DeShaun has started making the plan below to organize ideas for a paper. Use his plan to answer Numbers 1 through 4.

**Topic: Cardboard Robot**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Detail</th>
</tr>
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<tbody>
<tr>
<td>1. Gather materials.</td>
<td>cereal box, juice box, cardboard tubes, scissors, hole punch, pipe cleaners, aluminum foil, markers</td>
</tr>
<tr>
<td>2. Plan the design.</td>
<td>– Lay out tubes and boxes to make robot shape.</td>
</tr>
<tr>
<td></td>
<td>– Choose sounds robot should make.</td>
</tr>
<tr>
<td>3. Prepare the parts.</td>
<td>– Cut tubes the right length.</td>
</tr>
<tr>
<td></td>
<td>– Punch holes for connecting parts.</td>
</tr>
<tr>
<td>4. Connect the parts.</td>
<td>– Line up holes of matching parts.</td>
</tr>
<tr>
<td></td>
<td>– Put pipe cleaners through holes and twist.</td>
</tr>
<tr>
<td>5. Add details.</td>
<td>– Wrap boxes and tubes in foil before punching holes.</td>
</tr>
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<td>– Draw face and other details.</td>
</tr>
</tbody>
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Which detail from DeShaun’s Writing Plan is off-topic and should be crossed off the plan?

A  Punch holes for connecting parts.
B  Choose sounds robot should make.
C  Put pipe cleaners through holes and twist.
D  Lay out tubes and boxes to make robot shape.

Based on the information in DeShaun’s Writing Plan, which idea below is out of order and should be moved to Step 3?

F  Draw face and other details.
G  Line up holes of matching parts.
H  Put pipe cleaners through holes and twist.
I  Wrap boxes and tubes in foil before punching holes.

DeShaun wants to add the detail “Cut pipe cleaner pieces to use as hands or pinchers” to his plan. Under which step should he place it to correctly organize the ideas?

A  Step 1
B  Step 2
C  Step 3
D  Step 4

Based on the information in DeShaun’s Writing Plan, what kind of paper is DeShaun planning to write?

F  a paper that describes what today’s robots can do
G  a paper that gives facts and information about robots
H  a paper that explains how to make a cardboard robot
I  a paper that tells a story about a boy who invents a robot
Name

Now you will complete a writing exercise. It is important to do your best.

The prompt below tells what you will write about. It also suggests ideas for planning. You may use the planning page on page 272 to help you plan and organize your writing.

After you plan, begin writing on page 270. You have 45 minutes to plan and write. I will let you know when there are 10 minutes left.

You are going to a campout. Each camper will teach a special activity. It can be a craft, a game, a skill, or a recipe.

Think of something you know how to do that you could teach the other campers.

Now write a how-to paragraph for your special activity.
Name ________________________________

You may use this page to plan. Remember this page will NOT be scored.

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1. Which detail from DeShaun’s Writing Plan is off-topic and should be crossed off the plan?
   A. Punch holes for connecting parts.
   B. Choose sounds robot should make.
   C. Put pipe cleaners through holes and twist.
   D. Lay out tubes and boxes to make robot shape.
   (LA.4.3.3.2)

2. Based on the information in DeShaun’s Writing Plan, which idea below is out of order and should be moved to Step 3?
   F. Draw face and other details.
   G. Line up holes of matching parts.
   H. Put pipe cleaners through holes and twist.
   I. Wrap boxes and tubes in foil before punching holes.
   (LA.4.3.2.2)

3. DeShaun wants to add the detail “Cut pipe cleaner pieces to use as hands or pinchers” to his plan. Under which step should he place it to correctly organize the ideas?
   A. Step 1
   B. Step 2
   C. Step 3
   D. Step 4
   (LA.4.3.2.2)

4. Based on the information in DeShaun’s Writing Plan, what kind of paper is DeShaun planning to write?
   F. a paper that describes what today’s robots can do
   G. a paper that gives facts and information about robots
   H. a paper that explains how to make a cardboard robot
   I. a paper that tells a story about a boy who invents a robot
   (LA.4.3.1.2)
Now you will complete a writing exercise. It is important to do your best.

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After you plan, begin writing on page 270. You have 45 minutes to plan and write. I will let you know when there are 10 minutes left.

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Think of something you know how to do that you could teach the other campers.

Now write a how-to paragraph for your special activity.

(LA.4.4.2.1)
You may use this page to plan. Remember this page will NOT be scored.
## Writing Scoring Rubric

| 6 points | The writing is organized logically and includes transitional devices. It maintains its focus and seems complete. The supporting ideas are fully developed and include many details and examples. There are varied sentence types and the word choice is especially vivid and precise. There are few, if any, spelling and grammatical errors. |
| 5 points | The writing is organized and includes some transitional devices. It maintains its focus and seems complete. The supporting ideas are developed and include details and examples. There are varied sentence types and the word choice is generally vivid and precise. There are a few spelling and grammatical errors. |
| 4 points | The writing is organized, but there are some lapses. The writing mostly maintains its focus and seems complete. Some ideas are developed and include details and examples. Other ideas may lack support. There are some varied sentence types and the word choice is satisfactory. There are some grammatical errors. |
| 3 points | The writing has limited organization. The writing generally maintains its focus, but some unrelated information is included, so the writing may not seem complete. Some ideas are not developed with details and examples. Mostly simple sentences are used, and word choice is satisfactory, but limited. There are some spelling and grammatical errors. |
| 2 points | The writing has minimal organization and lacks focus. Many ideas are not developed, so the writing does not seem complete. Mostly simple sentences are used, and word choice is limited. There are multiple spelling and grammatical errors. |
| 1 points | The writing has inadequate organization and may only somewhat address the topic. The ideas are not developed and information unrelated to the topic is included, so the paper is confusing. Mostly simple sentences are used, and word choice is immature. There are frequent spelling and grammatical errors, and these errors limit the reader’s understanding. |
| Unscorable | A paper is unscorable if the writing does not relate to the prompt, if it is illegible, if it is incomprehensible, or if no response is given. |