

GRADE 4
Reading

Administered May 2022

RELEASED

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

Digging Up the Truth

Characters

NELSON: 4th-grade student

MATT: Nelson's friend

LUCIA: Nelson's friend

MS. CHEN: Librarian

MR. LUND: Nelson's father

SCENE 1

- 1 *[Late summer afternoon, outside the public library. Nelson and Matt wait for the bus.]*
- 2 **NELSON:** What do you think of Writing Camp so far?
- 3 **MATT:** It's pretty cool. What did you write about today?
- 4 **NELSON:** A guy who's an astronaut. I had space travel on my mind from this great book I'm reading. . . . *[Digs in his backpack to pull out his book.]* Hold on. . . . *[Digs some more.]* Hey, I think I left my book inside. I'll be right back.
- 5 **MATT:** Hurry—the bus will be here soon.
- 6 *[Nelson runs back into the library. Ms. Chen looks up when she hears the door.]*
- 7 **NELSON:** Sorry to bother you, but I think I left something in here.
- 8 **MS. CHEN:** Feel free to look around, Nelson. What are you missing?
- 9 **NELSON:** It's a book called *Space Ride*. *[Searches the area where he sat earlier.]* Have you seen it?
- 10 **MS. CHEN:** No, but I'll help you look.
- 11 *[Ms. Chen and Nelson search for a few minutes but don't find the book.]*
- 12 **MS. CHEN:** Let's look again tomorrow morning. Maybe it will turn up.

13 **NELSON:** [*Disappointed.*] I hope so. Thanks, Ms. Chen.

14 [*Nelson hurries out to the bus stop.*]

SCENE 2

15 [*The next morning. Matt and Nelson are walking into the library before camp.*]

16 **MATT:** Did you ever find your book?

17 **NELSON:** [*Sighs.*] No. And I was just getting to the good part.

18 **MATT:** What's it called?

19 **NELSON:** *Space Ride*. Will you help me look?

20 **MATT:** Sure.

21 [*The boys check all around but find nothing. They are walking to their seats, but Matt abruptly stops.*]

22 **MATT:** Hey, Nelson, look at that. [*Nods his head toward Lucia, who is reading Space Ride at the next table.*]

23 **NELSON:** [*Irritated.*] Let's go talk to her.

24 [*The two boys walk over to Lucia.*]

25 **NELSON:** Hi, Lucia. Where'd you get that book?

26 **LUCIA:** [*Looking up.*] At the bookstore. Why?

27 **NELSON:** I lost my copy yesterday. Are you sure you didn't find it here?

28 **LUCIA:** [*Shakes her head.*] No, this one's mine.

29 [*Nelson looks at Lucia suspiciously.*]

30 **LUCIA:** [*Closing the book and holding it to her chest.*] You're not the only person who likes this book, Nelson. Besides, I'm on page 134. If I had just found the book, I couldn't have read this many pages already.

31 [*Ms. Chen overhears the students talking and walks over to them.*]

32 **MS. CHEN:** Nelson, there's no reason to assume that Lucia has your book.

- 33 **NELSON:** But Ms. Chen, I lost this same book yesterday, and today Lucia is reading it. Don't you think that's strange?
- 34 **MS. CHEN:** No, and we should trust Lucia. This book is very popular. The library even has a waiting list for it. You can keep looking for your book after camp. Now please have a seat so we can start writing.
- 35 [*Nelson and Matt slowly walk back to their table. Nelson looks distressed.*]

SCENE 3

- 36 [*Later that evening. Nelson and Mr. Lund are sitting on the couch in their living room.*]
- 37 **NELSON:** [*Forcefully.*] Dad, I just know Lucia has my book.
- 38 **MR. LUND:** Lucia said that was her copy, Nelson. Are you sure you've looked everywhere?
- 39 **NELSON:** I've searched the library a hundred times.
- 40 **MR. LUND:** How about your room? And in your backpack?
- 41 **NELSON:** [*Shaking his head.*] It's not in there, Dad.
- 42 **MR. LUND:** Why don't you look in your bag one more time? I'll hunt around here.
- 43 [*Nelson opens his backpack and takes out all his belongings, one by one. He turns the backpack upside down and shakes it. A book falls out.*]
- 44 **NELSON:** [*Shocked.*] Dad, the book was in my bag the whole time. Look, here. [*Shows Mr. Lund the inside of his backpack.*] The inside pocket is torn, and it must've slipped down into the lining of the bag. [*Sticks his hand in the backpack. Smiles. Then looks concerned.*] Poor Lucia was telling the truth all along. And Ms. Chen. She tried to help me.
- 45 **MR. LUND:** Well, tomorrow is a new day.
- 46 **NELSON:** You're right. I'll show the backpack to Lucia and Ms. Chen when I get to the library in the morning. I hope they'll understand and accept my apology.
- 47 **MR. LUND:** [*Nodding his head.*] That's a good plan.

48 **NELSON:** But now I have another plan.

49 [Nelson *smiles and makes himself comfortable on the couch and opens up* Space Ride.]

- 1 Read line 25.

NELSON: Hi, Lucia. Where'd you get that book?

What is the most likely reason Nelson asks Lucia this question?

- A** To learn where he can buy the same book
 - B** To find out if she picked up his book in the library
 - C** To get suggestions from her about where to look for his book
 - D** To see if there is another copy of the book in the library
-

- 2 What does the word assume mean in line 32?

- F** Suggest a different solution
 - G** Realize something is missing
 - H** Wonder about a problem
 - J** Believe something without proof
-

- 3 Which line from the play best supports the idea that Nelson realizes he made a mistake?

- A NELSON:** Are you sure you didn't find it here? (line 27)
- B NELSON:** Don't you think that's strange? (line 33)
- C NELSON:** Poor Lucia was telling the truth all along. (line 44)
- D NELSON:** But now I have another plan. (line 48)

- 4** Read line 45.

MR. LUND: Well, tomorrow is a new day.

What does this line suggest?

- F** Nelson can improve the situation with Lucia and Ms. Chen.
 - G** Lucia will notice that Nelson is being nice to her.
 - H** Mr. Lund will help Nelson look for a new backpack.
 - J** Nelson should return to writing camp with Matt.
-

- 5** Why is Mr. Lund important to the resolution of the play?

- A** He listens to Nelson talk about his problem.
- B** He tells Nelson to look through his backpack again.
- C** He looks through the house to find the book.
- D** He offers a way to apologize the next day at camp.

6 Read the dictionary entry.

check \ˈchek\ *verb*

- 1.** to mark
- 2.** to control
- 3.** to search
- 4.** to study

Which definition of check is used in line 21?

- F** Definition 1
 - G** Definition 2
 - H** Definition 3
 - J** Definition 4
-

7 Read this stage direction from line 30.

LUCIA: [*Closing the book and holding it to her chest.*]

What does this stage direction suggest about Lucia?

- A** She wants to be sure to take the book when she leaves.
- B** She wants to read the book before Nelson does.
- C** She is upset that Nelson plans to write about the book.
- D** She realizes that Nelson thinks the book belongs to him.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Junior Park Rangers

- 1 It's a warm, sunny day at Garner State Park in Texas. A group of children crouch down near a dusty trail. The children are studying a strange set of footprints on the ground. One girl points at the toe markings. Meanwhile, a boy studies an animal-tracking guide. "I think they belong to a turkey!" the boy announces. The other children agree. They make a note in their journals. "We're one step closer to our Junior Ranger badges!" the girl grins. These children are participating in the Texas State Parks Junior Ranger Program. This program offers a fun way for children to discover and explore in Texas state parks.



Children wearing Junior Ranger Explorer Packs stop along a trail to study animal tracks.

Courtesy of Texas Parks and Wildlife

Junior Rangers across Texas

- 2 In May 2013 the Texas State Parks Junior Ranger Program began. Thanks to the program, there are many Junior Rangers across the state of Texas today. This means that many children have learned how to take care of parks. This is good news for Texas state parks because there are nearly 100 parks in the state.
- 3 No matter where you live in Texas, chances are there is a state park close to you. There are park locations among mountains and canyons, in the desert, and along the seashore. Each park is rich with different animals, birds, rocks, flowers, and plants. No two

parks are alike. Each park offers a unique experience for young explorers.

Becoming a Junior Ranger

- 4 It is easy to become a Junior Ranger. The program is completely free and is available to children aged 6 through 12. Children interested in becoming a Junior Ranger need the Junior Ranger Activity Journal. This journal is available at every state park. The journal describes the park and its history. Children can also read about the jobs of park rangers in the journal. It contains safety rules as well as information about how to keep the park beautiful.



Children enjoy a family hike as they use the Junior Ranger Explorer Pack that they borrowed from the park headquarters.

Courtesy of Texas Parks and Wildlife

- 5 In order to become a Junior Ranger, you must complete some of the activities in the journal. The number of activities is determined by your age. For example, if you are 8 to 10 years old, you may work on your choice of seven activities. You may choose to interview a ranger, explore a trail, complete a game, or answer questions about the park. If you are younger, you may complete fewer activities. If you are older, more activities are required to earn your badge.
- 6 No matter your age, when you have finished your activities, a park ranger will review the completed activities in your journal. (You may take the journal home as a souvenir!) Then, you will take the Junior Ranger pledge and promise to care for the park. You will also receive

an official Junior Ranger badge. Each park has a different badge, so you can collect as many as you want!

Helpful Tools for Junior Rangers

- 7 Each time you visit a new Texas state park, visit the park headquarters. It is often located near the park's main entrance. This is where you can pick up a Junior Ranger Activity Journal. Some state parks offer Junior Ranger Explorer Packs. Children may borrow the backpack from the park headquarters.



Courtesy of Texas Parks and Wildlife

- 8 The Junior Ranger Explorer Packs contain helpful items for a young explorer. The backpacks include binoculars, a magnifying glass, an animal-tracking key, a pencil, crayons, watercolors, and a sketchbook. The binoculars are especially useful for viewing animals from a distance. The animal-tracking key shows what different animal tracks look like. The key helps explorers figure out which animals have traveled on a path by looking at their footprints. The backpack also includes guides to birds, flowers, rocks, plants, and trees. The guides help children learn more about what can be seen at the state park.

Spoken Like a Real Junior Ranger

- 9 What's it like to earn a Junior Ranger badge? "It's fun!" says Molly Miser, who earned a badge at Stephen F. Austin Park. Ranger Bryan Hein, who awarded her the badge, agrees. "It's a great opportunity for our young ones to learn the culture and natural resources of our parks," he says.

- 8** What is the central idea of the selection?
- F** The Junior Ranger Program offers a way for children to learn about and explore Texas state parks.
 - G** Children can meet Junior Rangers by visiting Texas state parks.
 - H** Children who live near a Texas state park can become Junior Rangers.
 - J** The Junior Ranger Program activity books give children something to do when they visit Texas state parks.
-

- 9** In which section would the reader find information about having a park ranger review the Junior Ranger Activity Journal after the activities in the journal have been completed?
- A** Junior Rangers across Texas
 - B** Becoming a Junior Ranger
 - C** Helpful Tools for Junior Rangers
 - D** Spoken Like a Real Junior Ranger
-

- 10** Which sentence best states a message in the selection?
- F** Spending time outdoors is a good way to make new friends.
 - G** The most difficult activities are usually the most interesting ones.
 - H** It is important for children to make their own goals.
 - J** Learning about nature can be challenging and rewarding.

11 In paragraphs 4 through 6, what key idea about the Junior Ranger Activity Journal is best supported?

- A** It includes activities students must complete to earn a badge.
 - B** It describes activities students have done to improve the park.
 - C** It teaches students about the different state parks in Texas.
 - D** It gives students a place to write about their experience.
-

12 What is the most likely reason the author includes the anecdote in paragraph 1?

- F** To explain what a child must do to become a Junior Ranger
 - G** To persuade children to use a Junior Ranger Explorer Pack at a park
 - H** To provide details about activities available at Texas state parks
 - J** To introduce the topic by describing a real Junior Ranger experience
-

13 Which sentence best explains why children should visit as many parks as they can?

- A** *This program offers a fun way for children to discover and explore in Texas state parks. (paragraph 1)*
- B** *This is good news for Texas state parks because there are nearly 100 parks in the state. (paragraph 2)*
- C** *Each park offers a unique experience for young explorers. (paragraph 3)*
- D** *This journal is available at every state park. (paragraph 4)*

Read the next two selections and choose the best answer to each question. Then fill in the answer on your answer document.

Do What You Can



- 1 There was once a farmer who had a large field of corn that he harrowed and weeded with the greatest care, for he wanted to sell the corn and buy good things for his family with the money. But after he had worked hard, he saw the corn wither and droop, for no rain fell, and he began to fear that he was to have no crop. He felt very sad, and every morning he went out to the field and looked at the thirsty stalks and wished for the rain to fall.
- 2 One day, as he stood looking up at the sky, two little raindrops saw him, and one said to the other: "Look at that farmer. I feel very sorry for him. He took such pains with his field of corn, and now it is drying up. I wish I might help him."
- 3 "Yes," said the other, "but you are only a little raindrop. What can you do? You can't wet even one hill."
- 4 "Well," said the first, "I know, to be sure, I cannot do much; but perhaps I can cheer the farmer a little, and I am going to do my best by going to the field to show my good will, if I can't do anything more. Here I go!"
- 5 The first raindrop had no sooner started for the field than the second one said:

- 6 "Well, if you really insist upon going, I think I will go, too. Here I come!" And down went the raindrops. One came—pat—on the farmer's nose, and one fell on a thirsty stalk of corn.
- 7 "Dear me," said the farmer, "what's that? A raindrop! Where did it come from? I do believe we shall have a shower."
- 8 By this time a great many raindrops had come together to see what all the commotion was about, and when they saw the two kind little drops going down to cheer the farmer and water his corn, one said:
- 9 "If you two are going on such a good errand, I'll go, too!" And down he came. "And I!" said another. "And I!" And so said they all, until a whole shower came and the corn was watered, and then the corn grew and ripened—all because one little raindrop tried to do what it could.

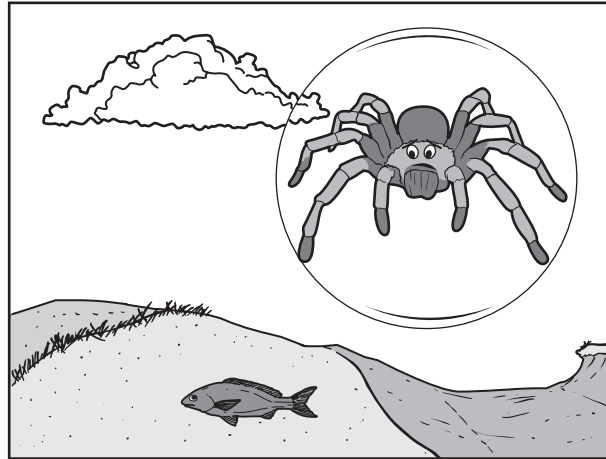
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How Six Sons Rescued Anansi

An Adaptation of an African Folktale

- 1 Many years ago a spider named Anansi had six sons. Each one had a special talent, so Anansi gave each son a name that identified that son's unique gift. Anansi called his sons: River Drinker, See Far, Stone Thrower, Road Builder, Bubble Blower, and Puffy Pillow.
- 2 One morning Anansi told his sons, "There's a treasure that glows behind the mountain. I am going to search for it."
- 3 "Good luck, Father," the six sons said.
- 4 That evening See Far was peering into the distance from a tall tree. Suddenly he shouted to his brothers, "Father has fallen into a lake, and a fish has swallowed him! He needs our help."
- 5 Instantly Road Builder built a silky trail that zigzagged like a lightning bolt through the trees. Then, the brothers charged down the path to the lakeshore.
- 6 "But how will we capture the fish?" cried See Far. "It's hiding beneath the waves."
- 7 "That's no problem," announced River Drinker. He leaned over and gulped down the water. Soon the fish was flapping on the dry, sandy bottom.

- 8 "But how will we get Father out?" asked See Far. "He's trapped inside."



- 9 "Watch me!" declared Bubble Blower. He took a deep breath and blew into the fish. Seconds later a huge bubble floated out with Anansi screaming for help inside it!
- 10 However, before the six sons could catch the bubble, it floated into the sky.
- 11 "Oh, no!" gasped See Far. "Father and the bubble have drifted into that thundercloud."
- 12 "I'll rescue him," proclaimed Stone Thrower. Carefully he aimed a tiny pebble at the thundercloud and then threw the rock into the cloud. *Pop!* Anansi plunged from the sky back toward the earth.
- 13 "Father is falling!" yelled See Far frantically.
- 14 "Oh, no!" said Puffy Pillow. In a flash, he lay beneath Anansi.
- 15 *Plop!* Anansi landed with a gentle bounce on Puffy Pillow's soft, springy back.
- 16 "Thank you, my talented sons," Anansi praised. "I wish I could reward you all with the treasure I discovered, but I only found one glowing white ball. How will I decide which son deserves it most?"
- 17 As Anansi considered his dilemma, he began to smile. Finally, with one tremendous toss, he hurled the ball into the darkening night sky.
- 18 "Look, my sons," Anansi laughed with delight. "I've placed the moon in the sky so you can share the reward."

14 Use “Do What You Can” to answer the following question.

Which sentence from the story “Do What You Can” supports the idea that the first raindrop inspires the other raindrops?

- F** *“I feel very sorry for him.”* (paragraph 2)
 - G** *“I wish I might help him.”* (paragraph 2)
 - H** *“Yes,” said the other, “but you are only a little raindrop.”* (paragraph 3)
 - J** *“Well, if you really insist upon going, I think I will go, too.”* (paragraph 6)
-

15 Use “Do What You Can” to answer the following question.

What does the word wither mean in paragraph 1 of the story “Do What You Can”?

- A** Find warmth
- B** Grow fast
- C** Stay strong
- D** Become dry

16 Use “Do What You Can” to answer the following question.

In the story “Do What You Can,” which key idea about the first raindrop do the details in paragraph 2 support?

- F** The first raindrop understands the farmer’s problem.
 - G** The first raindrop wants to be the farmer’s friend.
 - H** The first raindrop believes the farmer should plant a different crop.
 - J** The first raindrop thinks that hard work has made the farmer ill.
-

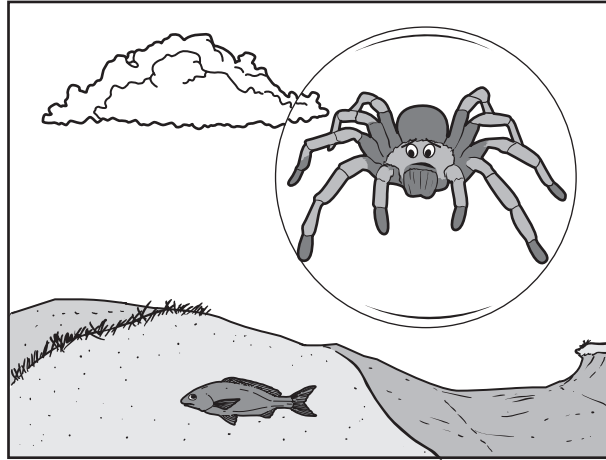
17 Use “How Six Sons Rescued Anansi” to answer the following question.

Based on the events throughout the story “How Six Sons Rescued Anansi,” which sentence best describes how Anansi feels about his sons?

- A** He is bothered by their unusual behaviors.
- B** He is eager to teach them new skills.
- C** He is proud of their accomplishments.
- D** He is upset by their attitudes.

- 18** Use “How Six Sons Rescued Anansi” to answer the following question.

Look at this illustration from the story “How Six Sons Rescued Anansi.”



What is the most likely reason the author includes this illustration?

- F** To highlight that Anansi is about to escape from the bubble
- G** To show that Anansi is floating high in the bubble
- H** To hint that Anansi is worried that the hungry fish may eat him
- J** To suggest that no one can see where Anansi has gone

- 19** Use “How Six Sons Rescued Anansi” to answer the following question.

What is the main message of the story “How Six Sons Rescued Anansi”?

- A** Everyone makes mistakes sometimes.
 - B** Doing your best is more important than succeeding.
 - C** More can be accomplished when working as a team than working alone.
 - D** The world has many wonders that are waiting to be discovered.
-

- 20** Use “How Six Sons Rescued Anansi” to answer the following question.

Which sentence from the story “How Six Sons Rescued Anansi” best helps the reader understand that Anansi’s problem is resolved?

- F** *Seconds later a huge bubble floated out with Anansi screaming for help inside it!* (paragraph 9)
- G** *“I’ll rescue him,” proclaimed Stone Thrower.* (paragraph 12)
- H** *Anansi plunged from the sky back toward the earth.* (paragraph 12)
- J** *Anansi landed with a gentle bounce on Puffy Pillow’s soft, springy back.* (paragraph 15)

- 21** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

Which sentence best describes a **SIMILARITY** between the stories “Do What You Can” and “How Six Sons Rescued Anansi”?

- A** Both stories include a family who spends time together.
 - B** Both stories include characters who are rewarded for their efforts.
 - C** Both stories have characters who go on dangerous journeys.
 - D** Both stories use humor to send a message.
-

- 22** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

How do the raindrops in the story “Do What You Can” **DIFFER** from the sons in the story “How Six Sons Rescued Anansi”?

- F** The raindrops do not have different abilities, but the sons do.
- G** The raindrops do not listen to one another, but the sons do.
- H** The raindrops do not spend time together, but the sons do.
- J** The raindrops do not like one another, but the sons do.

- 23** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

What is one way the farmer’s experience in the story “Do What You Can” is **DIFFERENT** from Anansi’s experience in the story “How Six Sons Rescued Anansi”?

- A** The farmer changes by the end of the story, but Anansi does not change.
 - B** The farmer learns a lesson, while Anansi teaches a lesson.
 - C** The farmer’s feelings about his situation stay the same, but Anansi’s feelings about his situation improve.
 - D** The farmer’s problem is caused by nature, while Anansi’s problem is caused by an accident.
-

- 24** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

What causes **BOTH** the raindrops in the story “Do What You Can” and the sons in the story “How Six Sons Rescued Anansi” to take action?

- F** They hope to receive a prize.
- G** They are looking for adventure.
- H** They are asked to do something.
- J** They realize someone needs help.

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

Make More Time for Music



A young girl
enjoys listening
to music.

© iStock.com/hidesy

- 1 Are you one of those people who loves listening to music? Do you listen to it whenever you can? If so, you're doing something good for your mind and body. If not, you should think about adding more music to your life. It just might make you happier, healthier, and better rested. It could even make you a better student.

Music and Your Mood

- 2 Music can make you smile, sing along, or get up and dance. These experiences are proof of music's power. In fact, scientists believe that music makes people happier. Valorie N. Salimpoor at McGill University has studied music and the human brain. She has proven that listening to pleasant music causes positive changes in the brain. These changes create feelings of excitement, joy, and pleasure. And those feelings make a person happy.
- 3 Two teams of researchers in Germany and Hungary have found something similar. They've shown that listening to enjoyable music can boost a person's mood. In other words, music can cheer you up when you're feeling sad. However, providing amusement is not music's only purpose. Music can also lower stress and help you worry less. That's according to scientists at the Group Health Research Institute in Seattle, Washington. Their work has shown that relaxing music can calm people who are stressed or worried.

Music Moves You

- 4 Music isn't just good for your mind and mood, though. It's also good for your body. For example, a study called "From Music-Beat to Heart-Beat" showed that music can be used to treat different diseases. Music can also lower blood pressure, which is good for your health. What's more, music gets the blood pumping when you exercise. A group of scientists from Spain and Brazil have studied how music affects runners. The scientists found that people run faster and longer when they listen to music. Music can help you bike faster too. British scientists studied bikers who listened to music with a fast beat. The faster the beat, the faster the bikers rode.

Music Helps You Sleep

- 5 How else is music good for your health? It can help you get better sleep. That's according to a research study called "Music Improves Sleep Quality in Students." This study looked at college students who had a difficult time sleeping. Some of the students were told to listen to relaxing classical music before bedtime. Those students slept better and even felt happier.

Music for Your Brain

- 6 Still not convinced that listening to music is good for you? Then you might be interested to learn that music can help you learn. Scientists in Finland, England, and the United States have shown that music helps students. Listening to music can help you when you're learning something new. It can also help you better remember what you've learned. It can even help when you take a test, according to a British study. Students who listened to background music during a test answered more test questions. They got more of the answers correct too.
- 7 Music is more than just a pleasant art. It's a powerful force that can make our lives better. It can improve our mood, our health, and even our grades. In short, it's good for you. So make time for music, and you won't regret it!

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- 25** What is the most likely reason the author wrote this selection?
- A** To describe the best places for people to listen to music
 - B** To show why athletes should listen to more music
 - C** To explain that music is more powerful than many people realize
 - D** To suggest that music is the best way to fix bad habits
-

- 26** What can the reader infer about the results of the research study described in paragraph 5?
- F** A certain type of music encourages restful sleep for college students.
 - G** Music helps college students understand the importance of sleep.
 - H** College students are too busy to listen to music at night.
 - J** College students like classical music better than other kinds of music.
-

- 27** What claim does the author make in the selection?
- A** Teachers want their students to listen to music in class.
 - B** People should listen to music more regularly.
 - C** Students should avoid listening to music once they fall asleep.
 - D** Listening to music makes people want to exercise.

28 Based on the information throughout the selection, what can the reader conclude about students who listen to music during a test?

- F** Students will likely fall asleep during a test if there is music playing.
 - G** Students will get their blood pumping if they listen to music during a test.
 - H** Students will be less bored if they are able to listen to music during a test.
 - J** Students will feel calmer during a test if there is music playing.
-

29 What is the best summary of the selection?

- A** There are many reasons why people should listen to music. Studies show that music can improve your mood. Music is also good for the mind and body.
- B** Many people enjoy listening to music. It helps them feel less worried. In fact, one study showed that listening to music before bed can make people happier.
- C** Not everyone chooses to listen to music. However, some people listen to music because it helps them learn. Music is also good for people who have trouble sleeping.
- D** Music is able to help people become healthier. In addition, music helps people when they are trying to learn. Students who listen to music during a test get better grades.

30 Look at this photograph from the selection.



What is the most likely reason the author includes this photograph?

- F** To show that some people like music with a fast beat
- G** To show how some people respond to music
- H** To show that music can help people learn
- J** To show how music causes changes in the brain

31 The author uses a problem-and-solution organizational structure in the section titled “Music Helps You Sleep” to help the reader understand —

- A** that music allows people to feel more rested
- B** why most college students do not get enough sleep
- C** the steps to follow before going to sleep
- D** how music is able to get students to relax

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Good Night

by Maxine W. Kumin

- Of course there's nothing
in the night
that isn't there by day —
except that sometimes
5 by moonlight
the curtain has a way
of whispering to the shade
and shapes begin
to bump and play
10 as though two ghosts
had things to say
and suddenly
I'm afraid.
- That's not why I
15 put on the light.
I know just what you'll say —
of course there's nothing
in the night
that isn't there by day.
20 The reason is,
I think,
my bed's too cold,
my bed's too hot,
I had a dream,
25 I don't know what,
I need
a little drink.

And once I see
that I'm all right,
30 of course there's nothing
in the night
and that's when I
put out the light.

Used with permission.

32 In line 12, the suffix *-ly* in the word suddenly helps the reader understand that suddenly means —

- F** in a fast way
 - G** without being fast
 - H** known for being fast
 - J** a person who is fast
-

33 What is the most likely reason the poet includes the figurative language in lines 6 and 7 of the poem?

- A** To suggest that the speaker's room is too quiet at night
 - B** To emphasize what causes the speaker to imagine something
 - C** To describe objects that cannot be seen during the night
 - D** To emphasize why the speaker's room is too dark at night
-

34 Which line from the poem best explains the speaker's problem?

- F** that isn't there by day — (line 3)
- G** I'm afraid. (line 13)
- H** I know just what you'll say — (line 16)
- J** The reason is, (line 20)

35 Which line helps the reader understand that the poet uses a first-person point of view in the poem?

- A** Of course there's nothing (line 1)
 - B** except that sometimes (line 4)
 - C** by moonlight (line 5)
 - D** that I'm all right, (line 29)
-

36 What theme does the poet express in the poem?

- F** Dreams make life more interesting.
- G** People need to accept advice from others.
- H** Some problems come from our imagination.
- J** Some new experiences are more pleasant than others.



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Readiness Standard	8.B	B
2	1	Readiness Standard	3.B	J
3	2	Readiness Standard	7.C	C
4	2	Readiness Standard	6.F	F
5	2	Readiness Standard	8.C	B
6	1	Supporting Standard	3.A	H
7	2	Supporting Standard	9.C	D
8	3	Readiness Standard	9.Di	F
9	3	Supporting Standard	9.Dii	B
10	3	Readiness Standard	10.A	J
11	3	Readiness Standard	6.G	A
12	3	Supporting Standard	10.G	J
13	3	Readiness Standard	7.C	C
14	2	Readiness Standard	7.C	J
15	1	Readiness Standard	3.B	D
16	2	Readiness Standard	6.G	F
17	2	Readiness Standard	8.B	C
18	2	Supporting Standard	10.C	G
19	2	Readiness Standard	10.A	C
20	2	Readiness Standard	8.C	J
21	1	Readiness Standard	6.E	B
22	1	Readiness Standard	6.E	F
23	1	Readiness Standard	6.E	D
24	1	Readiness Standard	6.E	J
25	3	Readiness Standard	10.A	C
26	3	Readiness Standard	6.F	F
27	3	Readiness Standard	9.Ei	B
28	3	Readiness Standard	6.H	J
29	3	Readiness Standard	7.D	A
30	3	Supporting Standard	10.C	G
31	3	Supporting Standard	10.B	A
32	1	Supporting Standard	3.C	F
33	2	Supporting Standard	10.D	B
34	2	Readiness Standard	8.C	G
35	2	Supporting Standard	10.E	D
36	2	Supporting Standard	8.A	H

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
1	Option B is correct	In line 25, Nelson asks the question because Lucia is reading a book with the same title as that of the book Nelson has misplaced. In line 27, he tells her he lost his copy yesterday and asks, "Are you sure you didn't find it here?"
	Option A is incorrect	Nelson wants to find his copy of the book, not buy the same book, as demonstrated by his searching for it in lines 11 and 21.
	Option C is incorrect	As shown in lines 11 and 21, several people are already helping Nelson look for his lost book, so he is not trying to get suggestions about where to look for his book. Also, as suggested by his conversation with Lucia in lines 25 through 28, Nelson is initially suspicious toward Lucia.
	Option D is incorrect	He does not ask Lucia the question in line 25 to determine whether there are more copies in the library; Nelson wants to determine whether she has his copy. For example, in line 27, he follows up his question with, "Are you sure you didn't find it here?"

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
2	Option J is correct	In line 32, because Nelson cannot find his copy of the book, he <u>assumes</u> , or believes without proof, that Lucia picked it up because she is reading a book with the same title.
	Option F is incorrect	In line 32, <u>assume</u> does not mean to suggest a different solution. Because Nelson cannot find his copy of the book, he takes for granted, or <u>assumes</u> , that Lucia has a book with the same title because she took his.
	Option G is incorrect	In line 32, <u>assume</u> does not mean to realize something is missing; after Nelson can't find his book, he takes for granted, or <u>assumes</u> , that Lucia picked up his book.
	Option H is incorrect	In line 32, <u>assume</u> does not mean to wonder about a problem; Nelson concludes without evidence, or <u>assumes</u> , that Lucia took his book.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
3	Option C is correct	In line 44, Nelson realizes he made a mistake when he notices that his copy of the book had slipped into a hole in the lining of his backpack; at this point, he feels bad about thinking that Lucia had his book.
	Option A is incorrect	Nelson asks this question in line 27 because he still thinks that Lucia has his book; he has not yet realized he made a mistake.
	Option B is incorrect	In line 33, Nelson is still suspicious and thinks that Lucia is to blame for his lost book, so he hasn't realized his mistake at this point.
	Option D is incorrect	In line 48, Nelson makes this statement because he now plans to read his book, as explained in line 49; this is past the point when Nelson realizes he made a mistake.

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Item #	Rationale	
4	Option F is correct	In line 45, Mr. Lund suggests that Nelson can fix the problem tomorrow by letting Lucia and Ms. Chen know that he found his book and that he is sorry for causing trouble. This is made clear by Nelson's response in line 46, where he shares his plans to apologize.
	Option G is incorrect	There is no implication in line 45 that Lucia will notice a change in Nelson's behavior; rather, Mr. Lund's statement refers to Nelson's ability to correct his misunderstanding, as he describes in line 46.
	Option H is incorrect	There is no indication that Nelson will get a new backpack; the idea of a "new day" in line 45 refers to an opportunity for Nelson to apologize to Lucia and Ms. Chen, as he discusses in line 46.
	Option J is incorrect	Although Nelson will return to writing camp the next day, in line 45 Mr. Lund is referring to Nelson's next chance to talk to Lucia and Ms. Chen, as Nelson considers in line 46.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
5	Option B is correct	Because of Mr. Lund’s suggestion to take another look through the backpack in line 42, Nelson finds the missing book in a hole in the lining of the backpack; this makes Mr. Lund important to the play’s resolution.
	Option A is incorrect	Mr. Lund does listen to his son in lines 37 through 41, but it is Mr. Lund’s suggestion that Nelson look through the backpack again, in line 42, that resolves Nelson’s problem.
	Option C is Incorrect	In lines 40 and 42, Mr. Lund makes suggestions about where Nelson should look for the book, but he never looks through the house to find the book.
	Option D is incorrect	Although in line 46 Nelson considers how he will apologize the next day at camp, and Mr. Lund helps his son locate the book (line 43), this realization is a result of the play’s resolution; it’s not what resolves the main conflict in the play.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
6	Option H is correct	The word <u>check</u> is used in line 21 to show that Nelson and his friends search for the book in the library.
	Option F is incorrect	Nothing is being marked, so this definition of <u>check</u> is not how the word is being used in line 21.
	Option G is incorrect	The boys are not trying to exercise control in line 21, so this definition does not match how the word <u>check</u> is being used.
	Option J is incorrect	In line 21, the boys are not studying but rather are searching the library for the missing book; therefore, <u>check</u> is not being used to mean “study.”

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
7	Option D is correct	In line 30, Lucia knows that Nelson believes the book she has is his, because in lines 25 and 27, he asks her where she got the book and if she was sure she didn't find it in the library. This is the reason she holds it close.
	Option A is incorrect	In line 30, as she holds the book close, Lucia describes how much she is enjoying the book, suggesting she's not likely to leave it behind. Also, she's defending herself against Nelson's insinuations that she might have his book, which is the more likely reason she holds it close.
	Option B is incorrect	Although in line 30 Lucia reveals that she's already on page 134, there is no indication that she wants to read the book before Nelson does. Instead, her actions are in response to his accusations that she might have his copy of the book.
	Option C is incorrect	Although Nelson is writing about information related to the book, as demonstrated by his conversation with Matt in lines 3 and 4, there's no suggestion in line 30 or the rest of the selection that Lucia is upset by this.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
8	Option F is correct	The central idea of the selection is that Junior Rangers learn about and explore the state's parks, as the author explains in the last sentence in paragraph 1. The rest of the selection supports this idea. For example, the author describes the variety of parks where Junior Rangers can explore (paragraphs 2–3), how to start learning and exploring as a Junior Ranger (paragraphs 4–6), and the tools Junior Rangers use to explore (paragraphs 7–8).
	Option G is incorrect	Although it's possible that children may meet other children at the parks who have earned their Junior Ranger badges, this is a detail that can be inferred from the central idea that Junior Rangers have opportunities to learn and explore.
	Option H is incorrect	In paragraph 3, the author states, "No matter where you live in Texas, chances are there is a state park close to you," suggesting that all children can be Junior Rangers. Also, this idea is not the central idea of the selection; rather, it supports the central idea by demonstrating that there are many parks that kids can access to become Junior Rangers.
	Option J is incorrect	Although the activity journals (paragraphs 5–6) give children something to do, their primary objective is to help kids learn what they need to become Junior Rangers. Also, information about these activity journals supports the central idea by showing how the program helps kids learn about and explore Texas state parks.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
9	Option B is correct	"Becoming a Junior Ranger" (paragraphs 4–6) is the section that explains how the activity journals are reviewed by a park ranger.
	Option A is incorrect	The section "Junior Rangers across Texas" (paragraphs 2–3) contains information about where junior ranger programs are available, not about park rangers reviewing journals.
	Option C is incorrect	The section "Helpful Tools for Junior Rangers" (paragraphs 7–8) lists the tools in the Junior Ranger Explorer Packs, such as binoculars and a magnifying glass, that will help make the activities even more interesting; it does not include information about park rangers reviewing journals.
	Option D is incorrect	"Spoken Like a Real Junior Ranger" (paragraph 9) gives a testimonial of a child who has participated in the Junior Ranger program; this section is not where the reader would find information about park rangers reviewing journals.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
10	Option J is correct	A message in the selection is that exploring nature can be challenging and rewarding. For example, in paragraphs 5 and 6, the author details the activities a kid must complete—such as interviewing a ranger or answering questions about the park—to become a Junior Ranger, and in paragraph 9, the author quotes kids talking about how rewarding it is to be a Junior Ranger.
	Option F is incorrect	Although it may be inferred that spending time outdoors can result in new friendships, this inference, if true, supports the selection’s message that learning about nature comes with challenges and rewards.
	Option G is incorrect	Although the author explains the activities in paragraphs 5 and 6, there is nothing in the selection that measures how difficult or interesting any of the activities are.
	Option H is incorrect	In paragraph 5, the author explains that children can choose which activities they complete, which could be related to children making goals; however, this detail helps support the message about the challenges and rewards of learning about nature.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
11	Option A is correct	In paragraphs 4 through 6, the author includes information about what children must do to earn their Junior Ranger badges.
	Option B is incorrect	In paragraphs 4 through 6, the author lists examples of other activities children can do but does not describe specific activities that children have done to improve the park.
	Option C is incorrect	Only the specific park being visited is discussed in the activity journal, so teaching about different state parks is not an idea included by the author in paragraphs 4 through 6.
	Option D is incorrect	Children may write in the journals, but the key information the author includes in paragraphs 4 through 6 is what children must do to become Junior Rangers.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
12	Option J is correct	In paragraph 1, the author most likely includes the anecdote because it provides an example of what, specifically, Junior Rangers do, helping readers better understand the topic of the selection.
	Option F is incorrect	The anecdote included in paragraph 1 shows one activity that Junior Rangers might participate in, but it does not explain what a child must do to earn the badge, which is explained in paragraphs 5 and 6.
	Option G is incorrect	Although the anecdote in paragraph 1 depicts Junior Rangers engaged in their task, it does not include language meant to persuade readers. Instead, the children’s activities help illustrate what Junior Rangers do.
	Option H is incorrect	In paragraph 1, although the anecdote includes one activity available at Texas state parks (studying footprints), it does not provide details about different activities available at the state parks.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
13	Option C is correct	In this sentence in paragraph 3, the author indicates that each park offers unique experiences different from those offered in other parks, best explaining why children should visit as many parks as they can.
	Option A is incorrect	Although in this sentence from paragraph 1 the author encourages children to explore Texas state parks, the author does not suggest that children should visit as many parks as they can.
	Option B is incorrect	The approximate number of state parks is provided by the author in this sentence from paragraph 2, but it is not suggested that children should visit them all.
	Option D is incorrect	In this sentence from paragraph 4, the author indicates that journals will be available at all the state parks, not that children should collect them by visiting many state parks.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
14	Option J is correct	This sentence from paragraph 6 supports the author’s idea that the first raindrop inspires the others, because it shows how a second raindrop follows the first raindrop’s lead in helping the farmer.
	Option F is incorrect	In this sentence from paragraph 2, the author indicates the reason the first raindrop wants to help the farmer, but it does not suggest any inspiration given to the other raindrops.
	Option G is incorrect	In this sentence from paragraph 2, the author describes the first raindrop’s desire to help the farmer, but it does not show those feelings as inspiring other raindrops.
	Option H is incorrect	In this sentence from paragraph 3, the author reminds the first raindrop of its limitations in helping the farmer; the author does not suggest that the other raindrops are inspired by the first raindrop.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
15	Option D is correct	In paragraph 1, the word <u>wither</u> means the corn is drying up from lack of water.
	Option A is incorrect	The corn plants are not finding warmth; they <u>wither</u> and begin to die from lack of rain.
	Option B is incorrect	Although the farmer would like his corn plants to grow fast after his hard work, they begin to <u>wither</u> , or become weak and lifeless, from lack of rain.
	Option C is incorrect	The word <u>wither</u> in paragraph 1 does not mean staying strong; the corn is drying up and dying from lack of rain.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
16	Option F is correct	In "Do What You Can," the details provided by the author in paragraph 2 reveal the first raindrop's observations that, without rain, the farmer will have no crop. This supports the key idea that the first raindrop understands the farmer's problem.
	Option G is incorrect	The raindrop feels sorry for the farmer and wants to help him, but the author does not indicate that the raindrop wants to be friends with the farmer.
	Option H is incorrect	In paragraph 2, the author does not indicate that the first raindrop believes the farmer should plant a different crop.
	Option J is incorrect	In paragraph 2, it's clear that the first raindrop understands that the farmer is sad because, despite his hard work, his crops might not make it, not that the farmer is ill from hard work.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
17	Option C is correct	Anansi feels proud of his sons' accomplishments. In paragraph 1, Anansi names each of his sons for his "unique gift" and in paragraph 16 expresses his gratitude by stating, "Thank you, my talented sons."
	Option A is incorrect	Anansi is not bothered by his sons' behaviors; instead, he is thankful for each one of their talents. For example, in paragraph 16, he says, "Thank you, my talented sons."
	Option B is incorrect	Anansi sees no skills that his sons need to be taught; instead, he acknowledges their unique skills, as can be concluded by his naming each of his sons for his "unique gift" in paragraph 1.
	Option D is incorrect	Rather than being upset, Anansi appreciates his sons' desire to help him. As he tells them in paragraph 16, "Thank you, my talented sons."

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
18	Option G is correct	As See Far points out in paragraph 11, "Father and the bubble have drifted into that thundercloud." This suggests that the bubble has flown high, which the illustration depicts.
	Option F is incorrect	Nothing in the illustration suggests that Anansi is ready to escape from the bubble. In fact, in paragraph 12, Stone Thrower must throw a rock to rescue Anansi from the bubble.
	Option H is incorrect	There is nothing in the illustration to suggest that Anansi is worried about being eaten while he is in the bubble. In paragraph 9, the author describes how the bubble helped Anansi escape from the fish.
	Option J is incorrect	The illustration does not show whether anyone else can see where Anansi has gone. As the author details in lines 8 through 12, Anansi's sons can see him while he's in the bubble.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
19	Option C is correct	The main message of “How Six Sons Rescued Anansi” is that it is effective to work as a team. Anansi’s rescue supports this message because it involves a coordinated effort from his six sons, as described in paragraphs 4 through 15.
	Option A is incorrect	The message of the story does not include making mistakes; as described in paragraphs 4 through 15, each son uses his skill in progression, so that in the end they save their father.
	Option B is incorrect	Although the story suggests the importance of doing one’s best, as occurs when Anansi’s six sons do their best to save him, the story does not include the message that doing your best is more important than succeeding—it was very important that the sons succeed in saving their father.
	Option D is incorrect	Although Anansi goes out in search of “a treasure that glows,” which can be considered a wonder to be discovered, the main message of the story involves Anansi’s sons working together to save him, not discovering the world’s wonders.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
20	Option J is correct	Puffy Pillow allowing Anansi to land on him in paragraph 15 is the last action the sons took, which solved the problem because it saved their father Anansi as he was falling from the sky.
	Option F is incorrect	In this sentence in paragraph 9, Anansi is still in trouble, as indicated by his screams for help. The problem is not resolved until the sons work together to get him out of the bubble and safely on the ground.
	Option G is incorrect	When Stone Thrower announces "I'll rescue him" in paragraph 12, Anansi still needs to be rescued. Stone Thrower's action was one step in the process of saving their father, but it did not resolve the problem.
	Option H is incorrect	Anansi is freed from the bubble by Stone Thrower's pebble throw, but the problem is not solved yet because Anansi is still in danger as he plunges toward the ground in paragraph 12.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
21	Option B is correct	Both stories include characters rewarded for their efforts. In “Do What You Can,” in paragraph 1, the farmer works hard on his crop; in paragraphs 4 through 9, many raindrops join to cause a shower to fall on the farmer’s field, allowing the corn to grow. In “How Six Sons Rescued Anansi,” in paragraphs 4 through 15, the sons work together to save their father; in paragraphs 17 and 18, Anansi rewards his sons with the moon in the sky.
	Option A is incorrect	Although “How Six Sons Rescued Anansi” depicts a family—the sons and the father—who spend time together, this is not the case in “Do What You Can,” since the raindrops are not part of a family.
	Option C is incorrect	In “How Six Sons Rescued Anansi,” the father goes on a dangerous journey, which he begins in paragraph 2, but there is no journey taken in “Do What You Can.”
	Option D is incorrect	Although both stories end on happy notes—with the crops saved in “Do What You Can” and the father saved in “How Six Sons Rescued Anansi”—humor is not a focus in either story.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
22	Option F is correct	The stories differ in that, in "Do What You Can," the raindrops all share the same ability (to moisten the Earth), but in "How Six Sons Rescued Anansi," each son has a different talent. These talents are reflected in their names, introduced in paragraph 1: "River Drinker, See Far, Stone Thrower, Road Builder, Bubble Blower, and Puffy Pillow."
	Option G is incorrect	The sons do listen to one another in paragraphs 4 through 15 of "How Six Sons Rescued Anansi," but this is also true of the raindrops in "Do What You Can." Although the effort to save the farmer's crop started with just one raindrop, the other drops soon follow, in paragraphs 5 and 6.
	Option H is incorrect	The amount of time spent together, in general, is not made known in either "Do What You Can" or "How Six Sons Rescued Anansi." Both the raindrops and the sons spend time together during the events of each story.
	Option J is incorrect	Although in "Do What You Can" the second raindrop says to the first raindrop, "You can't wet even one hill," this does not lead to the conclusion that the raindrops do not like one another; it simply points out that one raindrop can't add enough moisture to save the crop. In the stories, whether the raindrops and sons like one another is not made known.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
23	Option D is correct	The experiences of the farmer and Anansi differ because the farmer's problem is caused by nature and Anansi's is caused by an accident. In "Do What You Can," the farmer is described in paragraph 1 as wishing "for the rain to fall" on his thirsty crop; in "How Six Sons Rescued Anansi," in paragraph 4, See Far notices that his father falls into a lake and is swallowed by a fish.
	Option A is incorrect	In "Do What You Can," although the farmer appears to be happy about the rain in paragraph 7, there is no indication that the farmer will be changed by his experience; as a farmer, it can be concluded that he will always want enough rain for his crop. In "How Six Sons Rescued Anansi," the father remains adventurous and proud of his sons.
	Option B is incorrect	In "Do What You Can," although the farmer notices the raindrop in paragraph 7, this does not imply he learns a lesson; as a farmer, he is aware that his crop needs rain and how this is beyond his control. In "How Six Sons Rescued Anansi," Anansi teaches no lesson to his sons. They appear to already know how to work together to help their father, as described in paragraphs 4 through 15.
	Option C is incorrect	It's true that Anansi's feelings improve, since he's saved from the fish and bubble. However, the farmer's feelings also change—from feeling sad in paragraph 1 to seeing hope in paragraph 7 because it begins to rain.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
24	Option J is correct	Both the raindrops and the sons see that someone needs their help, so they take action. In "Do What You Can," the raindrops take action in paragraphs 4 through 9; in "How Six Sons Rescued Anansi," the sons take action in paragraphs 4 through 15.
	Option F is incorrect	Although Anansi's sons do receive a prize, presented to them in paragraph 18, there is no indication that they hoped to receive a prize. There is also no indication that the raindrops in "Do What You Can" hoped to receive a prize for their actions.
	Option G is incorrect	Although Anansi's sons' efforts to save their father in "How Six Sons Rescued Anansi" might be considered adventurous, the story does not suggest the sons are looking for adventure. Likewise, there is no suggestion that the raindrops in "Do What You Can" are looking for adventure; they are simply doing what raindrops do.
	Option H is incorrect	In "Do What You Can," although the farmer "wished for the rain to fall" in paragraph 1, he does not ask for help; in "How Six Sons Rescued Anansi," as soon as the sons discover their father is in trouble, starting in paragraph 4, they use their talents to save him without being asked.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
25	Option C is correct	As the author explains in paragraph 7, “music is more than just a pleasant art. It’s a powerful force.” The author demonstrates the power of music throughout the selection—for example, it boosts mood (paragraphs 2–3); is good for health (paragraph 4) and sleep (paragraph 5); and aids in learning (paragraph 6).
	Option A is incorrect	The author does not point out specific places to listen to music but rather connects listening to music to specific activities of the listener, such as exercising in paragraph 4 and sleeping in paragraph 5.
	Option B is incorrect	Although, from paragraph 4, it can be suggested that the author thinks it’s good for athletes to listen to music, this is not the reason the author wrote this selection; instead, this detail supports the author’s main point, that music is powerful.
	Option D is incorrect	The author never discusses “bad habits” but instead focuses on the many ways that music can enhance a person’s life, such as by improving mood (paragraphs 2–3) and sleep (paragraph 5).

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
26	Option F is correct	It is possible to infer from paragraph 5 that a certain type of music—classical—can improve sleep. As the author explains, a group of college students who had sleep troubles “were told to listen to relaxing classical music before bedtime. Those students slept better.”
	Option G is incorrect	Although the author describes a study that demonstrated that music helped some college students sleep better, there is no suggestion that music helps students understand the importance of sleep, so this can’t be inferred.
	Option H is incorrect	The inference that college students are too busy to listen to music at night is not supported by the information in paragraph 5.
	Option J is incorrect	In paragraph 5, the author suggests that classical music can be calming and can encourage falling asleep, but there is no support for the inference that classical music is better than other types of music.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
27	Option B is correct	The author claims that because music offers many benefits, people should take time to listen to music more regularly. For example, in paragraph 1, the author encourages readers to “think about adding more music to your life.”
	Option A is incorrect	Although in paragraph 6, the author does suggest that music can help improve grades and make studying more productive, listening to music in class is not supported.
	Option C is incorrect	Although in paragraph 5, the author refers to a study in which students listened to music before bedtime, the author does not claim that once students fall asleep, they should not continue to have music playing.
	Option D is incorrect	Although the author does state in paragraph 4 that music helps athletes exercise better, the author never claims that listening to music makes people want to exercise.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
28	Option J is correct	The reader can conclude that test takers will feel calmer if music is playing because it reduces stress and helps students perform on tests. In paragraph 3, the author points out music can “lower stress and help you worry less”; in paragraph 6, the author explains that background music helps students answer more test questions and answer correctly more often.
	Option F is incorrect	The author suggests in paragraph 3 that music can calm most people, but the idea that a student would fall asleep in the middle of a test while listening to music is not present. In fact, in paragraph 6, the author cites a study that found music to help students perform better on tests.
	Option G is incorrect	In paragraph 4, the author states that music gets the blood pumping during exercise, not while taking a test. Paragraph 6 focuses on the ways music affects test takers—for example, it helps them answer more questions and get more questions correct—but it does not say music gets their blood pumping.
	Option H is incorrect	Although the author points out many ways that music is good for people, such as reducing stress (paragraph 3) and enhancing exercise (paragraph 4), there is no indication that music reduces boredom, either in paragraph 6, which discusses music’s benefits to test takers, or elsewhere in the selection.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
29	Option A is correct	This summary contains the key ideas of the selection. In the selection, the author describes the many reasons people should listen to music. These reasons primarily involve improving mood, as described in paragraphs 2 and 3, and helping the mind and body, as described in paragraphs 4 through 6.
	Option B is incorrect	Although this summary correctly includes information about music reducing worries, as stated in paragraph 3, and about music helping people feel happier after sleeping better, as described in paragraph 5, it omits details about benefits to the body.
	Option C is incorrect	Although this summary accurately includes information about music's benefits for learning and sleep, the author never indicates that "not everyone chooses to listen to music." Also, this summary omits information about how music improves mood and benefits the body.
	Option D is incorrect	This summary correctly captures the selection's message about music improving people's health and enhancing their learning. However, it omits key details about how music affects people's moods and bodies.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
30	Option G is correct	The inclusion of this photograph supports the idea that listening to music can have an effect on people. As the author explains in paragraph 2, “music can make you smile, sing along, or get up and dance.”
	Option F is incorrect	Although some people might like music with a fast beat, and it’s possible the girl in the photograph is listening to this kind of music, this still photograph cannot show the rhythm or beat of the music being listened to.
	Option H is incorrect	In paragraph 6, the author explains how music could help people learn, but the photograph does not show a student in a learning situation.
	Option J is incorrect	Although it’s possible that music might cause changes in a listener’s brain, changes that may be occurring in the brain cannot be shown in a photograph.

2022 STAAR Grade 4 Reading Rationales

Item #	Rationale	
31	Option A is correct	In paragraph 5, the author points out a problem (difficulty sleeping) and a solution (listening to relaxing music before going to bed, which helped students sleep better). From this information, the reader can conclude that music helps people feel more rested.
	Option B is incorrect	In paragraph 5, the author indicates that listening to calming music may help people fall asleep more easily but does not detail what causes many college students to not get enough sleep.
	Option C is incorrect	Although listening to relaxing music before bedtime can be considered a step to follow before going to sleep, there is no list of steps to follow in paragraph 5.
	Option D is incorrect	In paragraph 5, the author suggests that calming music can enhance relaxation but does not detail how this works.

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32	Option F is correct	The suffix <i>-ly</i> is used to indicate the particular way that something is done, and the word “sudden” means “happening quickly.” In lines 12-13, the speaker says, “ <u>suddenly</u> I’m afraid,” to indicate that she became afraid in a way that was fast.
	Option G is incorrect	When something happens <u>suddenly</u> , it means it happened quickly, so “without being fast” is the opposite of the meaning of <u>suddenly</u> .
	Option H is incorrect	Although this choice correctly identifies that <u>sudden</u> relates to being fast, it incorrectly defines <u>suddenly</u> . The suffix <i>-ly</i> is used to indicate the particular way that something is done, not what something is known for.
	Option J is incorrect	Although this option accurately identifies that <u>sudden</u> is related to being fast, it is incorrect in its definition of <u>suddenly</u> . The suffix <i>-ly</i> implies that the word is not a noun such as “a person,” but an adverb, which is used to describe something.

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33	Option B is correct	Figurative language is language that uses words that mean something different than their literal interpretation. In lines 6 and 7, the speaker uses figurative language to emphasize how movements or sounds cause her to imagine a conversation between the curtain and the shade.
	Option A is incorrect	Although the speaker uses the word “whispering” in line 7, this is to indicate the presence of movement or sound, not quiet.
	Option C is incorrect	Although in lines 1 through 4 the speaker in the poem uses the word “except” after “Of course there’s nothing in the night that isn’t there by day,” this is not what the speaker is referring to in lines 6 and 7; rather, the speaker is referring to things she can see—the curtain and the shade.
	Option D is incorrect	Lines 6 and 7 do not emphasize the darkness of the room; in fact, the speaker can see the curtain and the shade because of the moonlight, as pointed out in line 5.

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34	Option G is correct	Throughout the poem, the speaker suggests fearing the dark. For example, in lines 8 through 11, the speaker says, "shapes begin to bump and play as though two ghosts had things to say." This fear is best captured with "I'm afraid" in line 13.
	Option F is incorrect	Line 3 helps explain an idea (that the speaker is trying to convince herself there's nothing to fear from the dark); instead of explaining the speaker's problem, this line is a detail that supports what the speaker's problem is.
	Option H is incorrect	Line 16 does not best explain the speaker's problem, that she's afraid of the dark; instead, it's a detail in which the speaker is arguing with herself about whether she should be afraid of the dark. It's part of her process for working her way out of her fear.
	Option J is incorrect	In line 20, the speaker is introducing the reasons she's telling herself that she should not be stuck with her problem, which is that she's afraid of the dark; therefore, this line does not best explain the speaker's problem.

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Item #	Rationale	
35	Option D is correct	Point of view is the perspective from which the events in a story are told. In the first-person point of view, the narrator tells the story from the narrator's perspective and uses the word "I." The use of "I'm" in line 29 indicates a first-person point of view for the poem.
	Option A is incorrect	Line 1 does not indicate a first-person point of view, since it does not use "I" or "we" or otherwise describe events from a particular perspective.
	Option B is incorrect	Because line 4 does not use "I" or "we," or otherwise speak from an individual perspective, there is nothing to indicate it uses a first-person perspective.
	Option C is incorrect	Line 5 does not indicate a first-person point of view; it is a prepositional phrase that does not speak from a particular perspective, such as by using "I" or "we."

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36	Option H is correct	The poet expresses the theme that our imagination creates some problems. For example, the speaker imagines that the curtain whispers to the shade in lines 6 and 7 and considers ghosts speaking in lines 10 and 11.
	Option F is incorrect	Even though the poem occurs at bedtime, when people tend to dream, the speaker is not dreaming; rather, the speaker is imagining, so this is not the theme.
	Option G is incorrect	Although the speaker says in line 16, "I know just what you'll say," this is part of her efforts to talk herself out of being afraid and remind herself that she's imagining things, not that she must take advice from other people. Therefore, this is not a theme expressed by the poet.
	Option J is incorrect	Although the speaker in the poem might consider her experiences in the dark as being less pleasant than other experiences, this theme is not expressed in the poem; instead, the poet focuses on how the speaker talks herself out of believing the scary things she imagines.