

GRADE 4
Reading

Administered May 2018

RELEASED

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

Chewing Gum Man

- 1 Juicy. Sticky. Bubble. Pop!
- 2 For more than 100 years, chewing a tasty piece of gum has been a pleasure that most children and adults have enjoyed. In fact, it's difficult to imagine a world today without grocery store check-out counters lined with colorful packages of minty or fruit-flavored gum. Yet if a young salesman named William Wrigley, Jr., hadn't had such a clever idea to boost sales, gum might not be the popular treat it is today.
- 3 Wrigley was born in 1862. His father was a soap maker from Philadelphia, Pennsylvania. Wrigley's first job as a teenager was selling soap for his father. Wrigley discovered that he was a good salesperson. He could make people believe that a product was special and that it might make their lives better.
- 4 In 1891, Wrigley moved to Chicago with the dream of starting his own business. He didn't start with gum, though. He decided to sell a product he knew a lot about: soap. To encourage people to buy his soap, Wrigley offered a gift. Each person who bought soap would get free baking powder. Soon people were asking for the baking powder more than the soap. So Wrigley switched to selling baking powder, and again he gave away a small gift with each purchase. This time he gave away gum.
- 5 Wrigley's customers loved the gum and kept asking for it. So Wrigley decided to start his own gum business. Wrigley believed that good advertising would help make his business successful. He placed advertisements in newspapers. He also gave gifts, such as clocks or fishing gear, to store owners who ordered gum. The more gum they ordered, the bigger the gift would be. In addition, Wrigley asked store owners to display boxes of his gum next to their cash registers. This way customers would see the gum when they paid for their items. Wrigley hoped that when customers saw the gum, they would decide to buy it.



William Wrigley, Jr.

© Associated Press

- 6 In 1907 business was bad for many companies across the nation. In order to continue selling his gum, Wrigley had to work extra hard, think creatively, and take some risks. He took out a large personal loan to pay for advertising. If this idea had not worked, he would have lost everything. Wrigley believed that the public would buy his gum if it was something they thought about often. He wanted people to hear about his gum, read about it, see it, and taste it. His motto for selling gum was "Tell 'em quick and tell 'em often." Once, Wrigley went so far as to mail gum to every listed address in the country. More than a million people got to try Wrigley's gum for free.
- 7 Wrigley wanted people everywhere to continue thinking about his gum. When Wrigley died in 1932, his son Philip took over the company. Philip developed another plan to help achieve this goal. In 1939 the company began to advertise Wrigley's Doublemint gum using the Doublemint Twins. It hoped that whenever people saw the advertisement with the smiling, happy twins, they would think about Doublemint gum and want some. And that meant Wrigley's company sold more of its fresh, minty gum.
- 8 Throughout his career, Wrigley was a determined salesman. Because of his ideas, millions of people enjoy chewing gum.

Third party trademarks Wrigley's® and Doublemint® were used in these testing materials.

1 As it is used in paragraph 6, the word risks refers to —

- A** breaks in a routine
 - B** suggestions from others
 - C** skills that are difficult to learn
 - D** actions that could lead to failure
-

2 Read this sentence from paragraph 2.

In fact, it's difficult to imagine a world today without grocery store check-out counters lined with colorful packages of minty or fruit-flavored gum.

The description in this sentence helps the reader understand that —

- F** gum has become more expensive
 - G** gum is a common and popular product
 - H** shoppers often forget to buy gum until the last minute
 - J** there are more flavors of gum than there used to be
-

3 Based on the author's descriptions of Wrigley's career, the reader can infer that Wrigley —

- A** gave away more gum than he sold
- B** did not try to help the family business
- C** rarely learned from his own experiences
- D** was not afraid to try new approaches

4 The reader knows that this selection is a biography because it —

- F** explains why so many people enjoy chewing Wrigley’s gum
 - G** tells about the events in Wrigley’s life that led to his success
 - H** tells why Wrigley decided to start selling chewing gum
 - J** explains Wrigley’s belief that advertising was important
-

5 Based on the selection, how does the author most likely feel about Wrigley?

- A** The author admires Wrigley for his interesting ideas and hard work.
 - B** The author is amazed that Wrigley’s simple methods brought him success.
 - C** The author is bothered by the fact that Wrigley made so few gum flavors.
 - D** The author wishes Wrigley had used his talents on something other than gum.
-

6 Which theme is best supported by details in this selection?

- F** Finding joy in personal work can lead to success.
- G** Working with others is the best way to solve a problem.
- H** Thinking creatively helps people achieve their goals.
- J** Showing respect to the boss is an important part of any job.

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

In the following excerpt, the narrator Opal visits a pet store to buy something for her dog Winn-Dixie.

from **Because of Winn-Dixie**

by Kate DiCamillo

- 1 Winn-Dixie was not allowed to come inside the store (there was a big sign on the door that said NO DOGS ALLOWED), so I held the collar and the leash up to the window. And Winn-Dixie, who was standing on the other side of the window, pulled up his lip and showed me his teeth and sneezed and wagged his tail something furious; so I knew he absolutely loved that leash and collar combination. But it was very expensive.
- 2 I decided to explain my situation to the man behind the counter. I said, "I don't get a big enough allowance to afford something this fancy. But I love this collar and leash, and so does my dog, and I was thinking that maybe you could set me up on an installment plan."
- 3 "Installment plan?" said the man.
- 4 "Gertrude!" somebody screamed in a real irritating voice.
- 5 I looked around. It was a parrot. She was sitting on top of one of the fish tanks, looking right at me.
- 6 "An installment plan," I said, ignoring the parrot, "you know, where I promise to give you my allowance every week and you give me the leash and the collar now."
- 7 "I don't think I can do that," said the man. He shook his head. "No, the owner, she wouldn't like that." He looked down at the counter. He wouldn't look at me. He had thick black hair, and it was slicked back. He had on a name tag that said OTIS.
- 8 "Or I could work for you," I said. "I could come in and sweep the floors and dust the shelves and take out the trash. I could do that."
- 9 I looked around Gertrude's Pets. There was sand and sunflower-seed shells and big dust bunnies all over the floor. I could tell that it needed to be swept.

- 10 "Uh," said Otis. He looked down at the counter some more.
- 11 "Gertrude!" the parrot screamed again.
- 12 "I'm real trustworthy," I said. "But the only thing is, Winn-Dixie, my dog, he would have to come inside with me; because if we get separated for too long, he starts to howl something terrible."
- 13 "Gertrude doesn't like dogs," said Otis.
- 14 "Is she the owner?" I asked.
- 15 "Yes, I mean, no, I mean . . ." He finally looked up. He pointed at the fish tank. "That Gertrude. The parrot. I named her after the owner."
- 16 "Gertrude's a pretty bird!" screamed Gertrude.
- 17 "She might like Winn-Dixie," I told Otis. "Almost everybody does. Maybe he could come inside and meet her, and if the two of them get along, then could I have the job?"
- 18 "Maybe," Otis mumbled. He looked down at the counter again.
- 19 So I went and opened the door, and Winn-Dixie came trotting on inside the store.
- 20 "Dog!" screamed Gertrude.
- 21 "I know it," Otis told her.
- 22 And then Gertrude got real quiet. She sat on the top of the fish tank and cocked her head from one side to the other, looking at Winn-Dixie. And Winn-Dixie stood and stared back at her. He didn't hardly move. He didn't wag his tail. He didn't smile. He didn't sneeze. He just stared at Gertrude and she stared at him. And then she spread her wings out real far and flew and landed on top of Winn-Dixie's head.
- 23 "Dog," she croaked.
- 24 Winn-Dixie wagged his tail just a little tiny bit.
- 25 And Otis said, "You can start on Monday."
- 26 "Thank you!" I told him. "You won't be sorry."

27 On the way out of Gertrude’s Pets, I said to Winn-Dixie, “You are better at making friends than anybody I have ever known.”

Because of Winn-Dixie. Copyright © 2000 by Kate DiCamillo. Reproduced by permission of the publisher, Candlewick Press, Somerville, MA.

7 In paragraph 4, what does the word irritating mean?

- A** Low
 - B** Curious
 - C** Nervous
 - D** Annoying
-

8 The conversation between Opal and Otis in paragraphs 10 through 18 suggests that Otis is —

- F** disappointed that he is not going to sell anything
 - G** uncertain about whether to hire Opal
 - H** ashamed of the mess in the pet store
 - J** worried about what Opal will do next
-

9 In paragraph 25, the most likely reason Otis says “You can start on Monday” is that he —

- A** realizes that Gertrude is not bothered by the dog
- B** wants to spend more time with Winn-Dixie
- C** knows that he needs help keeping the store clean
- D** does not want Opal to suggest more ideas

10 What is the main message of the story?

- F** People who have courage will find that there is nothing to fear.
 - G** People who want to work for others must always keep their promises.
 - H** People who do not give up are more likely to get what they want.
 - J** People who work hard are more successful in life than those who do not.
-

11 Which of these events from the story causes Otis to consider giving Opal a job?

- A** Opal finds a leash and a collar that Winn-Dixie likes.
- B** Otis explains that the parrot does not like being around dogs.
- C** Otis learns that Winn-Dixie howls when he is away from Opal.
- D** Opal mentions some chores that she could do at the pet store.

12 What is the best summary of the story?

- F** A girl finds a collar and a leash that she likes in the pet store, but she realizes that they cost too much money. She asks the worker if she can make a plan to pay for them. He tells her that the owner wouldn't like that idea. A parrot keeps interrupting their conversation, but the girl continues talking to the worker.
- G** A girl wants to buy a collar and a leash at a pet store, but she does not have enough money. She asks if she can pay over time, but the worker says no. Next she asks if she can pay by working in the store, but the worker is not sure. He agrees at last after he sees how well her dog and the store parrot get along.
- H** A girl takes her dog to a pet store one day. She leaves her dog outside and goes into the store to find a leash and a collar. The girl meets a worker and the store parrot named Gertrude. The parrot does not like dogs, but the girl thinks it will like her dog because her dog is very nice.
- J** A girl chooses a leash and a collar that she likes and shows them to her dog. She wants to buy them, but she doesn't have enough money. The girl notices that the store needs cleaning, so she offers to clean the store to earn money to buy the items for her dog.

Read the next two selections. Then choose the best answer to each question.

Night Flyers

- 1 Under the cover of darkness, millions of small, furry bats take flight and fill the night skies of Texas. There are 47 different species of bats in the United States, and 31 species live in Texas. The most common bat found throughout the state is the Mexican free-tailed bat. Each year 20 million Mexican free-tailed bats return to Bracken Cave near San Antonio, where they give birth and raise their young. Bracken Cave is home to the largest bat colony in the world.



© ZUMA Press, Inc./Alamy

Bat Benefits

- 2 While bats seem mysterious or even scary to some, these night flyers are actually helpful creatures. Bats eat insects that can be harmful to plants, animals, and even people. A solitary bat can eat 1,000 mosquito-sized insects in just one hour. Bats also spread pollen among flowering plants. This allows plants to make seeds, and seeds make more plants. In addition, bats produce droppings that make excellent fertilizer. The fertilizer mixes with the soil and makes it richer, which helps plants grow. More plants mean more food for people and animals.

Giving Back to Bats

- 3 As humans develop land and build new houses and businesses, bat habitats, like trees and caves, often are destroyed. Without homes, bats do not have a place to rest or to raise their young. Humans can help bats with this problem by providing bat houses. Today there are many people who build homes for bats.
- 4 Because bats sleep upside down, bat houses need to have something the bats can grab onto while they sleep. The houses must be painted black on the inside so that they are dark inside. This allows the bats to sleep comfortably during the day. Bat houses should also have access to water and plants so that the bats have something to eat and drink. The houses should be located in high places so that they are off the ground, where predators can't reach them. Giving a bat a home is a great way to help these useful creatures.

Bat Houses

Whether large or small, bat houses help bats.

A Large Bat House



© Jeffery Salter/Getty Images

Ken Gioeli, a wildlife expert, poses with the bat house he built. It holds more than 15,000 bats.

A Small Bat House



© Hixson/Dreamstime.com

Even though it's small, this bat house still provides a safe place for bats to sleep.

Always remember that bats are wild animals, and never try to touch them.



A Sweet Part of Nature

- 1 When people think of bees, they may also think of the sweet taste of the honey that bees make. However, some people may not know that bees help us in more ways than producing honey. Unfortunately, there aren't as many honeybees today as there were a few years ago.

What's Happening to the Honeybees?

- 2 When scientists realized that the honeybee population was declining, they tried to figure out why. They think there might be several reasons for this. They found that honeybees are not as healthy as they have been in the past. More honeybees are suffering from diseases and catching viruses from bugs. Scientists also learned that some areas where bees live have been turned into farms. The wildflowers and plants that bees feed on have been replaced with crops, which limits honeybees' access to nectar and pollen. Another problem for honeybees may be the chemicals that are used to protect crops. The chemicals are sprayed on the crops, but they spread to other plants and flowers that bees depend on to survive.

We Need Bees

- 3 Many of the fruits and vegetables that humans and other animals eat cannot grow without the help of honeybees. Honeybees carry pollen among plants. The plants need pollen to grow and produce more seeds. Without the help of honeybees, we would not have as many of the plants we depend on for food.
- 4 Bees pollinate a wide variety of plants in the United States. They pollinate fruit trees, vegetable plants, and crops such as clover and alfalfa, which feed cows and other farm animals. Many people may not realize it, but honeybees are important to every living thing.



A Honeybee Covered in Pollen

© iStockphoto.com/edelmair

How Humans Can Help

- 5 There are some things humans can do to help honeybees. People can grow flowers and plants that honeybees like, such as cabbage, sunflowers, and strawberries. People can also build beehives so that more bees will live in their area. In fact, some schools have initiated beekeeping programs to teach students about bees and to provide homes for bees that pollinate local plants.



Emma Fournier, a student at York Prep School, checks on the bees that live on the rooftop of the school in New York City.

© Kevin Hagen

- 6 Ian Snyder, a student who participates in a beekeeping program in Pennsylvania, has the right idea. "It's important to keep the bees alive so they can pollinate everything," Ian said. "It's part of the cycle of life."

Use “Night Flyers” (pp. 12–13) to answer questions 13–16. Then fill in the answers on your answer document.

13 The author includes paragraph 2 in the selection most likely to —

- A** describe some good things that bats do
 - B** share ideas people have about bats
 - C** explain why bats eat so many insects
 - D** persuade people to visit bat caves
-

14 According to the selection, why are bats having difficulty finding homes?

- F** Bats need places to hang from while they sleep.
- G** Bats are bothered by people who explore caves.
- H** People build on the land where bats once lived.
- J** People are not building bat houses correctly.

15 Which sentence from the selection expresses an opinion?

- A** *The fertilizer mixes with the soil and makes it richer, which helps plants grow.*
 - B** *More plants mean more food for people and animals.*
 - C** *Today there are many people who build homes for bats.*
 - D** *Giving a bat a home is a great way to help these useful creatures.*
-

16 Which section from the selection describes ways that bats can help people?

- F** The introductory paragraph
- G** The section titled "Bat Benefits"
- H** The section titled "Giving Back to Bats"
- J** The section titled "Bat Houses"

Use “A Sweet Part of Nature” (pp. 14–15) to answer questions 17–20. Then fill in the answers on your answer document.

17 The author’s purpose for including paragraph 5 in the article most likely is to —

- A** explain the problems honeybees are experiencing
 - B** state the benefits of taking care of honeybees
 - C** describe ways to care for the honeybee population
 - D** show why honeybees are good to have around
-

18 What happens when the land where bees live is turned into farmland?

- F** Honeybees find less pollen and nectar.
- G** Honeybees catch dangerous diseases.
- H** Honeybees spread sickness to the plants.
- J** Honeybees eat too much of the crops.

19 What problem would most likely occur if there were too few honeybees?

- A** There would be much less healthy food to eat.
 - B** Diseases would spread more quickly.
 - C** There would be more farms where bees once lived.
 - D** More harmful insects would be alive.
-

20 What is the best summary of the section titled "How Humans Can Help"?

- F** Beekeepers are people who try to keep bees healthy. Ian Snyder is a student who says this is very important. He participates in a beekeeping program at his school.
- G** If children want to help honeybees, they should learn about honeybees and the plants that bees like. Many schools offer classes that help students learn about honeybees living in their area.
- H** Honeybees like plants such as cabbage, sunflowers, and strawberries. People who want to help honeybees should try to grow plants like these.
- J** Anyone can help honeybees. People can grow plants that honeybees like. They can also build beehives. Some schools are teaching students how to be beekeepers and keep bees healthy.

Use “Night Flyers” and “A Sweet Part of Nature” to answer questions 21–24. Then fill in the answers on your answer document.

21 Based on details in **both** “Night Flyers” and “A Sweet Part of Nature,” the reader can tell that bats and honeybees are responsible for —

- A** fewer insects eating crops
 - B** more people starting new farms
 - C** fewer animals getting sick from diseases and viruses
 - D** more food being produced because of pollination
-

22 The first photograph in “Night Flyers” and the last photograph in “A Sweet Part of Nature” **both** show that —

- F** these animals enjoy being near people
- G** there are more of these animals than people may think
- H** people are interested in these animals
- J** it is easy for people to help these animals

23 What is one way that the bats in “Night Flyers” and the honeybees in “A Sweet Part of Nature” are **different**?

- A** Bats eat insects, while bees do not.
 - B** Bats spread pollen, while bees do not.
 - C** Bats catch diseases, while bees do not.
 - D** Bats need new houses, while bees do not.
-

24 Read this sentence from paragraph 2 of “Night Flyers.”

Bats also spread pollen among flowering plants.

Which sentence from “A Sweet Part of Nature” best shows a way that honeybees are **similar** to bats?

- F** *When people think of bees, they may also think of the sweet taste of the honey that bees make.*
- G** *The wildflowers and plants that bees feed on have been replaced with crops, which limits honeybees’ access to nectar and pollen.*
- H** *Bees pollinate a wide variety of plants in the United States.*
- J** *People can grow flowers and plants that honeybees like, such as cabbage, sunflowers, and strawberries.*

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

Air

by Mordicai Gerstein

Air is everywhere.
Why can't I see it?
The sky is made of air.
Is air blue?

- 5 Air smells like roses
sometimes,
or fresh-cut grass;
gasoline or rain
or skunk.
- 10 Birds swim in it and so do
butterflies, bees, bats,
and jumbo jets full of people
eating snacks from seat trays.
Swimming in air is called
- 15 flying.
Why can't I do it?
Wind is air that's
going somewhere;
it musses your hair,
- 20 and whistles in your ears.
It tears leaves off trees
and blows them away.
Sometimes,
it blows the trees away
- 25 and houses too,
and whips the seas
into foamy mountains
that collapse and crash,
hissing up the sand.
- 30 You can't see air,
only what it does.
It has no color or shape
unless you push
it into a balloon,
- 35 or blow a soap bubble.
Air.

Take a
deeeeeeeeeep
breath.
40 I'm so glad
it's everywhere.

Dear Hot Dog by Mordicai Gerstein, Copyright © 2011 by Mordicai Gerstein. Used by permission of Abrams Books for Young Readers, an imprint of Harry N. Abrams, Inc., New York. All rights reserved.

25 In line 19, the word musses means —

- A** gets wet
 - B** makes clean
 - C** removes from a location
 - D** rearranges in an untidy way
-

26 Read lines 5 through 9 of the poem.

Air smells like roses
sometimes,
or fresh-cut grass;
gasoline or rain
or skunk.

Why does the poet include descriptive language in these lines?

- F** To persuade the reader to spend more time outdoors
 - G** To tell the reader that air can smell like many things after it rains
 - H** To explain how the smell of roses is different from the smell of skunk
 - J** To emphasize that air can be both pleasant and unpleasant
-

27 Line 38 is different from the other lines of the poem most likely because the poet wants to —

- A** show that this line should be read quickly
- B** add humor to the poem by spelling the word incorrectly
- C** emphasize the idea expressed in the line
- D** suggest that this is the most important word in the poem

28 Which line from the poem best shows that air can be powerful?

- F** The sky is made of air.
 - G** It tears leaves off trees
 - H** It has no color or shape
 - J** or blow a soap bubble.
-

29 The speaker in the poem believes that the difference between wind and air is that wind is —

- A** colder
 - B** thinner
 - C** smelly
 - D** moving
-

30 What can the reader conclude about the speaker's ideas about air throughout the poem?

- F** The speaker has changed his mind about air.
- G** The speaker wishes that air could be seen.
- H** The speaker thinks that air has qualities that make it special.
- J** The speaker is confused by his thoughts about air.

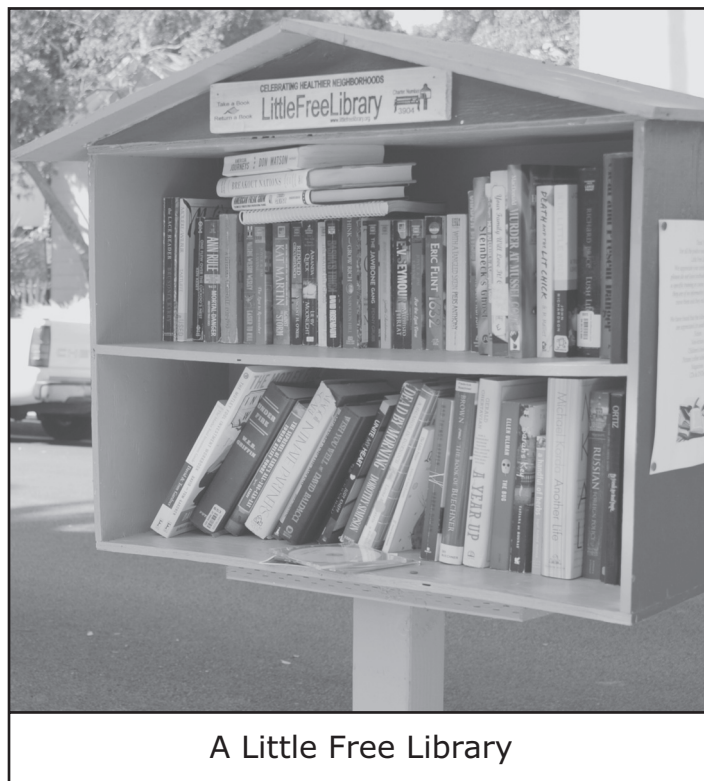
Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

Tiny Libraries with Big Stories

- 1 *Whack! Whack! Whack!* The hammer pounds another nail into the wood. The box is almost finished. *Whack! Whack! Whack!* The hammer drives in the last nail. A roof is attached to the four sides. The box is then attached to a pole in the ground. Soon the finished wood box will be filled with books. Visitors will borrow books and donate new ones. This box of books works a bit like an ordinary library, with one major difference: it is tiny.

The First Little Free Library

- 2 In 2009 in Wisconsin, Todd Bol came up with an idea to honor his mother. Bol's mother had been a teacher who had loved reading. Bol wanted to share his mother's love of reading with others. He decided to build a wood box and fill it with books. He made it look like a tiny red schoolhouse because he knew his mother would appreciate that. Bol placed the box of books on a post in his front yard with a sign that read "Free Books."



A Little Free Library

- 3 Soon Bol's neighbors noticed this tiny model of a schoolhouse. They began taking the books and replacing them with books of their own. This was the beginning of the Little Free Library. The tiny library

allowed people the opportunity to “check out” books day or night. It was always open. A library card was not needed. The books could be read and returned whenever. But this library didn’t just provide books. It also helped build friendships and a sense of belonging among community members. As more and more people visited Bol’s little library, they began talking with one another. They shared thoughts, ideas, and stories. They got to know one another. Everyone loved the little library. After all, as Bol says, “It’s a magic box with books.”

The Demand for More

- 4 Bol’s friends and neighbors wanted little libraries of their own. Bol built several and gave them away. One of his friends, Rick Brooks, noticed that the libraries encouraged people to read. He believed that Bol’s little libraries could benefit more than just local friends and neighbors. With these ideas in mind, Bol and Brooks came up with a plan to build more than 2,500 Little Free Libraries around the world.
- 5 Their goal was to build more libraries than Andrew Carnegie. In the late 1800s and early 1900s, Carnegie donated millions of dollars to have public libraries built around the world. Like Carnegie, Bol and Brooks believed that books should be available to all people, no matter where they live or what their background is. To help achieve their goal, Bol and Brooks created a website that provides information about the Little Free Libraries and how people can establish little libraries of their own.
- 6 Bol often hears from new Little Free Library owners, who tell him how important the libraries are to their community. He says, “People tell us all the time that they’ve met more people in a week than they have in a lifetime.”
- 7 Lisa Lopez is an excited owner of two Little Free Libraries. She is also an elementary school librarian from El Paso, Texas. She says, “It’s generated a lot of excitement about reading. Kids love it, but adults are using it, too. My goal is to spread them across El Paso.”



A mother and her daughters look at new books that were left in the Little Free Library in front of their house.

© Jim Michaud, Journal Inquirer, Manchester, Conn.

- 8 Thanks to Bol and Brooks, the Little Free Libraries are encouraging people to read more and to be friendlier. Today there are more than 25,000 Little Free Libraries around the world, and they can be found on almost every continent.

You Can, Too

- 9 Finished reading that book? Looking for another book to read? Perhaps there's a Little Free Library where you live. If not, maybe there will be one soon. After all, it only takes some wood, a hammer, a few nails, and some books.

Start a Library in Your Neighborhood

Anyone can start a little library. If you want to start one in your neighborhood, follow these helpful steps.

Make a Plan

Discuss your idea with a parent or guardian. Explain what you want to do and how you will do it. Decide where the library will be located. Get permission to set up the library in the chosen location.



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PeopleImages

Build the Box

Build or buy a box that will hold books. It is helpful if the box has a shelf or two. You may want to include a door that opens and closes to help protect the books from rain. Finally, you can paint and decorate your library box.



© iStock.com/
Mark Bowden

Just Add Books

Sort through your old books and select some to put in the library. Ask friends and neighbors to donate some, too. Fill the little library with books, and the readers will come.



© iStock.com/
kate_sept2004

Visit the Little Free Library website for more information and great tips.

Third party trademark Little Free Library® was used in these testing materials.

31 Read this dictionary entry for the word drive.

drive \ˈdrīv\ *verb*
1. to take to another place by car
2. to guide the movement of
3. to force to go through
4. to throw hard or fast

Which definition most closely fits the way the word drives is used in paragraph 1?

- A** Definition 1
 - B** Definition 2
 - C** Definition 3
 - D** Definition 4
-

32 Read this sentence from paragraph 4.

With these ideas in mind, Bol and Brooks came up with a plan to build more than 2,500 Little Free Libraries around the world.

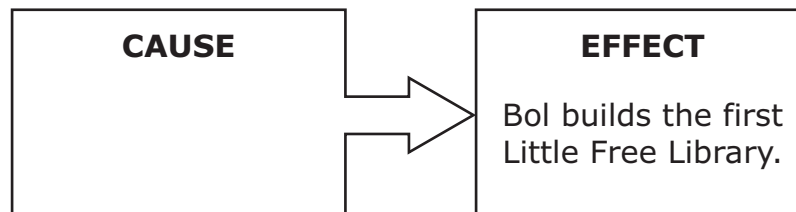
Based on information in the selection, how do Brooks and Bol most likely feel about the results of their plan?

- F** Disappointed
- G** Curious
- H** Delighted
- J** Confused

33 The photograph and caption above paragraph 8 are included in the selection to show —

- A** why some of the libraries become more popular than others
 - B** how library owners must refill their libraries every day
 - C** what steps people use to check books out of the libraries
 - D** how the libraries help people share and enjoy books
-

34 Read the diagram.



Which sentence best completes the diagram?

- F** Bol wants to honor his mother.
- G** Bol thinks his friends do not have enough books.
- H** Bol wants people to learn to share with others.
- J** Bol notices that libraries make people want to read.

35 The author wrote this selection mainly to —

- A** provide information about where to find a Little Free Library
 - B** explain why people enjoy reading books outdoors
 - C** persuade the reader to visit a Little Free Library
 - D** tell the reader about an interesting way to share books
-

36 What is the best summary of the selection?

- F** A man made a little box and filled it with books for people to borrow. The box was shaped like a red schoolhouse. The man's friends and neighbors loved the little library and soon wanted to have tiny libraries of their own.
- G** A man built a box in his yard and filled it with books. His neighbors liked the little library, so the man and his friend decided to help get little libraries started everywhere. Today many people enjoy getting books and meeting new friends at the little libraries.
- H** A man thought of an idea to make a tiny library. Books are placed in a box and then put in a front yard. People do not need library cards and can just take the books for free anytime they want. They can return them whenever they are finished.
- J** A man and his friend decided to try to get people around the world to build little libraries. They created a website to teach people how. Their goal was to build more libraries than Andrew Carnegie.



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	1	Readiness	4.2(B)	D
2	2	Supporting	4.8 Fig. 19(D)	G
3	2	Supporting	4.7 Fig. 19(D)	D
4	2	Supporting	4.3 Fig. 19(D)	G
5	2	Supporting	4.7 Fig. 19(D)	A
6	2	Supporting	4.3 Fig. 19(D)	H
7	1	Readiness	4.2(B)	D
8	2	Readiness	4.6(B)	G
9	2	Readiness	4.6 Fig. 19(D)	A
10	2	Supporting	4.3(A)	H
11	2	Readiness	4.6(A)	D
12	2	Readiness	4.6 Fig. 19(E)	G
13	3	Readiness	4.10 Fig. 19(D)	A
14	3	Readiness	4.11(C)	H
15	3	Supporting	4.11(B)	D
16	3	Readiness	4.11(D)	G
17	3	Readiness	4.10 Fig. 19(D)	C
18	3	Readiness	4.11(C)	F
19	3	Readiness	4.11 Fig. 19(D)	A
20	3	Readiness	4.11(A)	J
21	1	Readiness	4.19(F)	D
22	1	Readiness	4.19(F)	H
23	1	Readiness	4.19(F)	A
24	1	Readiness	4.19(F)	H
25	1	Readiness	4.2(B)	D
26	2	Supporting	4.8 Fig. 19(D)	J
27	2	Supporting	4.4(A)	C
28	2	Supporting	4.4 Fig. 19(D)	G
29	2	Supporting	4.4 Fig. 19(D)	D
30	2	Supporting	4.4 Fig. 19(D)	H
31	1	Readiness	4.2(E)	C
32	3	Readiness	4.11 Fig. 19(D)	H
33	3	Supporting	4.14 Fig. 19(D)	D
34	3	Readiness	4.11(C)	F
35	3	Readiness	4.10 Fig. 19(D)	D
36	3	Readiness	4.11 Fig. 19(E)	G

2018 STAAR Grade 4 Reading Rationales

Item #	Rationales	
1	Option D is correct	The author includes the sentence in paragraph 6, “If this idea had not worked, he would have lost everything,” and the reference to the “large personal loan” Wrigley took out to pay for advertising to support the definition of <u>risks</u> as “actions that could lead to failure.”
	Option A is incorrect	There is no context in paragraph 6 to support that the word <u>risks</u> means “breaks in a routine.”
	Option B is incorrect	There is no evidence in paragraph 6 to suggest that Wrigley took “suggestions from others”; this definition of <u>risks</u> is not supported by context.
	Option C is incorrect	Although Wrigley did have to “work extra hard” and “think creatively” to sell his gum, the word <u>risks</u> does not mean “skills that are difficult to learn.”
2	Option G is correct	The suggestion that it is hard to imagine the world without these counters “lined” with gum is included to help the reader understand that gum is a common product. The mention of different flavors and colors of gum suggests that it is popular.
	Option F is incorrect	There is no reference to the price of gum in the sentence.
	Option H is incorrect	The idea that shoppers often forget to buy gum until they are purchasing their groceries at the counter is not supported by the sentence.
	Option J is incorrect	Although this sentence does refer to “minty” and “fruit-flavored gum,” the author does not provide a comparison to the variety of flavors available now as compared with the past.
3	Option D is correct	The author describes a variety of new approaches that Wrigley tried in order to promote his product, such as giving away free gum to anyone who purchased his baking powder. He advertised in newspapers and gave gifts to store owners who sold his gum. He also asked store owners to “display boxes of his gum next to their cash registers” and mailed gum “to every listed address in the country.”
	Option A is incorrect	Although Wrigley gave away free gum both with the purchase of his baking powder and in the mail, there is no evidence to suggest that he gave away more gum than he sold.
	Option B is incorrect	Although Wrigley did eventually move to Chicago to start his own business, he worked as a teenager for his family’s soap business, so this option is incorrect.
	Option C is incorrect	Wrigley switched from selling soap to selling baking powder when the free powder he gave away proved to be more popular than the soap. He then switched from selling baking powder to selling gum when the gum proved to be popular with his customers, helping the reader to understand that Wrigley did learn from his experiences.
4	Option G is correct	The reader knows this selection is a biography because events in a person’s life are described. In paragraph 2, the author introduces William Wrigley, Jr. and his achievement of making gum “the popular treat it is today.” In the remaining paragraphs, the author describes events in Wrigley’s life that led to his success.
	Option F is incorrect	Although the reader can understand from the selection that many people enjoy chewing Wrigley’s gum, the reader cannot tell that the selection is a biography based on this information.
	Option H is incorrect	Although the author does explain why Wrigley decided to start selling chewing gum, this explanation does not on its own inform readers that the selection is a biography.
	Option J is incorrect	It is the description of the events in Wrigley’s life and what led to his success that helps the reader determine that the selection is a biography.

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Item #	Rationales	
5	Option A is correct	The author refers to Wrigley as “clever” and “determined,” credits him with popularizing chewing gum, and describes his methods of promoting his product in great detail, suggesting that the author admires Wrigley for his interesting ideas and hard work.
	Option B is incorrect	Although the author does describe Wrigley’s methods throughout the selection, the methods are not necessarily portrayed as simple, nor does the author express amazement at Wrigley’s success.
	Option C is incorrect	There is no evidence to suggest that the author is bothered by the fact that Wrigley made so few gum flavors.
	Option D is incorrect	There is no evidence to suggest that the author wishes Wrigley had used his talents on something other than gum.
6	Option H is correct	William Wrigley, Jr., dreamed of operating a successful business. He employed creative marketing techniques, such as having store owners stock his product next to the check-out counters and using newspapers to advertise his gum. The author includes these details to support the theme, or central message, that thinking creatively helps people achieve their goals.
	Option F is incorrect	The author does not emphasize the joy Wrigley found through his work, so this theme is not supported.
	Option G is incorrect	Wrigley promoted his product to store owners and marketed his gum directly to customers, but the theme that he worked with others to solve problems is not developed.
	Option J is incorrect	The author does not develop a theme of showing respect to the boss as an important part of any job.
7	Option D is correct	Opal is distracted by the parrot’s loud scream and then has to ignore the parrot, which supports “annoying” as the meaning of <u>irritating</u> .
	Option A is incorrect	The parrot screams loud enough to distract Opal, helping the reader to understand that <u>irritating</u> does not mean “low.”
	Option B is incorrect	Although Opal looks around to see where the <u>irritating</u> scream comes from, there is no evidence to suggest that the parrot’s voice expresses curiosity.
	Option C is incorrect	Gertrude the parrot does not like dogs. However, the reader does not learn this fact until paragraph 13, and there is no evidence earlier in the story to suggest that Gertrude is “nervous” when she screams in an “ <u>irritating</u> voice.”
8	Option G is correct	In paragraphs 10 through 18, Otis looks down at the counter rather than at Opal, mumbles, and expresses uncertainty, suggesting that he is not sure if he should hire Opal.
	Option F is incorrect	The conversation between the two characters in paragraphs 10 through 18 is included to suggest that Otis is uncertain about hiring Opal rather than disappointed over the lack of a sale.
	Option H is incorrect	There is no evidence in paragraphs 10 through 18 to suggest that Otis is ashamed of the mess.
	Option J is incorrect	The reader can infer from the conversation between Otis and Opal in paragraphs 10 through 18 that Otis feels uncertain. However, his uncertainty is about whether he should hire Opal, not about what Opal may do next.
9	Option A is correct	One reason Otis is reluctant to hire Opal is that she would need to bring her dog Winn-Dixie to work, and Gertrude, the parrot who lives in the pet store, does not like dogs. However, paragraphs 22 through 24 suggest that the dog and the parrot can become friends, prompting Otis to put aside his doubt and tell Opal she can “start on Monday” in paragraph 25.
	Option B is incorrect	There is no evidence to suggest that Otis hires Opal because he wants to spend more time around Opal’s dog.
	Option C is incorrect	The reader can infer from the description in paragraph 9 of the dusty floor that the pet store is messy, but there is no evidence to suggest Otis realizes he needs help keeping the store clean.
	Option D is incorrect	The author suggests Otis hires Opal because Gertrude seems to like Winn-Dixie, not because Otis wants Opal to stop sharing her ideas.

2018 STAAR Grade 4 Reading Rationales

Item #	Rationales	
10	Option H is correct	Opal really wants a new leash and collar for Winn-Dixie and does not give up in her efforts to get the items. She initially tries to buy the leash and collar on an “installment plan,” and when that doesn’t work, she offers to work at the pet store. Ultimately, Opal’s persistence results in her getting her wish. These details are included to support the main message that people who do not give up are more likely to get what they want.
	Option F is incorrect	There is no evidence that anyone in the story feels fearful. The main message relates to people getting what they want through persistence, not overcoming fear through courage.
	Option G is incorrect	Although Opal wants to work at the pet store and refers to herself as “trustworthy” in paragraph 12, this is not the main message of the story.
	Option J is incorrect	Opal is willing to work hard, but the reader can infer that the message of the story is focused on achieving goals through persistence rather than on achieving success through hard work.
11	Option D is correct	When Otis refuses to sell Opal a leash and collar on an installment plan, Opal suggests in paragraph 8 that she work at the pet store, where she could “sweep the floors and dust the shelves and take out the trash,” prompting Otis to consider hiring Opal.
	Option A is incorrect	Getting a new leash and collar for Winn-Dixie is Opal’s motivation for seeking employment at the pet store, not Otis’s motivation for hiring Opal.
	Option B is incorrect	The fact that Gertrude the parrot does not like being around dogs causes Otis to feel reluctant about hiring Opal; Gertrude’s dislike of dogs does not cause him to consider giving Opal a job.
	Option C is incorrect	The fact that Winn-Dixie howls when he is away from Opal means that Winn-Dixie would be spending a lot of time at the pet store if Opal is hired. This initially causes Otis to feel reluctant about hiring Opal.
12	Option G is correct	This summary successfully includes the major events and key details from the entire story. Opal’s reason for being at the pet store and her conflict of not having enough money for the leash are explained in the first sentence. The second and third sentences include a description of how Opal plans to solve her problem, and the resolution of the story is described in the last sentence.
	Option F is incorrect	Key events from the story are left out of this summary, including Opal’s plan to work at the pet store and Otis’s decision to hire Opal.
	Option H is incorrect	Opal’s efforts to resolve the conflict and the final resolution are left out of this summary, making it incomplete.
	Option J is incorrect	Opal’s efforts to solve the conflict are only partially described in this summary, and the resolution is omitted.
13	Option A is correct	The author includes paragraph 2 to focus on the positive contributions of bats: they eat harmful insects, spread pollen among flowering plants, and fertilize soil with their droppings.
	Option B is incorrect	The author’s purpose in paragraph 2 is to describe good things bats do, not to share ideas people have about bats.
	Option C is incorrect	There is no information included in paragraph 2 that explains why bats eat so many insects. The author only offers that “A solitary bat can eat 1,000 mosquito-sized insects in just one hour.”
	Option D is incorrect	The author does not try to persuade people to visit bat caves in paragraph 2.
14	Option H is correct	The author explains in paragraph 3 that bats are having difficulty finding homes because “bat habitats, like trees and caves, often are destroyed” when people “develop land and build new houses and businesses.”
	Option F is incorrect	Bats need places to hang from while they sleep, but the main reason they are having difficulty finding homes is because bat habitats are often destroyed when people “develop land and build new houses and businesses.”
	Option G is incorrect	There is no evidence in the selection to suggest that bats are bothered by people who explore caves.
	Option J is incorrect	The author explains important characteristics of bat houses but does not suggest that the improper construction of bat houses is contributing to bats having difficulty finding homes.

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Item #	Rationales	
15	Option D is correct	In this sentence, the author expresses the opinion that building bat houses is a “great” thing for people to do to help “these useful creatures.”
	Option A is incorrect	This sentence is a fact that can be verified. Scientists can study how well plants grow in soil mixed with fertilizer compared with soil without the fertilizer.
	Option B is incorrect	This sentence is a fact. People and animals eat plants, so if there are more plants, there will be more food for people and animals.
	Option C is incorrect	This sentence is a fact that can be verified; the number of people who build homes for bats can be counted.
16	Option G is correct	The title of the section “Bat Benefits” is used to indicate that the section will describe ways that bats can help people. The author explains that bats eat harmful insects, spread pollen among flowering plants, and produce droppings that make excellent fertilizer for plants.
	Option F is incorrect	The author provides information about bats in the introductory paragraph but does not describe the ways bats can help people.
	Option H is incorrect	The title of the section “Giving Back to Bats” is used to indicate that the author will discuss the ways people can help bats, not the ways bats can help people.
	Option J is incorrect	The section “Bat Houses” does not include information about the ways bats can help people.
17	Option C is correct	The author’s purpose for including paragraph 5 is to describe “some things humans can do to help honeybees,” such as growing flowers and plants that honeybees like and building beehives to provide homes for bees.
	Option A is incorrect	The author’s purpose in paragraph 5 is to share ways to care for the honeybee population. Problems that honeybees are facing are included in paragraph 2.
	Option B is incorrect	The author provides information about the benefits of caring for bees in paragraphs 3 and 4, not paragraph 5.
	Option D is incorrect	The benefits of having honeybees around are described in paragraphs 3 and 4.
18	Option F is correct	The author explains in paragraph 2 that when areas where bees live are turned into farms, crops replace wildflowers and other plants, which “limits honeybees’ access to nectar and pollen.”
	Option G is incorrect	In paragraph 2, the author does not indicate a connection between the loss of farmland and the diseases affecting bees.
	Option H is incorrect	The author refers to bees catching diseases but does not state that bees pass on these diseases to plants.
	Option J is incorrect	Although the author mentions that crops replace the plants and wildflowers bees depend on for food, paragraph 2 does not include information to suggest that bees eat the crops.
19	Option A is correct	In paragraph 3, the author states that “Many of the fruits and vegetables that humans and other animals eat cannot grow without the help of honeybees” and goes on to explain that “Without the help of honeybees, we would not have as many of the plants we depend on for food.”
	Option B is incorrect	There is no evidence in the article to suggest that diseases would spread more quickly if there were too few honeybees.
	Option C is incorrect	There is no evidence in the article to suggest that there would be more farms if there were too few honeybees.
	Option D is incorrect	There is no evidence to support the conclusion that there would be more harmful insects if there were too few honeybees.

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Item #	Rationales	
20	Option J is correct	Key points of the section “How Humans Can Help” are successfully included in this summary. The main idea that anyone can help honeybees is stated in the first sentence. Specific details about how people can help bees are included in the rest of the summary.
	Option F is incorrect	This option does not include the main idea of the section and mainly focuses on beekeepers, rather than all the ways people can help bees.
	Option G is incorrect	The focus of this option is on what children can learn about bees, not what children can do to help bees, so it does not accurately summarize the section.
	Option H is incorrect	The details in this summary are not needed and the author’s main idea that anyone can help honeybees is not fully developed, making this summary incomplete.
21	Option D is correct	Both authors provide details related to how bats and honeybees are responsible for more food being produced because of pollination. In paragraph 2 of the selection, the author explains that bats “spread pollen among flowering plants,” and the author of the article explains that “Bees pollinate a wide variety of plants in the United States.”
	Option A is incorrect	Although bats eat insects that are harmful to crops, there is no evidence in the article that bees do the same.
	Option B is incorrect	Neither the selection nor the article includes evidence that bats and bees are responsible for more people starting new farms.
	Option C is incorrect	Neither the selection nor the article includes evidence to support the conclusion that bats and bees are responsible for fewer animals getting sick from diseases and viruses.
22	Option H is correct	In the first photograph of the selection, people are watching bats fly out of Bracken Cave, and in the last photograph of the article, a student is shown working with bees at her school. Based on these images, the reader can conclude that people are interested in both bats and bees.
	Option F is incorrect	It is not possible to tell from the photographs that these animals enjoy being around people.
	Option G is incorrect	It is not possible to tell from the photographs that there are more of the animals than people may think.
	Option J is incorrect	The reader cannot determine from the photographs how easy or difficult it is for people to help these animals.
23	Option A is correct	The author of the selection states that bats eat insects, while the author of the article explains that bees feed on wildflowers and plants. This is a difference between the bats and the honeybees.
	Option B is incorrect	The authors provide information that both bats and bees spread pollen. This is a way in which they are the same, not different.
	Option C is incorrect	In paragraph 2 of the article, the author refers to honeybees “suffering from diseases and catching viruses.” There are no references to bats catching diseases in the selection. Both parts of this option are untrue.
	Option D is incorrect	Although the author of the selection does describe the need for bat houses, the author of the article notes that bees live in beehives, not houses.
24	Option H is correct	The author of the selection explains in this sentence that bats spread pollen. In this sentence from the article, the author shows that bees do as well. This is a key similarity between bees and bats.
	Option F is incorrect	Bees make honey, but bats do not. This is not a similarity between bees and bats.
	Option G is incorrect	Although bees and bats both spread pollen, the author of the selection focuses on bats’ loss of habitat rather than loss of access to pollen due to wildflowers and plants being replaced by crops.
	Option J is incorrect	The author of the selection does not refer to specific plants that bats prefer.
25	Option D is correct	The poet indicates that the wind “tears leaves off trees and blows them away,” (lines 21–22) and “whips the seas into foamy mountains” (lines 26–27). These descriptions of the wind support “rearranges in an untidy way” as the definition of <u>musses</u> .
	Option A is incorrect	The poet does not refer to the wind itself making anything wet.
	Option B is incorrect	There is no context to support “makes clean” as the meaning of <u>musses</u> .
	Option C is incorrect	Mussed hair being removed from a location is not supported by context in the poem.

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Item #	Rationales	
26	Option J is correct	In lines 5 through 9 of the poem, the poet contrasts pleasant scents associated with air (“roses,” “fresh-cut grass,” “rain”) with unpleasant scents (“skunk,” “gasoline”) to emphasize that air can be both pleasant and unpleasant.
	Option F is incorrect	There is no evidence to support that the poet is using descriptive language in order to persuade the reader to spend more time outdoors.
	Option G is incorrect	The poet does not include the descriptive language in lines 5 through 9 to focus on what air smells like after rain.
	Option H is incorrect	The poet refers to the smell of roses and skunks, but these lines are not included to explain how the scents are different.
27	Option C is correct	By drawing out the word “deeeeeeeeeeep,” the poet most likely wants to emphasize the idea of taking a deep breath of air.
	Option A is incorrect	Although line 38 is one of the shorter lines in the poem, there is no reason to think that the poet wants the line to be read more quickly than other lines.
	Option B is incorrect	Although the word in line 38 is spelled differently than normal, the extra letters are most likely intended to emphasize the action of taking a deep breath, not to add humor.
	Option D is incorrect	There is no evidence that suggests the poet thinks this word is more important than other words in the poem.
28	Option G is correct	The description that the wind “tears leaves off trees” helps the reader understand the power of the wind.
	Option F is incorrect	The poet does not include this line to demonstrate that air can be powerful.
	Option H is incorrect	The statement that air “has no color or shape” does not help the reader infer that air can be powerful.
	Option J is incorrect	Blowing “a soap bubble” describes something a person can do using air but does not not emphasize that air can be powerful.
29	Option D is correct	The poet’s description of wind as “air that’s going somewhere” from lines 17 and 18 shows that the speaker believes that the difference between wind and air is that wind moves.
	Option A is incorrect	The poet does not provide evidence that wind is different from air because it is colder.
	Option B is incorrect	The poet does not describe wind as thinner than air.
	Option C is incorrect	The poet associates particular scents with air, but there is no evidence that the speaker believes wind is smellier than air.
30	Option H is correct	The speaker describes numerous characteristics of air—including its scents, actions, and locations—and concludes by stating, “I’m so glad it’s everywhere.” This suggests that the speaker feels that air has special qualities.
	Option F is incorrect	The speaker presents a positive view of air throughout the poem; there is no indication that he has changed his mind.
	Option G is incorrect	Although the poet mentions not being able to see air in lines 2 and 30, there is no indication that the speaker wishes that air could be seen.
	Option J is incorrect	The speaker offers numerous thoughts about air, but there is no evidence of confusion.
31	Option C is correct	In paragraph 1, the author describes a hammer pounding a nail “into the wood.” A hammer exerts force to push a nail through wood, so “to force to go through” as the meaning of <u>drives</u> is supported by this paragraph.
	Option A is incorrect	There is no mention in paragraph 1 of cars taking things from one place to another, so this definition of <u>drives</u> is incorrect.
	Option B is incorrect	The reader can infer that although a hammer moves a nail, the action is more forceful than simply guiding its movement.
	Option D is incorrect	A hammer is not used to throw nails. It forces them into wood.

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Item #	Rationales	
32	Option H is correct	Brooks and Bol set out to build more than 2,500 free libraries. In paragraph 8, the author states there are now “more than 25,000 Little Free Libraries around the world, and they can be found on almost every continent.” This supports the conclusion that Brooks and Bol are most likely delighted with the results of their plan.
	Option F is incorrect	It is unlikely that Brooks and Bol are disappointed with the results of their plan since there are now more than 25,000 Little Free Libraries around the world.
	Option G is incorrect	Although Brooks and Bol could not have known at the outset what the results of their plan would be, the author does not suggest that they feel curious about the results of their plan.
	Option J is incorrect	There is no evidence in the selection to suggest that Brooks and Bol feel confused about the results of their plan.
33	Option D is correct	The photograph is of a mother and her daughters taking books out of a Little Free Library, and the idea that libraries are places where people can share and enjoy books is emphasized by the caption.
	Option A is incorrect	The popularity rates of different libraries are not being compared.
	Option B is incorrect	There is no information in the photograph or its caption about how frequently library owners must refill their libraries.
	Option C is incorrect	Although the people in the photograph appear to be choosing books out of a Little Free Library, the steps people use to check out books from the libraries cannot be determined from this photograph or its caption.
34	Option F is correct	The author describes in paragraph 2 how in 2009 Todd Bol decided to build a wood box and fill it with books people could borrow. Bol did this to honor his mother, who “had been a teacher who had loved reading.”
	Option G is incorrect	Although Bol did create a new way for people to borrow books, he did this to honor his mother, not because his friends lacked books.
	Option H is incorrect	Although some people use Little Free Libraries to share books with one another, Bol’s reason for creating the first Little Free Library was to honor his mother.
	Option J is incorrect	Bol created the first Little Free Library to honor his mother’s memory, not because he noticed that libraries make people want to read.
35	Option D is correct	The Little Free Libraries are an innovative and interesting way to share books, and the author wrote this selection mainly to provide information about these libraries, including why Bol and Brooks created them, how they work, and how popular they are.
	Option A is incorrect	Although the author does refer to the number of Little Free Libraries and how they are located within cities such as El Paso, the author does not provide specific information about where to find a Little Free Library.
	Option B is incorrect	Although the Little Free Libraries are located outdoors, the author did not write the selection to explain why people enjoy reading books outdoors.
	Option C is incorrect	Although the information provided in the selection may encourage the reader to visit a Little Free Library, persuading the reader to do so is not the author’s primary purpose for writing the selection.

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Item #	Rationales	
36	Option G is correct	Important ideas and key details are included in this summary. The first sentence includes information about what a Little Free Library is and how the first one was made. The second sentence includes details about how the idea spread, and the popularity of tiny libraries today is highlighted in the last sentence.
	Option F is incorrect	Information about how the libraries multiplied or what their role is today is not included, making this summary incomplete. The summary also includes a nonessential detail: "The box was shaped like a red schoolhouse."
	Option H is incorrect	Information about how the Little Free Libraries came to be, how they multiplied, and how they have become popular is not included in this summary, making it incomplete.
	Option J is incorrect	Information about what a Little Free Library is or how these tiny libraries came into being is not included in this summary, making it incomplete.