 Lesson 1 Leads and Topic Sentences

Section 5 Lesson 2 Writing an Attention-Grabbing Lead

Section 5 Lesson 3 Effective Topic Sentences

Section 5 Lesson 4 Writing Topic Sentences

Section 5 Lesson 5 Writing the Introduction Paragraph

Conclusions: The student needs instruction on effective conclusion paragraphs.

Section 5 Lesson 7 Revising Dull Conclusion Paragraphs

Section 5 Lesson 8 Revising this Conclusion Paragraphs

Section 5 Lesson 10 The Hypothetical Anecdote

2019 MCAS

Grade 4 English Language Arts

Question 8

Idea Development - Score Point 4

The essay is clear and fully develops the central idea that Jean-François was a "seeker of knowledge." It is effectively organized and includes transitions and the multiple ways in which Jean-François was a seeker of knowledge. Details, such as how Jean-François wanted to learn to read hieroglyphs and how he figured out that pictures represented words, are chosen to support the central idea. Each reason is supported with evidence from the article, and there is a clear explanation of how these reasons relate to being "a seeker of knowledge." The central idea is clearly expressed with effective organization and relevant details to demonstrate a full awareness of the purpose for writing.

Standard English Conventions - Score Point 3

The essay shows a consistent control of grammar, usage, and mechanics. While the paragraphs each follow a similar pattern, the structure of the sentences they contain are varied. Quotations are used and presented effectively. Given its length and complexity, the essay demonstrates consistent control of Standard English conventions for this grade level.

Jean-Francois was a "seeker of knowledge".

A way Francois was a "seeker of knowledge" is because he wanted to learn how to read Egyptian picture hieroglyphs writing. Evidence of Francois wanting to learn hieroglyphs is in paragraph 7. In paragraph 7 it says "Then I will one day" then he left the house with enthusiasm so he thinks that he will be the first person to figure out the key to reading the Egyptian hieroglyphs writing. That is a way Francois was a "seeker of knowledge".

Another reason Francois was a seeker of knowledge is that he had figured out the pictures were also sounds, syllables, and words. Evidence of Francois figuring out the pictures were also sounds, syllables, and words is in paragraph 12. In paragraph 12 it says "the pictures were sounds, too." "Not single letters, syllables, even whole words so it shows Francois figured out the pictures. That is another way how Francois was a "seeker of knowledge".

A third way Francois was a "seeker of knowledge is that he got sent to Egypt to uncover more secrets. Evidence of Francois getting sent to Egypt to uncover more secrets is in paragraph 19. In paragraph 19 it says "A few years later, the people o France sent Jean Francois to Egypt on an expedition to uncover more secrets" so he was sent to Egypt because he figured out how to read the hieroglyphs so the people of France sent him to Egypt to find more discoveries. That is a third way Francois was a "seeker of knowledge"

That is how Jean-Francois was a "seeker of knowledge".

Jean-Francois was a "seeker of knowledge".

Introduction Statement
Turn the Question/Prompt into the Response

A way Francois was a "seeker of knowledge" is because he wanted to learn how to read Egyptian picture hieroglyphs writing. Evidence of Francois wanting to learn hieroglyphs is an in paragraph 7. In paragraph 7 it says "Then I will one day" then he left the house with enthusiasm so he thinks that he will be the first person to figure out the key to reading the Egyptian hieroglyphs writing. That is a way Francois was a "seeker of knowledge".

Learn to read hieroglyphs

explain your thinking using the question - why is it important?

Another reason Francois was a seeker of knowledge is that he had figured out the pictures were also sounds, syllables, and words. Evidence of Francois figuring out the pictures were also sounds, syllables, and words is in paragraph 12. In paragraph 12 it says "the pictures were sounds, too." "Not single letters, syllables, even whole words so it shows Francois figured out the pictures. That is another way how Francois was a "seeker of knowledge".

Sounds syllables & words

Cite Source Text

A third way Francois was a "seeker of knowledge is that he got sent to Egypt to uncover more secrets. Evidence of Francois getting sent to Egypt to uncover more secrets is in paragraph 19. In paragraph 19 it says "A few years later, the people o France sent Jean Francois to Egypt on an expedition to uncover more secrets" so he was sent to Egypt because he figured out how to read the hieroglyphs so the people of France sent him to Egypt to find more discoveries. That is a third way Francois was a "seeker of knowledge"

Uncover more secrets

That is how Jean-Francois was a "seeker of knowledge".

Conclusion Statement
Reiterates the Prompt

[4 Points | 4 Points | 3 Points | 2 Points | 1 Point | 0 Points]