

STAR Test Sample Questions

4th Grade English - Language Arts

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4th Grade English - Language Arts

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Standardized Testing and Reporting - STAR

Grade 4: English-Language Arts

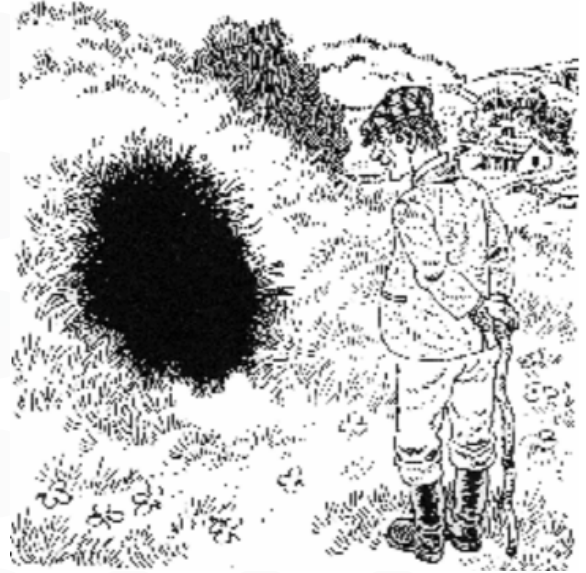
Literary Response and Analysis (Performance Level: Advanced) – Question 01

Read these two tales about luck. Think about how the stories are alike and how they are different.

A Tip o' the Hat A Tale from Ireland

1 Times were hard for Grady O'Hara's family in Donegal, Ireland. For months they had lived on porridge alone. One day Maggie O'Hara said to her husband, "Grady, you must find work before we all starve."

2 Grady traveled many miles, yet he found no work. Weary, he rested against a hill covered in soft green clover. As he dozed, Grady began to hear music. It seemed to be coming from within the hill. Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through. The wee cave was full of fairies. This was good, for in Ireland fairies must give a gift to a human who finds them.



3 The fairies offered Grady a fine iron pot. "Placed over fire," said their leader, "it instantly fills with food. Go now, but tell no one of your luck."

4 Grady headed home, but darkness soon fell. He came to a farmhouse and asked the owners if he could stay there overnight. The Hanahans, who lived there, said he could stay, but a few potatoes were all they had for dinner. Well, Grady's hunger was as fierce as a lion's. He couldn't help showing off his new pot. They all enjoyed a grand dinner, and Grady went to bed with a full stomach.

5 The next morning, Grady went home. He wanted to show his family the pot and to feed everyone a great meal. When he put the pot over the fire, though, nothing happened. Looking closely, Grady realized that it was not the same pot! As he had slept soundly, the Hanahans had traded their pot for his.

Continue



6 Grady went to the fairies, and they agreed to trick the Hanahans. The fairies gave Grady an ugly green hat and sent him back to the farm. There, before going to bed, he boasted that the hat was very special. Sure enough, they took it from him.

7 As they tipped it over to look inside, several fairies jumped out and began playing ear-piercing music. The Hanahans held their hands over their ears.

8 "They won't stop playing until you give me back my pot," said Grady.

9 Grady went home with his hat and his pot. He held a fantastic feast for his family and all the neighbors. None of them overstayed their welcome, though. They all had heard what happened when Grady tipped his hat!



The Lucky Cloak
A Tale from Italy

1 Signor Luna and his son, Antonio, lived in a small town in Italy. One day, the old man decided that Antonio should go out into the world and seek his fortune. Calling his son to him, he presented a battered old cloak with one small pocket.

2 How can this old cloak help me? asked Antonio.

3 You'll see, said his father. Put it on and reach into the pocket.



4 Antonio did so, and out came a silver coin. A coin will appear whenever you need one, Signor Luna said, but that is not all. Button the cloak now.

5 When Antonio buttoned the cloak's last button, he instantly became invisible! With the cloak and his father's good wishes, the young man went on his way.

6 After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.

7 "May I join you, Signorina?" he asked with a polite little bow.

8 "No," she said, "for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal."

9 Antonio's pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.

10 With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, "Now this cloak belongs to me!"



11 Thinking quickly, Antonio said, “Wait! I’ll show you something even more wonderful about that cloak. You will be truly amazed.” With some hesitation, she removed the cloak and handed it back to Antonio.

12 “The best thing about this cloak is that when you button it—” Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.

Which phrase from “A Tip o’ the Hat” is a simile?

A on porridge alone

B as fierce as a lion’s

C with a full stomach

D an ugly green hat



Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 01

Read these two tales about luck. Think about how the stories are alike and how they are different.

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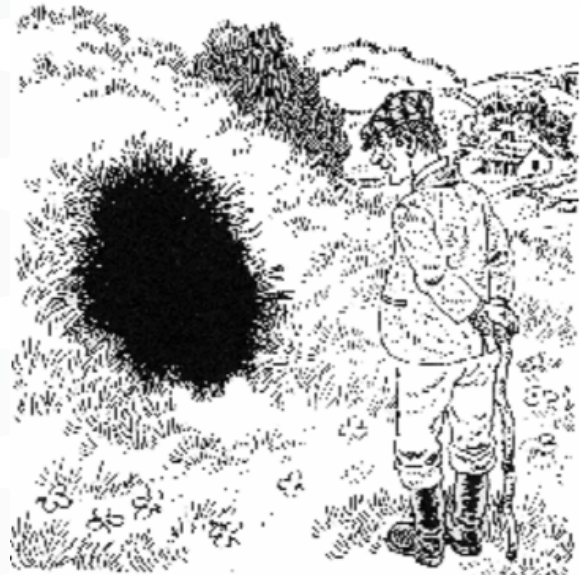
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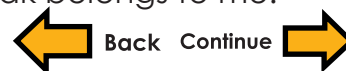
6 After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.

7 "May I join you, Signorina?" he asked with a polite little bow.

8 "No," she said, "for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal."

9 Antonio's pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.

10 With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, "Now this cloak belongs to me!"



11 Thinking quickly, Antonio said, “Wait! I’ll show you something even more wonderful about that cloak. You will be truly amazed.” With some hesitation, she removed the cloak and handed it back to Antonio.

12 “The best thing about this cloak is that when you button it—” Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.

In what way are Grady and Antonio different?

A Grady wears fancy clothes, but Antonio dresses in shabby rags.

B Grady has a wife and family, but Antonio is a young man starting out on his own.

C Grady is very funny and likes to tell jokes, and Antonio is a very serious person.

D Grady is shy and likes to live on a farm, and Antonio is a friendly town man.



Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 02

Read these two tales about luck. Think about how the stories are alike and how they are different.

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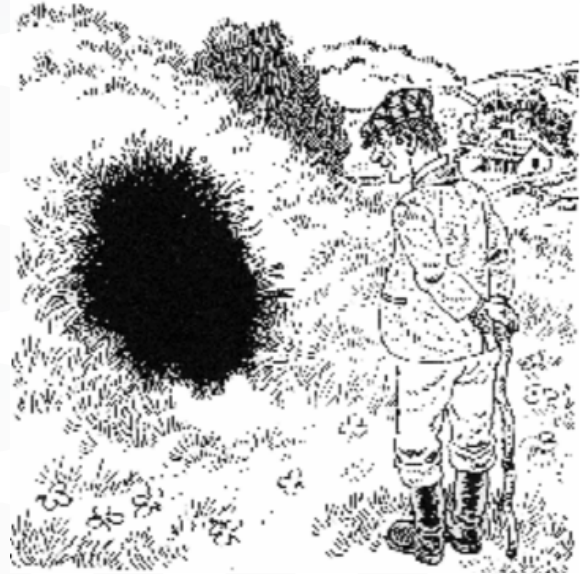
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In both stories, the main character learns

A to ask for help when he needs it.

B that magic cannot solve problems.

C to be careful about the people he trusts.

D that it is important to have one best friend.



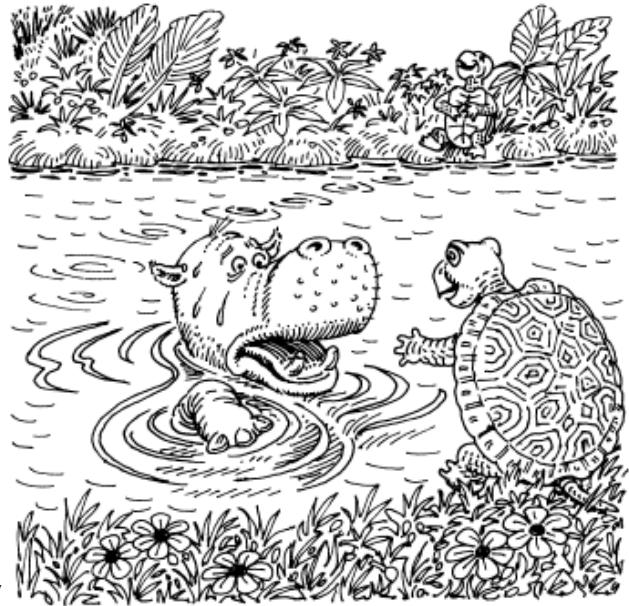
Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 03

Tim and Jim's Race
An African Folktale¹

1 Tim and Jim Turtle were brothers who lived along the banks of a deep, muddy river. They looked so much alike that no one could tell them apart. Once in a while even Mama Turtle had trouble! "Tim, pick up your toys," she'd say to Jim, and, "Jim, wash your hands for dinner," she'd say to Tim.

2 Like most little turtles, Tim and Jim were sometimes mischievous. One day Tim Turtle saw the big gray hippopotamus in the water. "Let's play a trick on Henry Hippo," he said eagerly.



3 "What?" cried Jim. "Henry Hippo is so big and strong, and we're just little turtles. What kind of a trick could we possibly play on him?"

4 Tim laughed. "Just do as I say." He whispered something into Jim's ear, and then Jim quickly disappeared under the water.

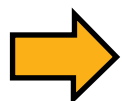
5 Tim called to the hippopotamus, saying, "I am such a fast swimmer. No one can swim faster than I can!"

6 "Is that you talking, Little One?" asked the hippo. "You think you are so fast in the water?"

7 "That's right, and I can prove it. I will race you," replied Tim.

8 The hippopotamus laughed. "That's absurd! What a silly idea! I am a much faster swimmer than you are!"

Continue



9 "We will see. The first one to the other side of the river wins!" said Tim. He ducked under the water as Henry Hippo started swimming. Tim knew that he could never swim as fast as Henry. But that did not matter. Jim had already swum to the other side and was waiting there.

10 When Henry Hippo reached the other side, his eyes grew wide. "This cannot be!" he said to Jim. "How did you get here so fast? You must give me another chance. We must race back to the other side and I know I'll beat you this time."

11 Jim readily agreed, and he ducked down under the water as the hippopotamus began swimming back. When Henry reached the opposite shore, there was Tim sitting on a rock, waiting for him.

12 "I didn't think it was true, but you are right," said Henry Hippo. "You are faster than I am! I will never doubt you again, Little One."

13 Henry Hippo wandered back into the jungle, amazed. Jim returned and joined his brother. They both laughed and laughed over the trick they had played. This time their mama, however, was not so easily fooled. "Jim," she said, "I know it was you who left your toys lying around. And Tim, your hands are still dirty. Now go wash up for dinner."

¹This story is a retelling of an African folktale.

The turtles in the story are

A stingy.

B tricky.

C lazy.

D brave.



Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 04

Read these two passages about changes. Think about how the passages are alike and how they are different.

The Purest Heart
A Story from China

- 1 In a forest in China, there lived a snake. The snake had a beautiful garden of flowers. One day the snake caught Chow Wing gathering the snake's flowers for his three daughters. The snake was angry. "Chow Wing," he hissed, "you must give me one of your daughters as a wife." Frightened, the man agreed.
- 2 At home, Chow Wing grew sick with worry. He could neither eat nor sleep.
- 3 "Please eat, Father," said his eldest daughter, Hua.
- 4 "I am too worried," he said. "Hua, will you marry the snake and save us?"
- 5 "You cannot ask me to marry a snake, Father!" said Hua, laughing. "He is so ugly, and I am beautiful. Everyone says so."
- 6 Next he turned to Fung, his middle daughter. "Fung, will you marry the snake?"
- 7 "Dearest Father," said Fung, sighing deeply. "This snake is so harsh. I cannot!"
- 8 The youngest daughter, Tao, stepped forward. "I will marry the snake," she said.
- 9 In the forest some days later, sweet Tao married the snake. She became a good wife, cleaning and cooking and always being kind and respectful to her husband.
- 10 One scorching summer afternoon, Tao returned from collecting water to find the snake dying from thirst. Quickly she plunged him into the cool water that she had brought. Before her eyes, he began to grow and change. When he had completed this change, he was a strong and handsome young man!

Continue



11 "Tao," he said. "A spell changed me into an ugly snake, but your love and kindness changed me back into my real self."

12 The happy couple visited Chow Wing, Hua, and Fung. How amazed they were! The sisters also felt pangs of envy, now that Tao was married to such a fine young man. Deep in their hearts, though, they knew that she was the one of pure heart, the only one who could have broken the evil spell.



Kapapitoe and the Lizard

A Story from Indonesia

1 In an Indonesian jungle lived an old woman who had raised a lizard as if he were her son. One day the lizard said, "Please go to the house of seven sisters. Ask if one of the sisters will marry me."

2 The old woman went to the seven single sisters' house and asked the oldest to marry the lizard. The young woman laughed, saying, "Who would marry a lizard?"

3 Each day for a week, the old woman returned with bridal gifts and the marriage offer. One by one, six of the seven sisters refused. Finally she came to the youngest sister, Kapapitoe. "I will marry him," she said. A week later, the old woman returned with the bridal gifts and the lizard in a basket.



4 The six older sisters were cruel to Kapapitoe's lizard husband. After working in the jungle all day, they would clean their feet on his scaly back. As the planting feast of Ta Datoe approached, they said to him, "You may not go to this feast, for you are an ugly lizard." Kapapitoe was kind to her husband and hated the way her sisters treated him. As the youngest, though, she had no power over them.

5 The day before the feast, the lizard asked his wife to carry him into the jungle. There he used his long, slashing tail to cut trees and grass until he had cleared a field for planting. "There, now they will surely let me go to the planting feast tomorrow!" he said to Kapapitoe. Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

6 On the day of the feast, Kapapitoe was ready to go to the river and wash. "Please take me to the river with you," said her husband, and so she did. The lizard went into the water. When he came out, he was a handsome young man dressed in fine clothes!



7 At the feast everyone asked, “Who is that handsome man with Kapapitoe?”

8 The old woman smiled and said, “It is her husband.”

9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe’s husband from her, but he loved only his wife.

These passages are best described as

A modern-day science fiction stories.

B fables about animals who learn a lesson.

C myths that explain how things began.

D fairy tales from two different countries.



Back

Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 05

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9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe’s husband from her, but he loved only his wife.

In “Kapapitoe and the Lizard,” how did Kapapitoe’s six sisters show how much they disliked and disrespected the lizard?

A They would not give him any food to eat or water to drink.

B They told Kapapitoe that she must leave their home with him.

C They cleaned their dirty feet by wiping them on his rough skin.

D They made him work hard all day, every day, in the jungle.



Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Proficient) – Question 06

The Tail Trade A Story of the Maliseet Indians

- 1 Long ago, when the world was new, Beaver had a long, thin tail. He loved to dive, but his long tail didn't help him get to the bottom of the pond fast enough. He couldn't use his tail to slap the mud into place when he built a dam.
- 2 One day, Muskrat swam by. Beaver noticed Muskrat's broad, flat tail. He realized it would be perfect for diving and building dams. At the same time, Muskrat gazed enviously at Beaver's tail. Muskrat loved to swim fast, and his broad, flat tail dragged in the water and slowed him down. He thought it would be better to have Beaver's tail. So Muskrat said, "Beaver, I would do anything to have a tail like yours."
- 3 "Is that so?" replied Beaver. "I was just admiring your tail. Why don't we trade?"
- 4 Muskrat eagerly agreed, and they exchanged tails right then and there. Muskrat couldn't wait to try his new long, thin tail. He was pleased as could be when he shot across the pond with great speed. Then he watched as Beaver showed off his new tricks. Beaver easily dove to the bottom of the pond with his new broad, flat tail. He gathered some mud, swam up, and with a loud smack! slapped it onto his dam. When he felt danger was nearby, a loud smack! would be heard as Beaver slapped his tail on the water. It was his way of warning others to keep away.
- 5 Muskrat was jealous. He had never even dreamed of the clever ways Beaver had thought to use the broad, flat tail. Muskrat went to Beaver and said, "I want my tail back!" Beaver wasn't about to give it up. His only answer was a loud smack!
- 6 Muskrat knew better than to ask again. To this day, Beaver still has the broad, flat tail he got from Muskrat, and Muskrat has the long, thin one he got from Beaver.

From *THROUGH THE GRAPEVINE*, *World Tales Kids Can Read & Tell*, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

Continue



Monkey Gets the Last Laugh
A Story from Brazil

- 1 Long ago, Monkey loved to play tricks. He'd pull Rabbit's ears or yank Cat's tail and then hoot and holler until his belly hurt. All the animals were tired of being laughed at. They were fed up with Monkey's tricks.
- 2 One day, while Monkey was taking a nap, several animals rolled a big stone onto his tail. Monkey yanked and pulled, trying to get his tail free. At last, he gave such a hard jerk that his tail broke off!
- 3 Cat grabbed the tail and scurried away. Monkey knew he needed his tail to climb trees. He chased after Cat and begged, "Please give me my tail back. I'll do whatever you ask."
- 4 Cat thought about it and replied, "I'll give it to you, if you'll get me some milk from Cow."
- 5 So Monkey went to Cow and asked, "Cow, please give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 6 Cow thought about it and replied, "I'll give it to you, if you'll get me some grass from the farmer."
- 7 So Monkey went to the farmer and begged, "Farmer, please give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 8 The farmer thought about it and replied, "I'll give it to you, if you'll get me some rain from the cloud."
- 9 So Monkey went to the cloud and asked, "Cloud, please give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 10 The cloud thought about it and replied, "I'll give it to you, if you'll get me some water from the river."



11 So Monkey went to the river and asked, "River, please give me some water, so I can give it to the cloud, so he'll give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."

12 The river thought about it and replied, "Help yourself. I have plenty of water to spare."

13 Monkey thanked the river again and again. Then he brought some water to the cloud, and the cloud gave him rain. He brought the rain to the farmer, who gave him grass. He brought the grass to Cow, who gave him milk, and he brought the milk to Cat, who gave him his tail back.

14 Monkey was overjoyed! Although he no longer plays tricks on the other animals, you can still hear him hooting and hollering in the jungle. Monkey's laughing because he's so happy to have his tail back.

From THROUGH THE GRAPEVINE, World Tales Kids Can Read & Tell, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

What is the main event in "The Tail Trade"?

- ☐ A Beaver builds a dam with his tail.
- ☐ B Muskrat and Beaver exchange tails.
- ☐ C Muskrat and Beaver try out their new tails.
- ☐ D Beaver slaps his tail to warn of danger.

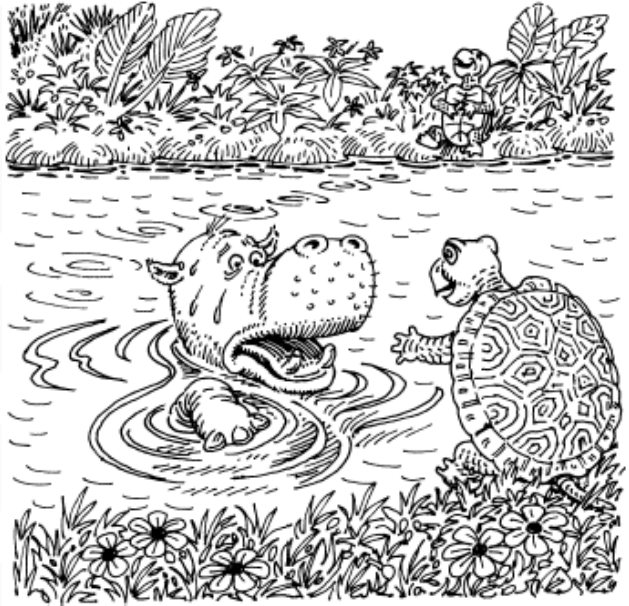


Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 01

Tim and Jim's Race An African Folktale¹

1 Tim and Jim Turtle were brothers who lived along the banks of a deep, muddy river. They looked so much alike that no one could tell them apart. Once in a while even Mama Turtle had trouble! "Tim, pick up your toys," she'd say to Jim, and, "Jim, wash your hands for dinner," she'd say to Tim.



2 Like most little turtles, Tim and Jim were sometimes mischievous. One day Tim Turtle saw the big gray hippopotamus in the water. "Let's play a trick on Henry Hippo," he said eagerly.

3 "What?" cried Jim. "Henry Hippo is so big and strong, and we're just little turtles. What kind of a trick could we possibly play on him?"

4 Tim laughed. "Just do as I say." He whispered something into Jim's ear, and then Jim quickly disappeared under the water.

5 Tim called to the hippopotamus, saying, "I am such a fast swimmer. No one can swim faster than I can!"

6 "Is that you talking, Little One?" asked the hippo. "You think you are so fast in the water?"

7 "That's right, and I can prove it. I will race you," replied Tim.

8 The hippopotamus laughed. "That's absurd! What a silly idea! I am a much faster swimmer than you are!"

Continue

9 “We will see. The first one to the other side of the river wins!” said Tim. He ducked under the water as Henry Hippo started swimming. Tim knew that he could never swim as fast as Henry. But that did not matter. Jim had already swum to the other side and was waiting there.

10 When Henry Hippo reached the other side, his eyes grew wide. “This cannot be!” he said to Jim. “How did you get here so fast? You must give me another chance. We must race back to the other side and I know I’ll beat you this time.”

11 Jim readily agreed, and he ducked down under the water as the hippopotamus began swimming back. When Henry reached the opposite shore, there was Tim sitting on a rock, waiting for him.

12 “I didn’t think it was true, but you are right,” said Henry Hippo. “You are faster than I am! I will never doubt you again, Little One.”

13 Henry Hippo wandered back into the jungle, amazed. Jim returned and joined his brother. They both laughed and laughed over the trick they had played. This time their mama, however, was not so easily fooled. “Jim,” she said, “I know it was you who left your toys lying around. And Tim, your hands are still dirty. Now go wash up for dinner.”

¹This story is a retelling of an African folktale.

Read this sentence from “Tim and Jim’s Race.”

When Henry Hippo reached the other side, his eyes grew wide.

When the author says that Henry’s “eyes grew wide,” she means that Henry

A was tired.

B was trying to see better.

C was surprised.

D was afraid of something.



Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 02

Read these two passages about changes. Think about how the passages are alike and how they are different.

The Purest Heart
A Story from China

- 1 In a forest in China, there lived a snake. The snake had a beautiful garden of flowers. One day the snake caught Chow Wing gathering the snake's flowers for his three daughters. The snake was angry. "Chow Wing," he hissed, "you must give me one of your daughters as a wife." Frightened, the man agreed.
- 2 At home, Chow Wing grew sick with worry. He could neither eat nor sleep.
- 3 "Please eat, Father," said his eldest daughter, Hua.
- 4 "I am too worried," he said. "Hua, will you marry the snake and save us?"
- 5 "You cannot ask me to marry a snake, Father!" said Hua, laughing. "He is so ugly, and I am beautiful. Everyone says so."
- 6 Next he turned to Fung, his middle daughter. "Fung, will you marry the snake?"
- 7 "Dearest Father," said Fung, sighing deeply. "This snake is so harsh. I cannot!"
- 8 The youngest daughter, Tao, stepped forward. "I will marry the snake," she said.
- 9 In the forest some days later, sweet Tao married the snake. She became a good wife, cleaning and cooking and always being kind and respectful to her husband.
- 10 One scorching summer afternoon, Tao returned from collecting water to find the snake dying from thirst. Quickly she plunged him into the cool water that she had brought. Before her eyes, he began to grow and change. When he had completed this change, he was a strong and handsome young man!

Continue



11 "Tao," he said. "A spell changed me into an ugly snake, but your love and kindness changed me back into my real self."

12 The happy couple visited Chow Wing, Hua, and Fung. How amazed they were! The sisters also felt pangs of envy, now that Tao was married to such a fine young man. Deep in their hearts, though, they knew that she was the one of pure heart, the only one who could have broken the evil spell.



Kapapitoe and the Lizard
A Story from Indonesia

1 In an Indonesian jungle lived an old woman who had raised a lizard as if he were her son. One day the lizard said, "Please go to the house of seven sisters. Ask if one of the sisters will marry me."

2 The old woman went to the seven single sisters' house and asked the oldest to marry the lizard. The young woman laughed, saying, "Who would marry a lizard?"

3 Each day for a week, the old woman returned with bridal gifts and the marriage offer.

One by one, six of the seven sisters refused. Finally she came to the youngest sister, Kapapitoe. "I will marry him," she said. A week later, the old woman returned with the bridal gifts and the lizard in a basket.

4 The six older sisters were cruel to Kapapitoe's lizard husband. After working in the jungle all day, they would clean their feet on his scaly back. As the planting feast of Ta Datoe approached, they said to him, "You may not go to this feast, for you are an ugly lizard." Kapapitoe was kind to her husband and hated the way her sisters treated him. As the youngest, though, she had no power over them.

5 The day before the feast, the lizard asked his wife to carry him into the jungle. There he used his long, slashing tail to cut trees and grass until he had cleared a field for planting. "There, now they will surely let me go to the planting feast tomorrow!" he said to Kapapitoe. Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

6 On the day of the feast, Kapapitoe was ready to go to the river and wash. "Please take me to the river with you," said her husband, and so she did. The lizard went into the water. When he came out, he was a handsome young man dressed in fine clothes!



7 At the feast everyone asked, "Who is that handsome man with Kapapitoe?"

8 The old woman smiled and said, "It is her husband."

9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe's husband from her, but he loved only his wife.

Both the snake and the lizard change into men when they

A are in water.

B see water.

C drink water.

D say "water."



Back

Grade 4: English-Language Arts

Literary Response and Analysis (Performance Level: Basic) – Question 03

The Tail Trade A Story of the Maliseet Indians

- 1 Long ago, when the world was new, Beaver had a long, thin tail. He loved to dive, but his long tail didn't help him get to the bottom of the pond fast enough. He couldn't use his tail to slap the mud into place when he built a dam.
- 2 One day, Muskrat swam by. Beaver noticed Muskrat's broad, flat tail. He realized it would be perfect for diving and building dams. At the same time, Muskrat gazed enviously at Beaver's tail. Muskrat loved to swim fast, and his broad, flat tail dragged in the water and slowed him down. He thought it would be better to have Beaver's tail. So Muskrat said, "Beaver, I would do anything to have a tail like yours."
- 3 "Is that so?" replied Beaver. "I was just admiring your tail. Why don't we trade?"
- 4 Muskrat eagerly agreed, and they exchanged tails right then and there. Muskrat couldn't wait to try his new long, thin tail. He was pleased as could be when he shot across the pond with great speed. Then he watched as Beaver showed off his new tricks. Beaver easily dove to the bottom of the pond with his new broad, flat tail. He gathered some mud, swam up, and with a loud smack! slapped it onto his dam. When he felt danger was nearby, a loud smack! would be heard as Beaver slapped his tail on the water. It was his way of warning others to keep away.
- 5 Muskrat was jealous. He had never even dreamed of the clever ways Beaver had thought to use the broad, flat tail. Muskrat went to Beaver and said, "I want my tail back!" Beaver wasn't about to give it up. His only answer was a loud smack!
- 6 Muskrat knew better than to ask again. To this day, Beaver still has the broad, flat tail he got from Muskrat, and Muskrat has the long, thin one he got from Beaver.

From *THROUGH THE GRAPEVINE*, *World Tales Kids Can Read & Tell*, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

Continue



Monkey Gets the Last Laugh
A Story from Brazil

- 1 Long ago, Monkey loved to play tricks. He'd pull Rabbit's ears or yank Cat's tail and then hoot and holler until his belly hurt. All the animals were tired of being laughed at. They were fed up with Monkey's tricks.
- 2 One day, while Monkey was taking a nap, several animals rolled a big stone onto his tail. Monkey yanked and pulled, trying to get his tail free. At last, he gave such a hard jerk that his tail broke off!
- 3 Cat grabbed the tail and scurried away. Monkey knew he needed his tail to climb trees. He chased after Cat and begged, "Please give me my tail back. I'll do whatever you ask."
- 4 Cat thought about it and replied, "I'll give it to you, if you'll get me some milk from Cow."
- 5 So Monkey went to Cow and asked, "Cow, please give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 6 Cow thought about it and replied, "I'll give it to you, if you'll get me some grass from the farmer."
- 7 So Monkey went to the farmer and begged, "Farmer, please give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 8 The farmer thought about it and replied, "I'll give it to you, if you'll get me some rain from the cloud."
- 9 So Monkey went to the cloud and asked, "Cloud, please give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 10 The cloud thought about it and replied, "I'll give it to you, if you'll get me some water from the river."



11 So Monkey went to the river and asked, "River, please give me some water, so I can give it to the cloud, so he'll give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."

12 The river thought about it and replied, "Help yourself. I have plenty of water to spare."

13 Monkey thanked the river again and again. Then he brought some water to the cloud, and the cloud gave him rain. He brought the rain to the farmer, who gave him grass. He brought the grass to Cow, who gave him milk, and he brought the milk to Cat, who gave him his tail back.

14 Monkey was overjoyed! Although he no longer plays tricks on the other animals, you can still hear him hooting and hollering in the jungle. Monkey's laughing because he's so happy to have his tail back.

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How do Muskrat and Monkey feel at the end of the stories?

A Muskrat is cranky, and Monkey is panicked.

B Muskrat is cautious, and Monkey is spiteful.

C Muskrat is dazzled, and Monkey is confident.

D Muskrat is regretful, and Monkey is glad.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 01

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

Continue



SAMPLE C

The Unique Beauty of Hawaii's Garden Island

Kauai offers some of the most spectacular scenery in the world and many ways to enjoy it.

Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, **Koke'e State Park** has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

The **NaPali Coast** is one of the most amazing stretches of coastline on the planet. You have to see it to believe it!

SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup. Shave ice comes in many tasty fruit flavors. Do you think you'll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

Come to Kalima's on Kauai and enjoy this refreshing tropical treat today!

Which fact about Sample B helps you know that it is a journal entry instead of a letter?

A It has a date at the beginning.

B It doesn't have a greeting or closing.

C It has only one paragraph.

D It doesn't have pictures or illustrations.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 02

Maria Martinez — Potter

By Sue Massey



- 1 Maria Martinez is remembered today as the maker of beautiful pottery. Her pottery is in museums all over the world. The pots she made are black with shiny designs on them.
- 2 Maria Martinez was a Tewa Native American. She was born around 1881. Maria lived in San Ildefonso, New Mexico.
- 3 As a young woman, Maria was known for the fine pots she made. Maria and the other village women made pots for their families. They also sold pots to visitors. Compared to the pots made by the other women, young Maria's were lovely. But they were not outstanding. They were not the pots that would make the name Maria Martinez known around the world.
- 4 In 1908, special visitors came to Maria's village. The visitors were archaeologists. They were looking for remains of early Native-American life. The visitors had been digging near Maria's village. During the dig, they had found broken bits of pottery. The pots had belonged to a group of Native Americans who had lived there seven hundred years before. The visitors' finds influenced Maria's art. They also changed her life.
- 5 One of the archaeologists showed Maria the pieces of broken pots. They were thinner than the pots Maria was making. They had an odd, shiny black finish. He asked Maria if she could make such a pot. He wanted it to be just like a seven-hundred-year-old pot. Maria said she would try.

Continue



6 Maria's husband, Julian, helped her. First they had to find a way to make the wall of the pot thinner. Maria knew that the clay she was using would not work. A thin pot made out of that clay would crack when it was fired. Maria mixed different amounts of clay, sand, and water. At last, she discovered a mix that would not crack.

7 Maria and Julian then had to find out how the shiny black finish had been made. They discovered that it took two steps.

8 First, Maria began by polishing the dried clay surface of the pot. She used a smooth stone as her polishing tool. It was slow work. Then, when the pot was polished, she placed it in a fire that was built in a certain way. The fire and ashes worked their magic on the pot. Its finish was now shiny and black.

9 Maria and Julian had discovered the secrets of the early pottery makers. The search for the secrets had excited Maria. She was eager to make more pots in the old way. And she did. For more than seventy years, Maria stayed in her village making pots.

10 Maria produced many pots in her lifetime. Under Maria's direction her son and grandson also learned how to make beautiful pots. They are keeping the old ways alive just as Maria had done before them.

"Maria Martinez — Potter" by Sue Massey from ROUGH AND READY. Copyright © 1985 by Scott, Foresman and Company. Reprinted by permission of Pearson Education, Inc.

Which step did Maria take last to create a new, shiny pot?

A She polished the dried surface.

B She glued the broken pieces.

C She placed it into the fire.

D She mixed clay and other items.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Advanced) – Question 03

Read these four passages about avocados. Think about how the passages are alike and how they are different.

Avocados

SAMPLE A

av-o-ca-do (ă'-və-kā'dō, ăv') n., pl. -dos. 1. An American tree, native to tropical regions, which bears an edible fruit that is enjoyed alone or in dishes such as salads. 2. This tree's fruit is oval or pear-shaped and has leathery green, purple, or black skin, soft yellow-green flesh, and a large pit. 3. A dull green color. [The American Spanish changed the Nahuatl (language of the Aztecs) word *ahuacatl* to *aguacate*.]

SAMPLE B

Guacamole is a Mexican dipping or topping sauce. It doesn't stay fresh very long, so just make what you need for the day. You will need two or three ripe avocados, depending on how much you want to make. A ripe avocado feels slightly soft. First, cut the avocados in half, remove the pits, and scoop out the inside of the fruit pulp into a bowl. Then mash the pulp with a fork. You don't have to make it smooth. You should still have some small chunks of avocado. Next, mix in a tablespoon of lemon or lime juice and a tablespoon of chopped fresh cilantro for each avocado you're using. (For example, if you're using two avocados, add two tablespoons of juice and two tablespoons of cilantro.) Add a little salt too. The other ingredients that you add depend on what you like. You might want to add mild chopped green chiles that come in a can. If you like food that is hot and spicy, you can add chopped fresh jalapeño peppers. Some people enjoy adding things like chopped green onions, diced fresh tomatoes, garlic, or hot pepper sauce. After adding the ingredients of your choice, bring out a bowl of tortilla chips and start dipping!



Continue



SAMPLE C

- Avocado

Common name for the tree *Persea americana*, a type of laurel tree. It is native to tropical America. Its fruit, of the same name, has a thick, rough, greenish skin. It is a drupe fruit, or stone fruit, meaning that it is fleshy inside and contains a single large, hard pit. (Other examples of drupe fruits are cherries, peaches, and plums.) An avocado is similar to a pear in size and shape. When avocado flesh is ripe, it has a creamy texture, like firm butter, and a faintly nutlike flavor. It contains 10 to 20 percent oil. In addition to this high fat content, avocados are also a good source of protein. In the United States, avocados are often eaten in salads and sandwiches. In Latin America, avocados are often an ingredient in soups and sauces. There are many avocado trees grown in the southern United States.



SAMPLE D

RAMONA'S PRODUCE CENTRAL

announces



**Welcome to Summer
Fruit and Vegetable Sale!**

Special of the Week: Avocados

Regular Price: \$1.19 per avocado

This week, you can purchase these delicious avocados for only 60¢ apiece! Buy ten, and the cost goes down to 50¢ apiece! That's only \$5.00 for ten avocados!

Think of all the salads, sandwiches, and guacamole you can make and enjoy. Come to Ramona's today!

Based on information in the four samples, all of the following words can be used to describe avocado skin except

- A thick.
- B spicy.
- C leathery.
- D rough.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 01

Read these four passages about avocados. Think about how the passages are alike and how they are different.

Avocados

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SAMPLE B

Guacamole is a Mexican dipping or topping sauce. It doesn't stay fresh very long, so just make what you need for the day. You will need two or three ripe avocados, depending on how much you want to make. A ripe avocado feels slightly soft. First, cut the avocados in half, remove the pits, and scoop out the inside of the fruit pulp into a bowl. Then mash the pulp with a fork. You don't have to make it smooth. You should still have some small chunks of avocado. Next, mix in a tablespoon of lemon or lime juice and a tablespoon of chopped fresh cilantro for each avocado you're using. (For example, if you're using two avocados, add two tablespoons of juice and two tablespoons of cilantro.) Add a little salt too. The other ingredients that you add depend on what you like. You might want to add mild chopped green chiles that come in a can. If you like food that is hot and spicy, you can add chopped fresh jalapeño peppers. Some people enjoy adding things like chopped green onions, diced fresh tomatoes, garlic, or hot pepper sauce. After adding the ingredients of your choice, bring out a bowl of tortilla chips and start dipping!



Continue



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When mashing avocados for guacamole, you should

- A always add plenty of hot pepper sauce for flavor.
- B turn the mixture into a liquid by using an electric blender.
- C use a fork and leave the mixture somewhat chunky.
- D crush the mixture for a long time, until it is smooth.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 02

Read these four passages about avocados. Think about how the passages are alike and how they are different.

Avocados

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Think of all the salads, sandwiches, and guacamole you can make and enjoy. Come to Ramona's today!

When making guacamole, what should you do right after you mash the avocado?

- A warm up a bowl of tortilla chips
- B add lime or lemon juice
- C remove the pits from the mixture
- D mix in a cup of sour cream



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 03

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

Continue 

SAMPLE C

The Unique Beauty of Hawaii's Garden Island

Kauai offers some of the most spectacular scenery in the world and many ways to enjoy it.

Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, **Koke'e State Park** has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

The **NaPali Coast** is one of the most amazing stretches of coastline on the planet. You have to see it to believe it!

SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup. Shave ice comes in many tasty fruit flavors. Do you think you'll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

Come to Kalima's on Kauai and enjoy this refreshing tropical treat today!

The first sentence in Sample B is the topic sentence. After reading this sentence, you can tell that this sample will most likely tell about

A why the writer went to Kauai.

B when the writer is going home.

C what the writer did that day.

D which island the writer will visit next.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 04

Make Your Own Leaf Collection Record


It's fun to collect things. Some kids collect coins, shells, or stamps. One thing that is easy and free to collect is leaves. Leaves come in many shapes and colors. Every type of tree has its own special leaf. Willows have narrow leaves with edges like little saws. Maple leaves have many sharp points, and oak leaves have many rounded tips.

Now you can use your drawing or word processing program to start a Leaf Collection Record Book.

LEAF COLLECTION RECORD

Name:

Description:




1. Open a new file in your word processing program.
2. Type "LEAF COLLECTION RECORD" and center it on the top of the page. Make it bold and underline it.
3. Type "Name:" and then press ENTER about three times. You will put the names of the trees you collect leaves from here.
4. Now type "Description:" and press ENTER about ten times. This is where you will describe the tree that had the leaf. Be sure to leave plenty of room.

LEAF COLLECTION RECORD

Name: California Sycamore

Description: The light green sycamore leaves have five points. The sycamore tree has fruit that looks like prickly little balls. Wood from the sycamore is used to make furniture.



5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
6. Print enough pages to begin your book.
7. Save the file with a name such as Leaf Record. You may need to print more pages later!
8. Punch holes in the left side of the pages, and put them in a three-ring binder, or tie them together with string.

Continue



9. There are two ways to put leaves in the box:

- Draw a picture of the leaf.
- Paste a real leaf in the center of the box.

Happy collecting!

Which of these is an opinion in this passage?

A It's fun to collect things.

B Some kids collect coins, shells, or stamps.

C Leaves come in many shapes and colors.

D Every type of tree has its own special leaf.



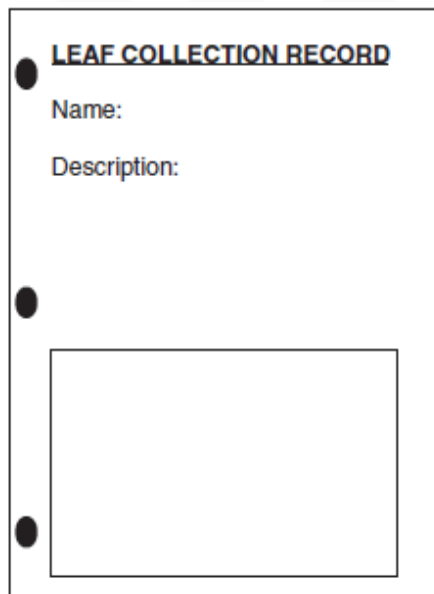
Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 05

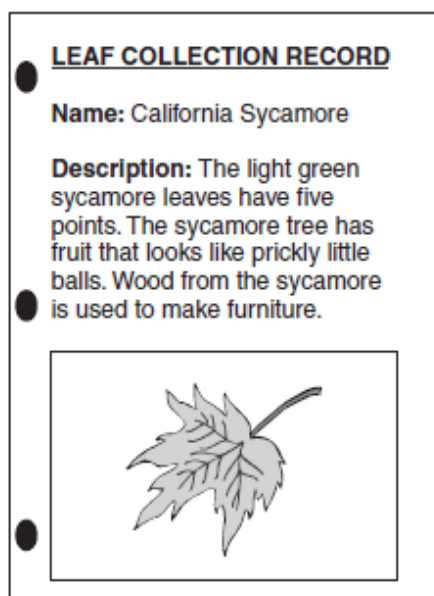
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5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
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Continue



9. There are two ways to put leaves in the box:

- Draw a picture of the leaf.
- Paste a real leaf in the center of the box.

Happy collecting!

How is this passage organized?

- A It gives a series of steps in a process.
- B It states a cause and then gives effects.
- C It tells how things are alike and different.
- D It makes a statement and then gives reasons it is true.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 06

Make Your Own Leaf Collection Record


It's fun to collect things. Some kids collect coins, shells, or stamps. One thing that is easy and free to collect is leaves. Leaves come in many shapes and colors. Every type of tree has its own special leaf. Willows have narrow leaves with edges like little saws. Maple leaves have many sharp points, and oak leaves have many rounded tips.

Now you can use your drawing or word processing program to start a Leaf Collection Record Book.

LEAF COLLECTION RECORD

Name:

Description:




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4. Now type "Description:" and press ENTER about ten times. This is where you will describe the tree that had the leaf. Be sure to leave plenty of room.

LEAF COLLECTION RECORD

Name: California Sycamore

Description: The light green sycamore leaves have five points. The sycamore tree has fruit that looks like prickly little balls. Wood from the sycamore is used to make furniture.



5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
6. Print enough pages to begin your book.
7. Save the file with a name such as Leaf Record. You may need to print more pages later!
8. Punch holes in the left side of the pages, and put them in a three-ring binder, or tie them together with string.

Continue



9. There are two ways to put leaves in the box:

- Draw a picture of the leaf.
- Paste a real leaf in the center of the box.

Happy collecting!

A leaf you find might be from an oak tree if it

A is narrow.

B has edges like saws.

C has rounded tips.

D is pointed at the tips.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 07

Make Your Own Leaf Collection Record


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Now you can use your drawing or word processing program to start a Leaf Collection Record Book.

LEAF COLLECTION RECORD

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LEAF COLLECTION RECORD

Name: California Sycamore

Description: The light green sycamore leaves have five points. The sycamore tree has fruit that looks like prickly little balls. Wood from the sycamore is used to make furniture.



5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
6. Print enough pages to begin your book.
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8. Punch holes in the left side of the pages, and put them in a three-ring binder, or tie them together with string.

Continue



9. There are two ways to put leaves in the box:

- Draw a picture of the leaf.
- Paste a real leaf in the center of the box.

Happy collecting!

In Step 7, why is it important to name the file?

A so that you can find it later

B because it is the name of a book

C to help you decide what to do next

D to remind you to finish your work



Back

Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 08

Maria Martinez — Potter

By Sue Massey



- 1 Maria Martinez is remembered today as the maker of beautiful pottery. Her pottery is in museums all over the world. The pots she made are black with shiny designs on them.
- 2 Maria Martinez was a Tewa Native American. She was born around 1881. Maria lived in San Ildefonso, New Mexico.
- 3 As a young woman, Maria was known for the fine pots she made. Maria and the other village women made pots for their families. They also sold pots to visitors. Compared to the pots made by the other women, young Maria's were lovely. But they were not outstanding. They were not the pots that would make the name Maria Martinez known around the world.
- 4 In 1908, special visitors came to Maria's village. The visitors were archaeologists. They were looking for remains of early Native-American life. The visitors had been digging near Maria's village. During the dig, they had found broken bits of pottery. The pots had belonged to a group of Native Americans who had lived there seven hundred years before. The visitors' finds influenced Maria's art. They also changed her life.
- 5 One of the archaeologists showed Maria the pieces of broken pots. They were thinner than the pots Maria was making. They had an odd, shiny black finish. He asked Maria if she could make such a pot. He wanted it to be just like a seven-hundred-year-old pot. Maria said she would try.

Continue



6 Maria's husband, Julian, helped her. First they had to find a way to make the wall of the pot thinner. Maria knew that the clay she was using would not work. A thin pot made out of that clay would crack when it was fired. Maria mixed different amounts of clay, sand, and water. At last, she discovered a mix that would not crack.

7 Maria and Julian then had to find out how the shiny black finish had been made. They discovered that it took two steps.

8 First, Maria began by polishing the dried clay surface of the pot. She used a smooth stone as her polishing tool. It was slow work. Then, when the pot was polished, she placed it in a fire that was built in a certain way. The fire and ashes worked their magic on the pot. Its finish was now shiny and black.

9 Maria and Julian had discovered the secrets of the early pottery makers. The search for the secrets had excited Maria. She was eager to make more pots in the old way. And she did. For more than seventy years, Maria stayed in her village making pots.

10 Maria produced many pots in her lifetime. Under Maria's direction her son and grandson also learned how to make beautiful pots. They are keeping the old ways alive just as Maria had done before them.

"Maria Martinez — Potter" by Sue Massey from ROUGH AND READY. Copyright © 1985 by Scott, Foresman and Company. Reprinted by permission of Pearson Education, Inc.

What would have most likely happened if the archaeologists had not come to Maria's village?

A Maria would still have become famous.

B Maria would have discovered the old pots herself.

C Maria would have continued making regular pots.

D Maria's family would not have continued making pottery.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 09

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

Continue



SAMPLE C

The Unique Beauty of Hawaii's Garden Island

Kauai offers some of the most spectacular scenery in the world and many ways to enjoy it.

Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, **Koke'e State Park** has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

The **NaPali Coast** is one of the most amazing stretches of coastline on the planet. You have to see it to believe it!

SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup. Shave ice comes in many tasty fruit flavors. Do you think you'll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

Come to Kalima's on Kauai and enjoy this refreshing tropical treat today!

All of the samples tell about what a beautiful island Kauai is except

A Sample A.

B Sample B.

C Sample C.

D Sample D.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Proficient) – Question 10

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

Continue



SAMPLE C

The Unique Beauty of Hawaii's Garden Island

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Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, **Koke'e State Park** has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

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SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup. Shave ice comes in many tasty fruit flavors. Do you think you'll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

Come to Kalima's on Kauai and enjoy this refreshing tropical treat today!

Which samples tell about things you might eat in Hawaii?

A Samples A and B

B Samples B and C

C Samples A and D

D Samples B and D



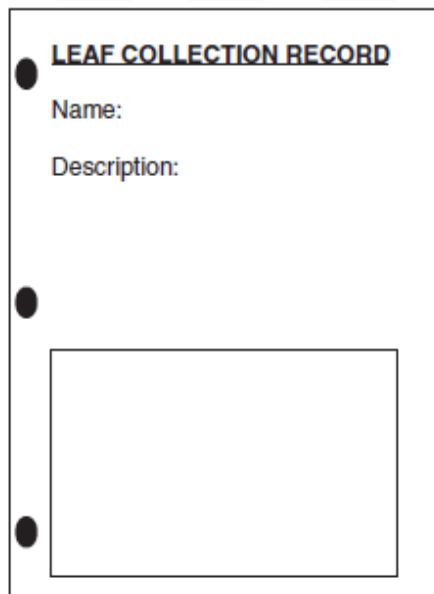
Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 01

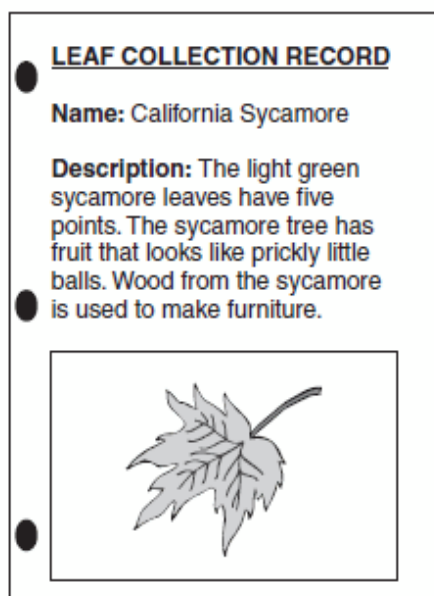
Make Your Own Leaf Collection Record

It's fun to collect things. Some kids collect coins, shells, or stamps. One thing that is easy and free to collect is leaves. Leaves come in many shapes and colors. Every type of tree has its own special leaf. Willows have narrow leaves with edges like little saws. Maple leaves have many sharp points, and oak leaves have many rounded tips.

Now you can use your drawing or word processing program to start a Leaf Collection Record Book.



1. Open a new file in your word processing program.
2. Type "LEAF COLLECTION RECORD" and center it on the top of the page. Make it bold and underline it.
3. Type "Name:" and then press ENTER about three times. You will put the names of the trees you collect leaves from here.
4. Now type "Description:" and press ENTER about ten times. This is where you will describe the tree that had the leaf. Be sure to leave plenty of room.



5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
6. Print enough pages to begin your book.
7. Save the file with a name such as Leaf Record. You may need to print more pages later!
8. Punch holes in the left side of the pages, and put them in a three-ring binder, or tie them together with string.

Continue



9. There are two ways to put leaves in the box:

- Draw a picture of the leaf.
- Paste a real leaf in the center of the box.

Happy collecting!

Which of these books would be most useful to someone starting a leaf collection?

A Build Your Own Tree House

B The Great American Apple Tree

C The Encyclopedia of Trees

D Christmas Tree Tales



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 02

Make Your Own Leaf Collection Record


It's fun to collect things. Some kids collect coins, shells, or stamps. One thing that is easy and free to collect is leaves. Leaves come in many shapes and colors. Every type of tree has its own special leaf. Willows have narrow leaves with edges like little saws. Maple leaves have many sharp points, and oak leaves have many rounded tips.

Now you can use your drawing or word processing program to start a Leaf Collection Record Book.

LEAF COLLECTION RECORD

Name:

Description:




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LEAF COLLECTION RECORD

Name: California Sycamore

Description: The light green sycamore leaves have five points. The sycamore tree has fruit that looks like prickly little balls. Wood from the sycamore is used to make furniture.



5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
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Continue



9. There are two ways to put leaves in the box:

- Draw a picture of the leaf.
- Paste a real leaf in the center of the box.

Happy collecting!

What must you know in order to fill out a leaf record?

A who planted the tree

B when the leaf fell off the tree

C what kind of tree the leaf came from

D where the tree was planted



Back

Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 03

Read these two tales about luck. Think about how the stories are alike and how they are different.

A Tip o' the Hat A Tale from Ireland

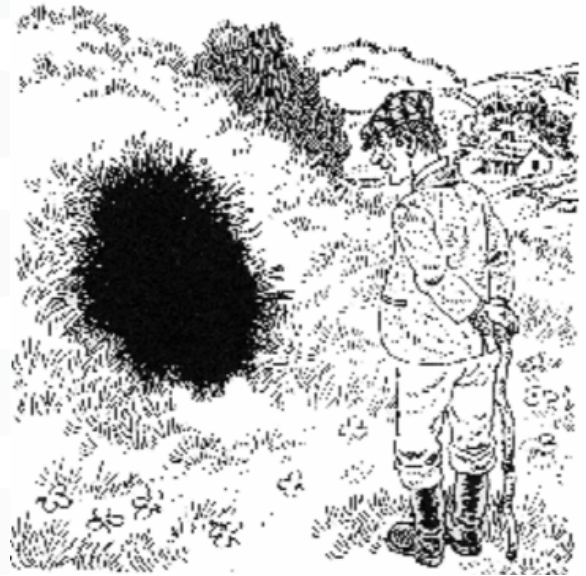
1 Times were hard for Grady O'Hara's family in Donegal, Ireland. For months they had lived on porridge alone. One day Maggie O'Hara said to her husband, "Grady, you must find work before we all starve."

2 Grady traveled many miles, yet he found no work. Weary, he rested against a hill covered in soft green clover. As he dozed, Grady began to hear music. It seemed to be coming from within the hill. Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through. The wee cave was full of fairies. This was good, for in Ireland fairies must give a gift to a human who finds them.

3 The fairies offered Grady a fine iron pot. "Placed over fire," said their leader, "it instantly fills with food. Go now, but tell no one of your luck."

4 Grady headed home, but darkness soon fell. He came to a farmhouse and asked the owners if he could stay there overnight. The Hanahans, who lived there, said he could stay, but a few potatoes were all they had for dinner. Well, Grady's hunger was as fierce as a lion's. He couldn't help showing off his new pot. They all enjoyed a grand dinner, and Grady went to bed with a full stomach.

5 The next morning, Grady went home. He wanted to show his family the pot and to feed everyone a great meal. When he put the pot over the fire, though, nothing happened. Looking closely, Grady realized that it was not the same pot! As he had slept soundly, the Hanahans had traded their pot for his.



Continue



6 Grady went to the fairies, and they agreed to trick the Hanahans. The fairies gave Grady an ugly green hat and sent him back to the farm. There, before going to bed, he boasted that the hat was very special. Sure enough, they took it from him.

7 As they tipped it over to look inside, several fairies jumped out and began playing ear-piercing music. The Hanahans held their hands over their ears.

8 "They won't stop playing until you give me back my pot," said Grady.

9 Grady went home with his hat and his pot. He held a fantastic feast for his family and all the neighbors. None of them overstayed their welcome, though. They all had heard what happened when Grady tipped his hat!



The Lucky Cloak
A Tale from Italy

1 Signor Luna and his son, Antonio, lived in a small town in Italy. One day, the old man decided that Antonio should go out into the world and seek his fortune. Calling his son to him, he presented a battered old cloak with one small pocket.

2 How can this old cloak help me? asked Antonio.

3 You'll see, said his father. Put it on and reach into the pocket.



4 Antonio did so, and out came a silver coin. A coin will appear whenever you need one, Signor Luna said, but that is not all. Button the cloak now.

5 When Antonio buttoned the cloak's last button, he instantly became invisible! With the cloak and his father's good wishes, the young man went on his way.

6 After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.

7 "May I join you, Signorina?" he asked with a polite little bow.

8 "No," she said, "for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal."

9 Antonio's pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.

10 With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, "Now this cloak belongs to me!"

Continue



11 Thinking quickly, Antonio said, “Wait! I’ll show you something even more wonderful about that cloak. You will be truly amazed.” With some hesitation, she removed the cloak and handed it back to Antonio.

12 “The best thing about this cloak is that when you button it—” Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.

In the “Lucky Cloak,” which of these could not really have happened?

A Antonio became invisible.

B Antonio saw a woman sitting alone.

C Antonio walked a long distance.

D Antonio’s father gave him an old cloak.



Grade 4: English-Language Arts

Reading Comprehension (Performance Level: Basic) – Question 04

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

Continue



SAMPLE C

The Unique Beauty of Hawaii's Garden Island

Kauai offers some of the most spectacular scenery in the world and many ways to enjoy it.

Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, **Koke'e State Park** has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

The **NaPali Coast** is one of the most amazing stretches of coastline on the planet. You have to see it to believe it!

SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup. Shave ice comes in many tasty fruit flavors. Do you think you'll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

Come to Kalima's on Kauai and enjoy this refreshing tropical treat today!

Information in all of the samples supports the idea that

- ☐ **A** Kauai has lovely state parks.
- ☐ **B** swimming is a popular pastime on Kauai.
- ☐ **C** Kauai is an enjoyable place to visit.
- ☐ **D** many crops are grown on Kauai.



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Advanced) – Question 01

Read these sentences.

When Hailey was given her surprise, she already knew about it. "Who let the cat out of the bag?" her father asked.

What does Hailey's father want to know?

- ☐ A who gave Hailey a cat without asking her parents
- ☐ B who told Hailey about her surprise before she received it
- ☐ C who bought such a wonderful surprise gift for Hailey
- ☐ D who opened the door and let Hailey's cat go outside

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Advanced) – Question 02

Make Your Own Leaf Collection Record


It's fun to collect things. Some kids collect coins, shells, or stamps. One thing that is easy and free to collect is leaves. Leaves come in many shapes and colors. Every type of tree has its own special leaf. Willows have narrow leaves with edges like little saws. Maple leaves have many sharp points, and oak leaves have many rounded tips.

Now you can use your drawing or word processing program to start a Leaf Collection Record Book.

LEAF COLLECTION RECORD

Name:


Description:



LEAF COLLECTION RECORD

Name: California Sycamore

Description: The light green sycamore leaves have five points. The sycamore tree has fruit that looks like prickly little balls. Wood from the sycamore is used to make furniture.



1. Open a new file in your word processing program.
2. Type "LEAF COLLECTION RECORD" and center it on the top of the page. Make it bold and underline it.
3. Type "Name:" and then press ENTER about three times. You will put the names of the trees you collect leaves from here.
4. Now type "Description:" and press ENTER about ten times. This is where you will describe the tree that had the leaf. Be sure to leave plenty of room.
5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
6. Print enough pages to begin your book.
7. Save the file with a name such as Leaf Record. You may need to print more pages later!
8. Punch holes in the left side of the pages, and put them in a three-ring binder, or tie them together with string.

Continue



9. There are two ways to put leaves in the box:

- Draw a picture of the leaf.
- Paste a real leaf in the center of the box.

Happy collecting!

Read this sentence from the passage.

Every type of tree has its own special leaf.

Another word for special is

A colorful.

B beautiful.

C valuable.

D unique.



Back

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 01

Use these thesaurus entries to answer the next question.

Object: n. 1. aim, purpose, goal, target
2. thing, article, item

Object: v. 1. complain, disapprove, challenge
2. (Slang) kick, squawk, howl
3. (Ant.) resist, agree

Read this sentence.

The object of the game is to become the spaceship's pilot.

Which synonym could be used to replace the word object in the sentence?

A agreement

B article

C complaint

D purpose

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 02

Use this thesaurus entry to answer this question.

buck n. 1. male deer, stag, ram.
2. Slang. Dollar.
v. 1. leap, spring, jump; hop, skip, prance.
2. throw, unseat.

According to the thesaurus, another word for “male deer” is buck or

A leap.

B prance.

C stag.

D dollar.

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Proficient) – Question 03

Which of these is a synonym for the word harm?

A accuse

B mend

C protect

D damage

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 04

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

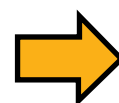
KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

Continue



SAMPLE C

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Come to Kalima's on Kauai and enjoy this refreshing tropical treat today!

Read this sentence from Sample A.

Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish poi is made.

In which sentence does the word dish have the same meaning that it has in the sentence above?

- A Mountain climbing is not exactly my dish.
- B Her favorite dish is mashed potatoes with garlic.
- C Connor accidentally broke the dish he made in art class.
- D Jasmine's family has replaced its cable television service with a dish.



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 05

Maria Martinez — Potter

By Sue Massey



- 1 Maria Martinez is remembered today as the maker of beautiful pottery. Her pottery is in museums all over the world. The pots she made are black with shiny designs on them.
- 2 Maria Martinez was a Tewa Native American. She was born around 1881. Maria lived in San Ildefonso, New Mexico.
- 3 As a young woman, Maria was known for the fine pots she made. Maria and the other village women made pots for their families. They also sold pots to visitors. Compared to the pots made by the other women, young Maria's were lovely. But they were not outstanding. They were not the pots that would make the name Maria Martinez known around the world.
- 4 In 1908, special visitors came to Maria's village. The visitors were archaeologists. They were looking for remains of early Native-American life. The visitors had been digging near Maria's village. During the dig, they had found broken bits of pottery. The pots had belonged to a group of Native Americans who had lived there seven hundred years before. The visitors' finds influenced Maria's art. They also changed her life.
- 5 One of the archaeologists showed Maria the pieces of broken pots. They were thinner than the pots Maria was making. They had an odd, shiny black finish. He asked Maria if she could make such a pot. He wanted it to be just like a seven-

Continue



6 Maria's husband, Julian, helped her. First they had to find a way to make the wall of the pot thinner. Maria knew that the clay she was using would not work. A thin pot made out of that clay would crack when it was fired. Maria mixed different amounts of clay, sand, and water. At last, she discovered a mix that would not crack.

7 Maria and Julian then had to find out how the shiny black finish had been made. They discovered that it took two steps.

8 First, Maria began by polishing the dried clay surface of the pot. She used a smooth stone as her polishing tool. It was slow work. Then, when the pot was polished, she placed it in a fire that was built in a certain way. The fire and ashes worked their magic on the pot. Its finish was now shiny and black.

9 Maria and Julian had discovered the secrets of the early pottery makers. The search for the secrets had excited Maria. She was eager to make more pots in the old way. And she did. For more than seventy years, Maria stayed in her village making pots.

10 Maria produced many pots in her lifetime. Under Maria's direction her son and grandson also learned how to make beautiful pots. They are keeping the old ways alive just as Maria had done before them.

"Maria Martinez — Potter" by Sue Massey from ROUGH AND READY. Copyright © 1985 by Scott, Foresman and Company. Reprinted by permission of Pearson Education, Inc.

Read this sentence from the passage.

A thin pot made out of that clay would crack when it was fired.

In which sentence below is fired used with the same meaning as in the sentence above?

- A The teenager got fired from his job for being late.
- B The team was fired up after their big win.
- C The astronaut fired the engines at liftoff.
- D The chef fired the pizza in a hot oven.



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 06

The Tail Trade

A Story of the Maliseet Indians

- 1 Long ago, when the world was new, Beaver had a long, thin tail. He loved to dive, but his long tail didn't help him get to the bottom of the pond fast enough. He couldn't use his tail to slap the mud into place when he built a dam.
- 2 One day, Muskrat swam by. Beaver noticed Muskrat's broad, flat tail. He realized it would be perfect for diving and building dams. At the same time, Muskrat gazed enviously at Beaver's tail. Muskrat loved to swim fast, and his broad, flat tail dragged in the water and slowed him down. He thought it would be better to have Beaver's tail. So Muskrat said, "Beaver, I would do anything to have a tail like yours."
- 3 "Is that so?" replied Beaver. "I was just admiring your tail. Why don't we trade?"
- 4 Muskrat eagerly agreed, and they exchanged tails right then and there. Muskrat couldn't wait to try his new long, thin tail. He was pleased as could be when he shot across the pond with great speed. Then he watched as Beaver showed off his new tricks. Beaver easily dove to the bottom of the pond with his new broad, flat tail. He gathered some mud, swam up, and with a loud smack! slapped it onto his dam. When he felt danger was nearby, a loud smack! would be heard as Beaver slapped his tail on the water. It was his way of warning others to keep away.
- 5 Muskrat was jealous. He had never even dreamed of the clever ways Beaver had thought to use the broad, flat tail. Muskrat went to Beaver and said, "I want my tail back!" Beaver wasn't about to give it up. His only answer was a loud smack!
- 6 Muskrat knew better than to ask again. To this day, Beaver still has the broad, flat tail he got from Muskrat, and Muskrat has the long, thin one he got from Beaver.

From *THROUGH THE GRAPEVINE*, *World Tales Kids Can Read & Tell*, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

Continue



Monkey Gets the Last Laugh
A Story from Brazil

- 1 Long ago, Monkey loved to play tricks. He'd pull Rabbit's ears or yank Cat's tail and then hoot and holler until his belly hurt. All the animals were tired of being laughed at. They were fed up with Monkey's tricks.
- 2 One day, while Monkey was taking a nap, several animals rolled a big stone onto his tail. Monkey yanked and pulled, trying to get his tail free. At last, he gave such a hard jerk that his tail broke off!
- 3 Cat grabbed the tail and scurried away. Monkey knew he needed his tail to climb trees. He chased after Cat and begged, "Please give me my tail back. I'll do whatever you ask."
- 4 Cat thought about it and replied, "I'll give it to you, if you'll get me some milk from Cow."
- 5 So Monkey went to Cow and asked, "Cow, please give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 6 Cow thought about it and replied, "I'll give it to you, if you'll get me some grass from the farmer."
- 7 So Monkey went to the farmer and begged, "Farmer, please give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 8 The farmer thought about it and replied, "I'll give it to you, if you'll get me some rain from the cloud."
- 9 So Monkey went to the cloud and asked, "Cloud, please give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 10 The cloud thought about it and replied, "I'll give it to you, if you'll get me some water from the river."



11 So Monkey went to the river and asked, "River, please give me some water, so I can give it to the cloud, so he'll give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."

12 The river thought about it and replied, "Help yourself. I have plenty of water to spare."

13 Monkey thanked the river again and again. Then he brought some water to the cloud, and the cloud gave him rain. He brought the rain to the farmer, who gave him grass. He brought the grass to Cow, who gave him milk, and he brought the milk to Cat, who gave him his tail back.

14 Monkey was overjoyed! Although he no longer plays tricks on the other animals, you can still hear him hooting and hollering in the jungle. Monkey's laughing because he's so happy to have his tail back.

From THROUGH THE GRAPEVINE, World Tales Kids Can Read & Tell, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

Which word is a synonym for overjoyed?

A thrilled

B astounded

C humbled

D interested



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development (Performance Level: Proficient) – Question 07

Here is an entry from a thesaurus.

- sturdy**, adj. 1. healthy, fit
2. husky, tough
3. well-built, solid, long-lasting
4. stubborn
5. brave, courageous, valiant

You can tell from this thesaurus entry that someone who is valiant

A is wealthy.

B gives up too easily.

C has a lot of courage.

D is in good health.

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 01

Read this sentence.

Mom inspected my room after I cleaned it.

The word inspected contains the Latin root spect. What does spect mean?

A use

B look

C take

D need

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 02

Read this sentence.

The construction of the house will be completed next month.

The Latin root “struct” in the word construction means

A measure.

B build.

C study.

D shape.

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 03

Read the sentence below.

I wanted my mother to sign the letter that would permit me to go on the field trip.

Which word is a synonym for permit as it is used in the sentence above?

☐ A trust

☐ B contact

☐ C allow

☐ D alert

Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

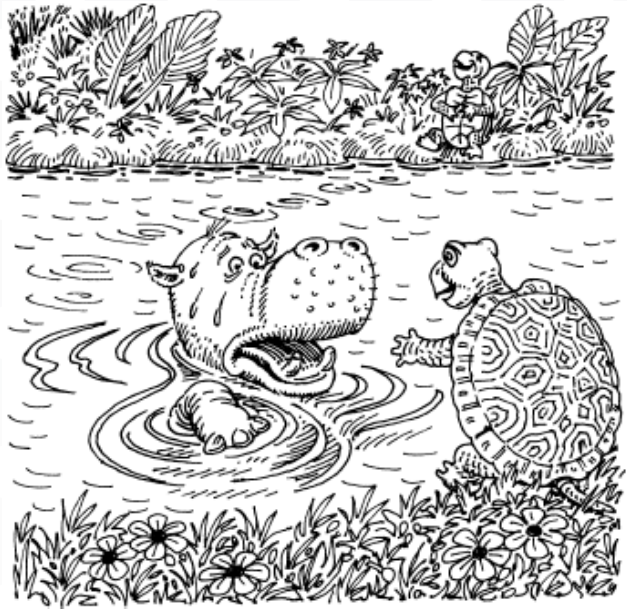
(Performance Level: Basic) – Question 04

Tim and Jim's Race

An African Folktale¹

1 Tim and Jim Turtle were brothers who lived along the banks of a deep, muddy river. They looked so much alike that no one could tell them apart. Once in a while even Mama Turtle had trouble! "Tim, pick up your toys," she'd say to Jim, and, "Jim, wash your hands for dinner," she'd say to Tim.

2 Like most little turtles, Tim and Jim were sometimes mischievous. One day Tim Turtle saw the big gray hippopotamus in the water. "Let's play a trick on Henry Hippo," he said eagerly.



3 "What?" cried Jim. "Henry Hippo is so big and strong, and we're just little turtles. What kind of a trick could we possibly play on him?"

4 Tim laughed. "Just do as I say." He whispered something into Jim's ear, and then Jim quickly disappeared under the water.

5 Tim called to the hippopotamus, saying, "I am such a fast swimmer. No one can swim faster than I can!"

6 "Is that you talking, Little One?" asked the hippo. "You think you are so fast in the water?"

7 "That's right, and I can prove it. I will race you," replied Tim.

8 The hippopotamus laughed. "That's absurd! What a silly idea! I am a much faster swimmer than you are!"

Continue



9 “We will see. The first one to the other side of the river wins!” said Tim. He ducked under the water as Henry Hippo started swimming. Tim knew that he could never swim as fast as Henry. But that did not matter. Jim had already swum to the other side and was waiting there.

10 When Henry Hippo reached the other side, his eyes grew wide. “This cannot be!” he said to Jim. “How did you get here so fast? You must give me another chance. We must race back to the other side and I know I’ll beat you this time.”

11 Jim readily agreed, and he ducked down under the water as the hippopotamus began swimming back. When Henry reached the opposite shore, there was Tim sitting on a rock, waiting for him.

12 “I didn’t think it was true, but you are right,” said Henry Hippo. “You are faster than I am! I will never doubt you again, Little One.”

13 Henry Hippo wandered back into the jungle, amazed. Jim returned and joined his brother. They both laughed and laughed over the trick they had played. This time their mama, however, was not so easily fooled. “Jim,” she said, “I know it was you who left your toys lying around. And Tim, your hands are still dirty. Now go wash up for dinner.”

¹This story is a retelling of an African folktale.

Read these sentences from “Tim and Jim’s Race.”

That’s absurd! What a silly idea!

In these sentences, absurd means

A annoying.

B insulting.

C foolish.

D possible.



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 05

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

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Come to Kalima's on Kauai and enjoy this refreshing tropical treat today!

Read this part of a sentence from Sample B.

Under her guidance, we learned how to use the snorkeling equipment . . .

The root word in guidance means

- A to be interested.
- B to work quickly.
- C to give direction.
- D to try again.



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

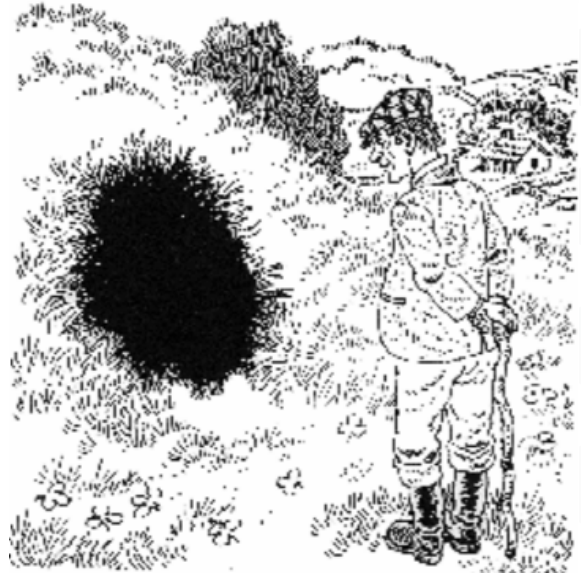
(Performance Level: Basic) – Question 06

Read these two tales about luck. Think about how the stories are alike and how they are different.

A Tip o' the Hat A Tale from Ireland

1 Times were hard for Grady O'Hara's family in Donegal, Ireland. For months they had lived on porridge alone. One day Maggie O'Hara said to her husband, "Grady, you must find work before we all starve."

2 Grady traveled many miles, yet he found no work. Weary, he rested against a hill covered in soft green clover. As he dozed, Grady began to hear music. It seemed to be coming from within the hill. Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through. The wee cave was full of fairies. This was good, for in Ireland fairies must give a gift to a human who finds them.



3 The fairies offered Grady a fine iron pot. "Placed over fire," said their leader, "it instantly fills with food. Go now, but tell no one of your luck."

4 Grady headed home, but darkness soon fell. He came to a farmhouse and asked the owners if he could stay there overnight. The Hanahans, who lived there, said he could stay, but a few potatoes were all they had for dinner. Well, Grady's hunger was as fierce as a lion's. He couldn't help showing off his new pot. They all enjoyed a grand dinner, and Grady went to bed with a full stomach.

5 The next morning, Grady went home. He wanted to show his family the pot and to feed everyone a great meal. When he put the pot over the fire, though, nothing happened. Looking closely, Grady realized that it was not the same pot! As he had slept soundly, the Hanahans had traded their pot for his.

Continue



6 Grady went to the fairies, and they agreed to trick the Hanahans. The fairies gave Grady an ugly green hat and sent him back to the farm. There, before going to bed, he boasted that the hat was very special. Sure enough, they took it from him.

7 As they tipped it over to look inside, several fairies jumped out and began playing ear-piercing music. The Hanahans held their hands over their ears.

8 "They won't stop playing until you give me back my pot," said Grady.

9 Grady went home with his hat and his pot. He held a fantastic feast for his family and all the neighbors. None of them overstayed their welcome, though. They all had heard what happened when Grady tipped his hat!



The Lucky Cloak
A Tale from Italy

1 Signor Luna and his son, Antonio, lived in a small town in Italy. One day, the old man decided that Antonio should go out into the world and seek his fortune. Calling his son to him, he presented a battered old cloak with one small pocket.

2 How can this old cloak help me? asked Antonio.

3 You'll see, said his father. Put it on and reach into the pocket.



4 Antonio did so, and out came a silver coin. A coin will appear whenever you need one, Signor Luna said, but that is not all. Button the cloak now.

5 When Antonio buttoned the cloak's last button, he instantly became invisible! With the cloak and his father's good wishes, the young man went on his way.

6 After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.

7 "May I join you, Signorina?" he asked with a polite little bow.

8 "No," she said, "for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal."

9 Antonio's pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.

10 With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, "Now this cloak belongs to me!"



11 Thinking quickly, Antonio said, "Wait! I'll show you something even more wonderful about that cloak. You will be truly amazed." With some hesitation, she removed the cloak and handed it back to Antonio.

12 "The best thing about this cloak is that when you button it—" Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.

Read this sentence from "A Tip o' the Hat."

Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through.

In which sentence does the word squeeze have the same meaning that it has in the sentence above?

A If you get frightened, just squeeze my hand.

B I hope I can squeeze my car into that parking spot.

C You must squeeze a lot of lemons to make good lemonade.

D I have to squeeze every penny if I want to afford that vacation.



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 07

Read these two passages about changes. Think about how the passages are alike and how they are different.

The Purest Heart
A Story from China

- 1 In a forest in China, there lived a snake. The snake had a beautiful garden of flowers. One day the snake caught Chow Wing gathering the snake's flowers for his three daughters. The snake was angry. "Chow Wing," he hissed, "you must give me one of your daughters as a wife." Frightened, the man agreed.
- 2 At home, Chow Wing grew sick with worry. He could neither eat nor sleep.
- 3 "Please eat, Father," said his eldest daughter, Hua.
- 4 "I am too worried," he said. "Hua, will you marry the snake and save us?"
- 5 "You cannot ask me to marry a snake, Father!" said Hua, laughing. "He is so ugly, and I am beautiful. Everyone says so."
- 6 Next he turned to Fung, his middle daughter. "Fung, will you marry the snake?"
- 7 "Dearest Father," said Fung, sighing deeply. "This snake is so harsh. I cannot!"
- 8 The youngest daughter, Tao, stepped forward. "I will marry the snake," she said.
- 9 In the forest some days later, sweet Tao married the snake. She became a good wife, cleaning and cooking and always being kind and respectful to her husband.
- 10 One scorching summer afternoon, Tao returned from collecting water to find the snake dying from thirst. Quickly she plunged him into the cool water that she had brought. Before her eyes, he began to grow and change. When he had completed this change, he was a strong and handsome young man!

Continue



11 "Tao," he said. "A spell changed me into an ugly snake, but your love and kindness changed me back into my real self."

12 The happy couple visited Chow Wing, Hua, and Fung. How amazed they were! The sisters also felt pangs of envy, now that Tao was married to such a fine young man. Deep in their hearts, though, they knew that she was the one of pure heart, the only one who could have broken the evil spell.



Kapapitoe and the Lizard
A Story from Indonesia

1 In an Indonesian jungle lived an old woman who had raised a lizard as if he were her son. One day the lizard said, "Please go to the house of seven sisters. Ask if one of the sisters will marry me."

2 The old woman went to the seven single sisters' house and asked the oldest to marry the lizard. The young woman laughed, saying, "Who would marry a lizard?"

3 Each day for a week, the old woman returned with bridal gifts and the marriage offer.

One by one, six of the seven sisters refused. Finally she came to the youngest sister, Kapapitoe. "I will marry him," she said. A week later, the old woman returned with the bridal gifts and the lizard in a basket.

4 The six older sisters were cruel to Kapapitoe's lizard husband. After working in the jungle all day, they would clean their feet on his scaly back. As the planting feast of Ta Datoe approached, they said to him, "You may not go to this feast, for you are an ugly lizard." Kapapitoe was kind to her husband and hated the way her sisters treated him. As the youngest, though, she had no power over them.

5 The day before the feast, the lizard asked his wife to carry him into the jungle. There he used his long, slashing tail to cut trees and grass until he had cleared a field for planting. "There, now they will surely let me go to the planting feast tomorrow!" he said to Kapapitoe. Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

6 On the day of the feast, Kapapitoe was ready to go to the river and wash. "Please take me to the river with you," said her husband, and so she did. The lizard went into the water. When he came out, he was a handsome young man dressed in fine clothes!



7 At the feast everyone asked, “Who is that handsome man with Kapapitoe?”

8 The old woman smiled and said, “It is her husband.”

9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe’s husband from her, but he loved only his wife.

Read this sentence from “Kapapitoe and the Lizard.”

Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

Which word is a synonym for revolting?

☐ A cheerful

☐ B disgusting

☐ C wonderful

☐ D cruel



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

(Performance Level: Basic) – Question 08

The Tail Trade

A Story of the Maliseet Indians

- 1 Long ago, when the world was new, Beaver had a long, thin tail. He loved to dive, but his long tail didn't help him get to the bottom of the pond fast enough. He couldn't use his tail to slap the mud into place when he built a dam.
- 2 One day, Muskrat swam by. Beaver noticed Muskrat's broad, flat tail. He realized it would be perfect for diving and building dams. At the same time, Muskrat gazed enviously at Beaver's tail. Muskrat loved to swim fast, and his broad, flat tail dragged in the water and slowed him down. He thought it would be better to have Beaver's tail. So Muskrat said, "Beaver, I would do anything to have a tail like yours."
- 3 "Is that so?" replied Beaver. "I was just admiring your tail. Why don't we trade?"
- 4 Muskrat eagerly agreed, and they exchanged tails right then and there. Muskrat couldn't wait to try his new long, thin tail. He was pleased as could be when he shot across the pond with great speed. Then he watched as Beaver showed off his new tricks. Beaver easily dove to the bottom of the pond with his new broad, flat tail. He gathered some mud, swam up, and with a loud smack! slapped it onto his dam. When he felt danger was nearby, a loud smack! would be heard as Beaver slapped his tail on the water. It was his way of warning others to keep away.
- 5 Muskrat was jealous. He had never even dreamed of the clever ways Beaver had thought to use the broad, flat tail. Muskrat went to Beaver and said, "I want my tail back!" Beaver wasn't about to give it up. His only answer was a loud smack!
- 6 Muskrat knew better than to ask again. To this day, Beaver still has the broad, flat tail he got from Muskrat, and Muskrat has the long, thin one he got from Beaver.

From *THROUGH THE GRAPEVINE*, *World Tales Kids Can Read & Tell*, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

Continue



Monkey Gets the Last Laugh
A Story from Brazil

- 1 Long ago, Monkey loved to play tricks. He'd pull Rabbit's ears or yank Cat's tail and then hoot and holler until his belly hurt. All the animals were tired of being laughed at. They were fed up with Monkey's tricks.
- 2 One day, while Monkey was taking a nap, several animals rolled a big stone onto his tail. Monkey yanked and pulled, trying to get his tail free. At last, he gave such a hard jerk that his tail broke off!
- 3 Cat grabbed the tail and scurried away. Monkey knew he needed his tail to climb trees. He chased after Cat and begged, "Please give me my tail back. I'll do whatever you ask."
- 4 Cat thought about it and replied, "I'll give it to you, if you'll get me some milk from Cow."
- 5 So Monkey went to Cow and asked, "Cow, please give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 6 Cow thought about it and replied, "I'll give it to you, if you'll get me some grass from the farmer."
- 7 So Monkey went to the farmer and begged, "Farmer, please give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 8 The farmer thought about it and replied, "I'll give it to you, if you'll get me some rain from the cloud."
- 9 So Monkey went to the cloud and asked, "Cloud, please give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."
- 10 The cloud thought about it and replied, "I'll give it to you, if you'll get me some water from the river."



11 So Monkey went to the river and asked, "River, please give me some water, so I can give it to the cloud, so he'll give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."

12 The river thought about it and replied, "Help yourself. I have plenty of water to spare."

13 Monkey thanked the river again and again. Then he brought some water to the cloud, and the cloud gave him rain. He brought the rain to the farmer, who gave him grass. He brought the grass to Cow, who gave him milk, and he brought the milk to Cat, who gave him his tail back.

14 Monkey was overjoyed! Although he no longer plays tricks on the other animals, you can still hear him hooting and hollering in the jungle. Monkey's laughing because he's so happy to have his tail back.

From THROUGH THE GRAPEVINE, World Tales Kids Can Read & Tell, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

Read this sentence from paragraph 12 of "Monkey Gets the Last Laugh."

"I have plenty of water to spare."

What is the meaning of to spare as used in the sentence above?

A to treat with mercy

B to save

C to give

D to avoid using



Grade 4: English-Language Arts

Word Analysis, Fluency, and Systematic Vocabulary Development

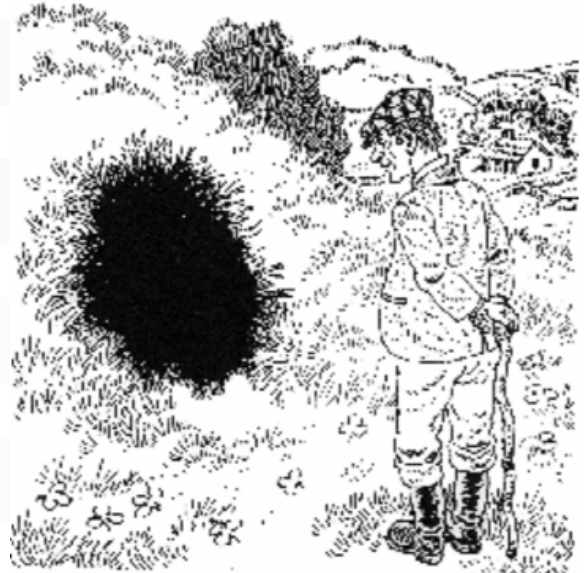
(Performance Level: Below Basic) – Question 01

Read these two tales about luck. Think about how the stories are alike and how they are different.

A Tip o' the Hat A Tale from Ireland

1 Times were hard for Grady O'Hara's family in Donegal, Ireland. For months they had lived on porridge alone. One day Maggie O'Hara said to her husband, "Grady, you must find work before we all starve."

2 Grady traveled many miles, yet he found no work. Weary, he rested against a hill covered in soft green clover. As he dozed, Grady began to hear music. It seemed to be coming from within the hill. Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through. The wee cave was full of fairies. This was good, for in Ireland fairies must give a gift to a human who finds them.

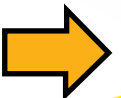


3 The fairies offered Grady a fine iron pot. "Placed over fire," said their leader, "it instantly fills with food. Go now, but tell no one of your luck."

4 Grady headed home, but darkness soon fell. He came to a farmhouse and asked the owners if he could stay there overnight. The Hanahans, who lived there, said he could stay, but a few potatoes were all they had for dinner. Well, Grady's hunger was as fierce as a lion's. He couldn't help showing off his new pot. They all enjoyed a grand dinner, and Grady went to bed with a full stomach.

5 The next morning, Grady went home. He wanted to show his family the pot and to feed everyone a great meal. When he put the pot over the fire, though, nothing happened. Looking closely, Grady realized that it was not the same pot! As he had slept soundly, the Hanahans had traded their pot for his.

Continue



6 Grady went to the fairies, and they agreed to trick the Hanahans. The fairies gave Grady an ugly green hat and sent him back to the farm. There, before going to bed, he boasted that the hat was very special. Sure enough, they took it from him.

7 As they tipped it over to look inside, several fairies jumped out and began playing ear-piercing music. The Hanahans held their hands over their ears.

8 "They won't stop playing until you give me back my pot," said Grady.

9 Grady went home with his hat and his pot. He held a fantastic feast for his family and all the neighbors. None of them overstayed their welcome, though. They all had heard what happened when Grady tipped his hat!



The Lucky Cloak
A Tale from Italy

1 Signor Luna and his son, Antonio, lived in a small town in Italy. One day, the old man decided that Antonio should go out into the world and seek his fortune. Calling his son to him, he presented a battered old cloak with one small pocket.

2 How can this old cloak help me? asked Antonio.

3 You'll see, said his father. Put it on and reach into the pocket.



4 Antonio did so, and out came a silver coin. A coin will appear whenever you need one, Signor Luna said, but that is not all. Button the cloak now.

5 When Antonio buttoned the cloak's last button, he instantly became invisible! With the cloak and his father's good wishes, the young man went on his way.

6 After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.

7 "May I join you, Signorina?" he asked with a polite little bow.

8 "No," she said, "for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal."

9 Antonio's pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.

10 With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, "Now this cloak belongs to me!"



11 Thinking quickly, Antonio said, "Wait! I'll show you something even more wonderful about that cloak. You will be truly amazed." With some hesitation, she removed the cloak and handed it back to Antonio.

12 "The best thing about this cloak is that when you button it—" Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.

Read this sentence from "The Lucky Cloak."

"No," she said, "for I can see by your tattered cloak that you are a poor man."

What do the words a poor man mean in this sentence?

A a bad man

B a small man

C a man of low quality

D a man with little money



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 01

Timothy has outgrown his bicycle and wants to sell it through the local newspaper.

In which section should he look to find examples of what he needs to write in order to sell his bike?

☐ A Local News

☐ B Classified Ads

☐ C Entertainment

☐ D Letters to the Editor

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 02

A Swiss Clock Tower

Mrs. Delaney's class is studying time. She has asked the students to write brief reports about interesting clocks around the world. Annika has heard that the Swiss are famous for their fine clocks. She wonders if there is a clock tower in Switzerland, like England's Big Ben, that she could write about. She is at the school library doing research for her report.



Annika found the following article titles in a magazine.

Which article would best help her with her report?

- ☐ A "The History of Big Ben"
- ☐ B "How the Swiss Make Watches"
- ☐ C "Clock Towers in Many Countries"
- ☐ D "A Museum of Clocks"

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 03

The following is a rough draft of a student's report. It contains errors.

Citrus Fruit in the Americas

- (1) Just about everyone has studied about early European visitors to the Americas. (2) Christopher Columbus and Ponce de León are two of the famous explorers we learn about. (3) These men came to North America in search of new lands and wealth, especially gold. (4) Little did they know that they would one day be credited with introducing golden fruit to the Americas.
- (5) Christopher Columbus brought the first citrus fruit to North America. (6) In the early 1500s, Ponce de León planted one of the earliest orange trees on the continent, in the settlement that later became St. Augustine, Florida. (7) He had no idea that his orange tree would one day be a part of Florida's multi-billion-dollar citrus industry. (8) Today Florida has almost 11 million citrus trees.
- (9) Oranges and other forms of citrus fruit, like grapefruit, fill many of the body's needs. (10) They are high in fiber ____ a good source of vitamins, especially vitamin C. (11) Whether we drink orange juice or eat the fruit whole, oranges are tasty. (12) Thats probably why each person in the United States eats about twelve pounds of citrus fruit every year.
- (13) We can surely be thankful to the early explorers for giving us our golden fruit.

Which sentence could best be added between sentence 12 and sentence 13?

- A Orange juice, I think, tastes better than grapefruit juice.
- B The lemon is also a form of citrus fruit.
- C Oranges and grapefruit are two types of citrus fruit.
- D In a way, Columbus and Ponce de León helped improve our eating habits.

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 04

The following is a rough draft of a student's report. It contains errors.

Myra Alvarez

Science

Mr. Marshall

March 3, 2003

Climbing Perch

- 1 The climbing perch is a fish that is unlike any other fish. There are many characteristics that make the climbing perch unique. One characteristic that makes the climbing perch very different from other fish is its ability to walk on land. Although the exact history of this remarkable fish is unknown, some believe that a Dutchman discovered the climbing perch. He found it in India in 1791. He saw a climbing perch in a palm tree. The fish was drinking water that dripped down the tree's trunk.
- 2 Although the climbing perch cannot really climb trees, it can stay alive for a long time while out of water. The climbing perch has an organ that lets it breathe oxygen easily. This feature helps the climbing perch live successfully on land for several days. Some types of climbing perch can even drown while underwater if they are not able to rise to the surface to get air.
- 3 There are many interesting facts about the climbing perch in a magazine article titled "Marine Life." In this article, the author writes climbing perch can live in water that would not be healthy for other fish. If the water becomes too dirty, the climbing perch had looked for a better place to live. The climbing perch is able to push itself along the ground with its tail. It is usually seen "walking" to a new home during a rainstorm. If it cannot find a better place to live, it buries itself in the mud and waits for rain to come again. Clearly, the climbing perch is a survivor.

Continue



Which would be the best source to find more information about the man who discovered the climbing perch?

A a magazine article about recent discoveries

B this year's almanac

C a daily newspaper from India

D a science book about odd discoveries



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 05

The following is a rough draft of Carrie's report, which may contain errors.

Got Paper? Thank the Chinese

- 1 Most of us take paper for granted although we use it all the time. We use it to clean. We paint it and decorate with it. We wrap presents in it and fold it into many shapes. Practically everything we read or write is on it. We even fly it. Most of us, however, never consider how paper came to be.
- 2 The Chinese discovered how to make paper thousands of years ago. They used thin layers of wet fibers. These fibers came from materials such as bamboo, jute, and straw. The Chinese also used fibers from rags.
- 3 Paper gets its name from the Egyptians. They made paper-like sheets from the papyrus plant. The Arabs learned how to make paper from the Chinese. They introduced paper to Europeans during the 1200s. The first paper mill was built in Italy in 1270. It wasn't until 1690 that the first paper mill was built in the United States. This mill was located in Germantown, Pennsylvania.
- 4 Today logs that aren't good for lumber are often used to make paper. Wood pulp is the main ingredient in making paper. Sometimes minerals are also added. The minerals help improve the quality of the paper. They make it smoother and easier to print on.
- 5 In spite of computers, radio, and television, the demand for paper products is still great. Seventy-one million tons of paper are used in the United States each year. The United States, in fact, is one of the top three paper-producing countries in the world.
- 6 Little did the Chinese know that their discovery would be around for such a long time. The paper we use today doesn't look much like the paper the Chinese made. It isn't even made the same way. However, paper is an invention we couldn't do without.

Continue



If Carrie quotes an article when writing her report, her bibliography should include all of these except the

A title of the article.

B page number of the article.

C author who wrote the article.

D date she read the article.



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 06

The following is a rough draft of Carrie's report, which may contain errors.

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Continue



If Carrie added a sentence at the end of paragraph 5, it would most likely tell us

A the other two top paper-producing countries.

B which minerals are now added to wood pulp.

C how paper is used in the radio and television industries.

D what role paper will have in the new computer age.



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Advanced) – Question 07

The following is a rough draft of a student's report. It contains errors.

Inez from France

- (1) Last year, the principal at my sister's high school asked if anyone would like to host a new student. (2) The new student was from France. (3) We talked to Mom, and she thought it would be a good idea since both my sister and I were studying French. (4) The principal told us that the new student's name was Inez. (5) My sister and I were so excited about our new visitor. (6) We told everyone in our neighborhood.
- (7) Inez came to our home at the end of the summer. (8) She was very nice and brought us souvenirs from France. (9) Inez was a little nervous about starting school because she didn't know that much English. (10) My sister and I promised to help her as much as we could. (11) We helped Inez with her English, and she helped us with our French. (12) My French teacher at the end of the school year complimented me on how well I was doing in her class. (13) I knew that I couldn't have learned French without Inez's help.
- (14) Before Inez went back to France, she said that she would write to us in French and in English. (15) We hope that Inez will write to us often.

Which reference source would be best in helping the writer learn more about French customs?

- ☐ A a dictionary
- ☐ B an atlas
- ☐ C a thesaurus
- ☐ D an encyclopedia

Grade 4: English-Language Arts

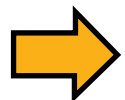
Writing Strategies (Performance Level: Advanced) – Question 08

Here is the rough draft of Penelope's report. It contains errors.

Orienteering

- 1 If you were given nothing but a map and a compass, could you find your way through an outdoor course? Orienteers can. Orienteering is a sport in which individuals or teams must complete a course, stopping at certain marked points along the way. They use a special map and compass.
- 2 Orienteering maps are special because they are topographic maps. A topographic map is a type of map that shows the shape of the land, from hills to trees to streams. Special colors are used to mark different parts of the map. Black areas are man-made, like roads, trails, and fences. Brown shows highs and lows, like hills and valleys. Blue marks water areas such as lakes, ponds, swamps, and streams. White shows where forests are, and yellow is for clearings and fields. Green marks thick bushes or thorns.
- 3 By reading these special maps and using a compass, orienteers travel from one "control" spot to another. Control spots are circled on the map, and they are also marked by orange and white flags on the course. To complete a course successfully, you must find each control marker in a specific order.
- 4 Orienteering is an interesting way to practice your map skills and your sense of direction. There are easy courses for beginners and more difficult courses for people who have had more experience. The magazine orienteering in north america also gives some extra tips and information. There are even orienteering competitions!

Continue



If Penelope wanted to add a paragraph about different places people go orienteering, which of the following would be the best topic sentence?

A People use such a large amount of supplies in orienteering, you may not find them all in one place.

B Many orienteering contests are held every year in the United States.

C People can choose many areas across the country that are perfect for orienteering.

D Since they are often alone, orienteers should follow safety rules.



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 01

A Swiss Clock Tower

Mrs. Delaney's class is studying time. She has asked the students to write brief reports about interesting clocks around the world. Annika has heard that the Swiss are famous for their fine clocks. She wonders if there is a clock tower in Switzerland, like England's Big Ben, that she could write about. She is at the school library doing research for her report.



Annika is using the school computer to do online research for her report.

What words should she type into the Search box?

A Switzerland + clock + tower

B visit + Switzerland + time

C Big + Ben + tower

D clock + England + history

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 02

A Swiss Clock Tower

Mrs. Delaney's class is studying time. She has asked the students to write brief reports about interesting clocks around the world. Annika has heard that the Swiss are famous for their fine clocks. She wonders if there is a clock tower in Switzerland, like England's Big Ben, that she could write about. She is at the school library doing research for her report.



Annika has found a magazine called Timepieces.

Where should she look to see if there are any articles on Swiss clock towers?

- ☐ A the list of editors' names
- ☐ B the table of contents
- ☐ C the title page
- ☐ D the Letters to the Editor section

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 03

The following is a rough draft of a student's report. It contains errors.

Myra Alvarez

Science

Mr. Marshall

March 3, 2003

Climbing Perch

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Continue



What is the main purpose of paragraph 2 of the report?

A to describe how the climbing perch got its name

B to prove that the climbing perch is stronger than other fish

C to explain how the climbing perch survives out of water

D to tell why the climbing perch buries itself in mud



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 04

The following is a rough draft of Carrie's report, which may contain errors.

Got Paper? Thank the Chinese

- 1 Most of us take paper for granted although we use it all the time. We use it to clean. We paint it and decorate with it. We wrap presents in it and fold it into many shapes. Practically everything we read or write is on it. We even fly it. Most of us, however, never consider how paper came to be.
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- 6 Little did the Chinese know that their discovery would be around for such a long time. The paper we use today doesn't look much like the paper the Chinese made. It isn't even made the same way. However, paper is an invention we couldn't do without.

Continue



What detail should Carrie add to improve her report?

A China is the largest country in the world.

B Germantown, Pennsylvania, is located near Philadelphia.

C Egypt is located on the continent of Africa.

D Chemical additives have also helped paper last longer.



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 05

The following is a rough draft of a student's report. It contains errors.

Guide Dogs

- 1 Some dogs are pets; others have jobs. A guide dog is a special kind of pet that works. Its job is to help people who are not able to see very well or who cannot see at all. The guide dog acts as their eyes. Guide dogs are allowed to go inside places where other animals are not allowed. They guide their owners in post offices and in many restaurants.
- 2 With training, it is truly amazing what a guide dog can do. One place these helpful animals are trained is named The Training Center for Guide Dogs. There they are given lots of love, just like other dogs, but they are taught to be very helpful. Not only can the dog guide a person across a street, it can also help put laundry into the washer and dryer. It can turn lights on and off. It can open and close doors. Some guide dogs can even pick up a phone when someone is trying to reach the owner. Others might bark or pull their owner's hand toward the telephone.
- 3 A guide dog usually wears a harness. The harness fits around the dog, and it has a long handle. The dog's owner uses the handle to be guided by the dog. The owner may call to the dog to go to the left or the right. The guide dog understands what these commands mean. Information about these wonderful dogs can be found in a book called Guide Dogs.

The purpose of this report is

- A to entertain with a story about a guide dog.
- B to give information about what a guide dog does.
- C to persuade people to help train guide dogs.
- D to explain how to select the best guide dog.

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 06

The following is a rough draft of a student's report. It contains errors.

Inez from France

- (1) Last year, the principal at my sister's high school asked if anyone would like to host a new student. (2) The new student was from France. (3) We talked to Mom, and she thought it would be a good idea since both my sister and I were studying French. (4) The principal told us that the new student's name was Inez. (5) My sister and I were so excited about our new visitor. (6) We told everyone in our neighborhood.
- (7) Inez came to our home at the end of the summer. (8) She was very nice and brought us souvenirs from France. (9) Inez was a little nervous about starting school because she didn't know that much English. (10) My sister and I promised to help her as much as we could. (11) We helped Inez with her English, and she helped us with our French. (12) My French teacher at the end of the school year complimented me on how well I was doing in her class. (13) I knew that I couldn't have learned French without Inez's help.
- (14) Before Inez went back to France, she said that she would write to us in French and in English. (15) We hope that Inez will write to us often.

What is the best way to revise sentence 12 without changing its meaning?

- A On how well I was doing in her class, my French teacher complimented by the end of the year.
- B At the end of the school year, my French teacher complimented me on how well I was doing in her class.
- C My French teacher, on how well I was doing in her class, complimented me at the end of the school year.
- D She complimented me, my French teacher, on how well I was doing in her class at the end of the school year.

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 07

Here is the rough draft of Penelope's report. It contains errors.

Orienteering

- 1 If you were given nothing but a map and a compass, could you find your way through an outdoor course? Orienteers can. Orienteering is a sport in which individuals or teams must complete a course, stopping at certain marked points along the way. They use a special map and compass.
- 2 Orienteering maps are special because they are topographic maps. A topographic map is a type of map that shows the shape of the land, from hills to trees to streams. Special colors are used to mark different parts of the map. Black areas are man-made, like roads, trails, and fences. Brown shows highs and lows, like hills and valleys. Blue marks water areas such as lakes, ponds, swamps, and streams. White shows where forests are, and yellow is for clearings and fields. Green marks thick bushes or thorns.
- 3 By reading these special maps and using a compass, orienteers travel from one "control" spot to another. Control spots are circled on the map, and they are also marked by orange and white flags on the course. To complete a course successfully, you must find each control marker in a specific order.
- 4 Orienteering is an interesting way to practice your map skills and your sense of direction. There are easy courses for beginners and more difficult courses for people who have had more experience. The magazine orienteering in north america also gives some extra tips and information. There are even orienteering competitions!

Continue



Penelope wants to know what the word topographic means.

If she has a reference book on orienteering, **where would be the best place for her to look?**

A the table of contents

B the glossary

C the index

D the preface



Back

Grade 4: English-Language Arts

Writing Strategies (Performance Level: Proficient) – Question 08

The following is a rough draft of a student's report. It contains errors.

The California Gold Rush

- (1) The California Gold Rush of 1849 attracted people from countrys all over the world. (2) Men and women came to the state in hopes of finding gold and becoming rich overnight. (3) As one gold miner said in his journal, "my dream is to find gold so that I can make a new life."
- (4) People's dreams did not always come true exactly as they had hoped. (5) In the first place, the trip was very hard to make. (6) People who came from the eastern United States faced a long trip across the country by covered wagon. (7) People who came from Europe found that it took at least six months to travel by ship to San Francisco. (8) There was no Panama Canal; they had to go all the way around Cape Horn at the southern tip of South America. (9) It was a dangerous journey. (10) Then, once they got to California, most people found that mining was a hard life. (11) It turned out that few people actually made money by mining for gold. (12) People would spend a short time in the mines. (13) Then most of them went to the cities. (14) San Francisco and Sacramento were growing cities then, full of excitement and opportunities for jobs.
- (15) People who hadnt found any gold in the mines were paid in gold for their work.
- (16) Most of the people who came to California could make a better living doing other work than they could mining for gold. (17) After a while, some people decided to make the long trip home. (18) Some traveled east to see more of the country. (19) Others chose to remain in California and become part of its history.

Continue



Which sentence would best support the ideas in sentence 9?

A Travelers, who liked long journeys, were happy.

B Cape of Good Hope is at the southern tip of Africa.

C A Spanish explorer named Balboa discovered Panama.

D Travelers often experienced stormy weather and rough seas.



Grade 4: English-Language Arts

Writing Strategies (Performance Level: Basic) – Question 01

Read this first draft of Annika's report. It contains errors.

A Swiss Clock Tower

- 1 Clocks come in many different sizes and forms. There are wristwatches, alarm clocks, mantel clocks, and tall grandfather clocks. Clocks can come in just about any shape. My little sister, for example, has a cat clock with a swinging tail and eyes that move from side to side. Clocks also make different kinds of sounds. Uncle David, a bird watcher, has a clock that has a picture of a different bird at each number. Each bird sings its song when its hour arrives. There are also clocks that buzz, ring, and honk.
- 2 There are some clocks that are clearly outstanding: clock towers! The one that usually comes to mind is Big Ben, in London, England. However, there are others. The Swiss, who are famous for their well-made clocks, have their own clock tower. It is located in their lovely capital city, Bern.
- 3 The Swiss clock tower didn't always have a clock in it. In dangerous times, the tower was located somewhere else. It was at the edge of town. From the tall tower, a patient watchman looked for anyone who might attack the town. When things settled down, the tower was moved into the town, and a clock was placed inside it.
- 4 Anyone who visits Bern should be at the tower a few minutes before the hour to see a great show. First, a rooster crows and flaps its wings. Next, several bears march around Father Time. It is Father Time who reports the hour. Each time the clock strikes, he opens his mouth and turns over an hourglass in his hand. While he does this, one of the bears stands beside him nodding its head up and down. The bear's head is also counting the hours with its nods. Finally, the happy rooster ends the show by crowing and flapping its wings again.

Continue



In paragraph 1, why does Annika mention her sister's and her uncle's clocks?

A to give examples of unusual kinds of clocks that are made today

B to show that people of all ages, even young children, can have clocks

C to show that animals are an important part of the second paragraph

D to share personal details about her family and friends in her report



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 01

What is the correct way to write the following book title?

- ☐ A Nature's Tricksters: Unusual Animals and Plants
- ☐ B "Nature's Tricksters: Unusual Animals and Plants"
- ☐ C Nature's Tricksters: Unusual Animals and Plants
- ☐ D "Nature's Tricksters: Unusual Animals and Plants"

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 02

Read this first draft of Annika's report. It contains errors.

A Swiss Clock Tower

- 1 Clocks come in many different sizes and forms. There are wristwatches, alarm clocks, mantel clocks, and tall grandfather clocks. Clocks can come in just about any shape. My little sister, for example, has a cat clock with a swinging tail and eyes that move from side to side. Clocks also make different kinds of sounds. Uncle David, a bird watcher, has a clock that has a picture of a different bird at each number. Each bird sings its song when its hour arrives. There are also clocks that buzz, ring, and honk.
- 2 There are some clocks that are clearly outstanding: clock towers! The one that usually comes to mind is Big Ben, in London, England. However, there are others. The Swiss, who are famous for their well-made clocks, have their own clock tower. It is located in their lovely capital city, Bern.
- 3 The Swiss clock tower didn't always have a clock in it. In dangerous times, the tower was located somewhere else. It was at the edge of town. From the tall tower, a patient watchman looked for anyone who might attack the town. When things settled down, the tower was moved into the town, and a clock was placed inside it.
- 4 Anyone who visits Bern should be at the tower a few minutes before the hour to see a great show. First, a rooster crows and flaps its wings. Next, several bears march around Father Time. It is Father Time who reports the hour. Each time the clock strikes, he opens his mouth and turns over an hourglass in his hand. While he does this, one of the bears stands beside him nodding its head up and down. The bear's head is also counting the hours with its nods. Finally, the happy rooster ends the show by crowing and flapping its wings again.

Continue



Annika is thinking about adding this sentence somewhere in paragraph 4.

What is the correct way to write it?

A This description comes from Hannah O'Hearne's article Bern's Clock Tower.

B This description comes from Hannah O'Hearne's article Bern's Clock Tower.

C This description comes from Hannah O'Hearne's article Bern's Clock Tower.

D This description comes from Hannah O'Hearne's article "Bern's Clock Tower."



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 03

The following is a rough draft of a student's report. It contains errors.

Citrus Fruit in the Americas

- (1) Just about everyone has studied about early European visitors to the Americas. (2) Christopher Columbus and Ponce de León are two of the famous explorers we learn about. (3) These men came to North America in search of new lands and wealth, especially gold. (4) Little did they know that they would one day be credited with introducing golden fruit to the Americas.
- (5) Christopher Columbus brought the first citrus fruit to North America. (6) In the early 1500s, Ponce de León planted one of the earliest orange trees on the continent, in the settlement that later became St. Augustine, Florida. (7) He had no idea that his orange tree would one day be a part of Florida's multi-billion-dollar citrus industry. (8) Today Florida has almost 11 million citrus trees.
- (9) Oranges and other forms of citrus fruit, like grapefruit, fill many of the body's needs. (10) They are high in fiber ____ a good source of vitamins, especially vitamin C. (11) Whether we drink orange juice or eat the fruit whole, oranges are tasty. (12) Thats probably why each person in the United States eats about twelve pounds of citrus fruit every year.
- (13) We can surely be thankfull to the early explorers for giving us our golden fruit.

Which word from the report is not spelled correctly?

A studied

B earliest

C tasty

D thankfull

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 04

The following is a rough draft of a student's report. It contains errors.

Myra Alvarez

Science

Mr. Marshall

March 3, 2003

Climbing Perch

- 1 The climbing perch is a fish that is unlike any other fish. There are many characteristics that make the climbing perch unique. One characteristic that makes the climbing perch very different from other fish is its ability to walk on land. Although the exact history of this remarkable fish is unknown, some believe that a Dutchman discovered the climbing perch. He found it in India in 1791. He saw a climbing perch in a palm tree. The fish was drinking water that dripped down the tree's trunk.
- 2 Although the climbing perch cannot really climb trees, it can stay alive for a long time while out of water. The climbing perch has an organ that lets it breathe oxygen easily. This feature helps the climbing perch live successfully on land for several days. Some types of climbing perch can even drown while underwater if they are not able to rise to the surface to get air.
- 3 There are many interesting facts about the climbing perch in a magazine article titled "Marine Life." In this article, the author writes climbing perch can live in water that would not be healthy for other fish. If the water becomes too dirty, the climbing perch had looked for a better place to live. The climbing perch is able to push itself along the ground with its tail. It is usually seen "walking" to a new home during a rainstorm. If it cannot find a better place to live, it buries itself in the mud and waits for rain to come again. Clearly, the climbing perch is a survivor.

Continue



Read this sentence from paragraph 3 of the report.

In this article, the author writes climbing perch can live in water that would not be healthy
for other fish.

What is the correct way to punctuate the quotation in this sentence?

A In this article, the author writes, "Climbing perch can live in water that would not be healthy for other fish."

B In this article, the author writes "Climbing perch can live in water that would not be healthy for other fish."

C In this article, the author writes "Climbing perch can live in water that would not be healthy for other fish".

D In this article, the author writes, "Climbing perch can live in water that would not be healthy for other fish".



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 05

The following is a rough draft of a student's report. It contains errors.

Myra Alvarez

Science

Mr. Marshall

March 3, 2003

Climbing Perch

- 1 The climbing perch is a fish that is unlike any other fish. There are many characteristics that make the climbing perch unique. One characteristic that makes the climbing perch very different from other fish is its ability to walk on land. Although the exact history of this remarkable fish is unknown, some believe that a Dutchman discovered the climbing perch. He found it in India in 1791. He saw a climbing perch in a palm tree. The fish was drinking water that dripped down the tree's trunk.
- 2 Although the climbing perch cannot really climb trees, it can stay alive for a long time while out of water. The climbing perch has an organ that lets it breathe oxygen easily. This feature helps the climbing perch live successfully on land for several days. Some types of climbing perch can even drown while underwater if they are not able to rise to the surface to get air.
- 3 There are many interesting facts about the climbing perch in a magazine article titled "Marine Life." In this article, the author writes climbing perch can live in water that would not be healthy for other fish. If the water becomes too dirty, the climbing perch had looked for a better place to live. The climbing perch is able to push itself along the ground with its tail. It is usually seen "walking" to a new home during a rainstorm. If it cannot find a better place to live, it buries itself in the mud and waits for rain to come again. Clearly, the climbing perch is a survivor.

Continue



Read this sentence from paragraph 3 of the report.

If the water becomes too dirty, the climbing perch had looked for a better place to live.

What is the correct way to write the underlined words to fit the verb tense of the paragraph?

A looked

B had look

C looking

D looks



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 06

The following is a rough draft of a student's report. It contains errors.

Guide Dogs

- 1 Some dogs are pets; others have jobs. A guide dog is a special kind of pet that works. Its job is to help people who are not able to see very well or who cannot see at all. The guide dog acts as their eyes. Guide dogs are allowed to go inside places where other animals are not allowed. They guide their owners in post offices and in many restaurants.
- 2 With training, it is truly amazing what a guide dog can do. One place these helpful animals are trained is named The Training Center for Guide Dogs. There they are given lots of love, just like other dogs, but they are taught to be very helpful. Not only can the dog guide a person across a street, it can also help put laundry into the washer and dryer. It can turn lights on and off. It can open and close doors. Some guide dogs can even pick up a phone when someone is trying to reach the owner. Others might bark or pull their owner's hand toward the telephone.
- 3 A guide dog usually wears a harness. The harness fits around the dog, and it has a long handle. The dog's owner uses the handle to be guided by the dog. The owner may call to the dog to go to the left or the right. The guide dog understands what these commands mean. Information about these wonderful dogs can be found in a book called Guide Dogs.

Which of these sentences from the report is a compound sentence?

- A A guide dog is a special kind of pet that works.
- B It can open and close doors.
- C Others might bark or pull their owner's hand toward the telephone.
- D The harness fits around the dog, and it has a long handle.

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 07

The following is a rough draft of a student's report. It contains errors.

Guide Dogs

- 1 Some dogs are pets; others have jobs. A guide dog is a special kind of pet that works. Its job is to help people who are not able to see very well or who cannot see at all. The guide dog acts as their eyes. Guide dogs are allowed to go inside places where other animals are not allowed. They guide their owners in post offices and in many restaurants.
- 2 With training, it is truly amazing what a guide dog can do. One place these helpful animals are trained is named The Training Center for Guide Dogs. There they are given lots of love, just like other dogs, but they are taught to be very helpful. Not only can the dog guide a person across a street, it can also help put laundry into the washer and dryer. It can turn lights on and off. It can open and close doors. Some guide dogs can even pick up a phone when someone is trying to reach the owner. Others might bark or pull their owner's hand toward the telephone.
- 3 A guide dog usually wears a harness. The harness fits around the dog, and it has a long handle. The dog's owner uses the handle to be guided by the dog. The owner may call to the dog to go to the left or the right. The guide dog understands what these commands mean. Information about these wonderful dogs can be found in a book called Guide Dogs.

Read this sentence.

Information about these wonderful dogs can be found in a book called Guide Dogs.

What is the correct way to write the title of the book in this sentence?

- A Guide dogs
- B "Guide Dogs"
- C Guide Dogs
- D Leave as is.

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 08

The following is a rough draft of a student's report. It contains errors.

Inez from France

- (1) Last year, the principal at my sister's high school asked if anyone would like to host a new student. (2) The new student was from France. (3) We talked to Mom, and she thought it would be a good idea since both my sister and I were studying French. (4) The principal told us that the new student's name was Inez. (5) My sister and I were so excited about our new visitor. (6) We told everyone in our neighborhood.
- (7) Inez came to our home at the end of the summer. (8) She was very nice and brought us souvenirs from France. (9) Inez was a little nervous about starting school because she didn't know that much English. (10) My sister and I promised to help her as much as we could. (11) We helped Inez with her English, and she helped us with our French. (12) My French teacher at the end of the school year complimented me on how well I was doing in her class. (13) I knew that I couldn't have learned French without Inez's help.
- (14) Before Inez went back to France, she said that she would write to us in French and in English. (15) We hope that Inez will write to us often.

Which of the following sentences from the essay is a compound sentence?

A sentence 1

B sentence 7

C sentence 9

D sentence 11

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Advanced)

– Question 09

The following is a rough draft of a student's report. It contains errors.

The California Gold Rush

- (1) The California Gold Rush of 1849 attracted people from countrys all over the world. (2) Men and women came to the state in hopes of finding gold and becoming rich overnight. (3) As one gold miner said in his journal, "my dream is to find gold so that I can make a new life."
- (4) People's dreams did not always come true exactly as they had hoped. (5) In the first place, the trip was very hard to make. (6) People who came from the eastern United States faced a long trip across the country by covered wagon. (7) People who came from Europe found that it took at least six months to travel by ship to San Francisco. (8) There was no Panama Canal; they had to go all the way around Cape Horn at the southern tip of South America. (9) It was a dangerus journey. (10) Then, once they got to California, most people found that mining was a hard life. (11) It turned out that few people actually made money by mining for gold. (12) People would spend a short time in the mines. (13) Then most of them went to the cities. (14) San Francisco and Sacramento were growing cities then, full of excitement and opportunities for jobs.
- (15) People who hadnt found any gold in the mines were paid in gold for their work.
- (16) Most of the people who came to California could make a better living doing other work than they could mining for gold. (17) After a while, some people decided to make the long trip home. (18) Some traveled east to see more of the country. (19) Others chose to remain in California and become part of its history.

Continue



How should sentence 3 be correctly punctuated?

- ☐ A As one gold miner said in his journal “my dream is to find gold so that I can make a new life.”
- ☐ B As one gold miner said in his journal “My dream is to find gold so that I can make a new life.”
- ☐ C As one gold miner said in his journal, “My dream is to find gold so that I can make a new life.”
- ☐ D As one gold miner said in his journal, “my dream is to find gold so that I can make a new life.”



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 01

Read this sentence.

Humans do not live at the South Pole, so scientists sometimes visit there.

What is the correct way to write the sentence?

A Humans do not live at the South Pole, and scientists sometimes visit there.

B Humans do not live at the South Pole, or scientists sometimes visit there.

C Humans do not live at the South Pole, but scientists sometimes visit there.

D Leave as is.

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 02

Read this first draft of Annika's report. It contains errors.

A Swiss Clock Tower

- 1 Clocks come in many different sizes and forms. There are wristwatches, alarm clocks, mantel clocks, and tall grandfather clocks. Clocks can come in just about any shape. My little sister, for example, has a cat clock with a swinging tail and eyes that move from side to side. Clocks also make different kinds of sounds. Uncle David, a bird watcher, has a clock that has a picture of a different bird at each number. Each bird sings its song when its hour arrives. There are also clocks that buzz, ring, and honk.
- 2 There are some clocks that are clearly outstanding: clock towers! The one that usually comes to mind is Big Ben, in London, England. However, there are others. The Swiss, who are famous for their well-made clocks, have their own clock tower. It is located in their lovely capital city, Bern.
- 3 The Swiss clock tower didn't always have a clock in it. In dangerous times, the tower was located somewhere else. It was at the edge of town. From the tall tower, a patient watchman looked for anyone who might attack the town. When things settled down, the tower was moved into the town, and a clock was placed inside it.
- 4 Anyone who visits Bern should be at the tower a few minutes before the hour to see a great show. First, a rooster crows and flaps its wings. Next, several bears march around Father Time. It is Father Time who reports the hour. Each time the clock strikes, he opens his mouth and turns over an hourglass in his hand. While he does this, one of the bears stands beside him nodding its head up and down. The bear's head is also counting the hours with its nods. Finally, the happy rooster ends the show by crowing and flapping its wings again.

Continue



Read these sentences from paragraph 3 of Annika's rough draft.

In dangerous times, the tower was located somewhere else. It was at the edge of town.

How can these sentences best be joined without changing the meaning?

A In dangerous times, the tower was somewhere else it was at the edge of town.

B In dangerous times, the tower was located at the edge of town.

C In dangerous times somewhere else, the tower was at the edge of town.

D In dangerous times, the tower was located at the edge of somewhere else.



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 03

The following is a rough draft of a student's report. It contains errors.

Citrus Fruit in the Americas

- (1) Just about everyone has studied about early European visitors to the Americas. (2) Christopher Columbus and Ponce de León are two of the famous explorers we learn about. (3) These men came to North America in search of new lands and wealth, especially gold. (4) Little did they know that they would one day be credited with introducing golden fruit to the Americas.
- (5) Christopher Columbus brought the first citrus fruit to North America. (6) In the early 1500s, Ponce de León planted one of the earliest orange trees on the continent, in the settlement that later became St. Augustine, Florida. (7) He had no idea that his orange tree would one day be a part of Florida's multi-billion-dollar citrus industry. (8) Today Florida has almost 11 million citrus trees.
- (9) Oranges and other forms of citrus fruit, like grapefruit, fill many of the body's needs. (10) They are high in fiber ____ a good source of vitamins, especially vitamin C. (11) Whether we drink orange juice or eat the fruit whole, oranges are tasty. (12) Thats probably why each person in the United States eats about twelve pounds of citrus fruit every year.
- (13) We can surely be thankful to the early explorers for giving us our golden fruit.

What is the correct word for the blank in sentence 10?

A or

B and

C yet

D but

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 04

The following is a rough draft of a student's report. It contains errors.

Myra Alvarez
Science
Mr. Marshall
March 3, 2003

Climbing Perch

- 1 The climbing perch is a fish that is unlike any other fish. There are many characteristics that make the climbing perch unique. One characteristic that makes the climbing perch very different from other fish is its ability to walk on land. Although the exact history of this remarkable fish is unknown, some believe that a Dutchman discovered the climbing perch. He found it in India in 1791. He saw a climbing perch in a palm tree. The fish was drinking water that dripped down the tree's trunk.
- 2 Although the climbing perch cannot really climb trees, it can stay alive for a long time while out of water. The climbing perch has an organ that lets it breathe oxygen easily. This feature helps the climbing perch live successfully on land for several days. Some types of climbing perch can even drown while underwater if they are not able to rise to the surface to get air.
- 3 There are many interesting facts about the climbing perch in a magazine article titled "Marine Life." In this article, the author writes climbing perch can live in water that would not be healthy for other fish. If the water becomes too dirty, the climbing perch had looked for a better place to live. The climbing perch is able to push itself along the ground with its tail. It is usually seen "walking" to a new home during a rainstorm. If it cannot find a better place to live, it buries itself in the mud and waits for rain to come again. Clearly, the climbing perch is a survivor.

Continue



Read this sentence from paragraph 2 of the report.

This feature helps the climbing perch live successfully on land for several days.

Which underlined word in the sentence is spelled incorrectly?

A feature

B helps

C successfully

D several



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 05

The following is a rough draft of a student's report. It contains errors.

Inez from France

- (1) Last year, the principal at my sister's high school asked if anyone would like to host a new student. (2) The new student was from France. (3) We talked to Mom, and she thought it would be a good idea since both my sister and I were studying French. (4) The principal told us that the new student's name was Inez. (5) My sister and I were so excited about our new visitor. (6) We told everyone in our neighborhood.
- (7) Inez came to our home at the end of the summer. (8) She was very nice and brought us souvenirs from France. (9) Inez was a little nervous about starting school because she didn't know that much English. (10) My sister and I promised to help her as much as we could. (11) We helped Inez with her English, and she helped us with our French. (12) My French teacher at the end of the school year complimented me on how well I was doing in her class. (13) I knew that I couldn't have learned French without Inez's help.
- (14) Before Inez went back to France, she said that she would write to us in French and in English. (15) We hope that Inez will write to us often.

Continue



Read these sentences.

My sister and I were so excited about our new visitor. We told everyone in our neighborhood.

What is the best way to combine these sentences?

- A My sister and I were so excited about our new visitor, but we told everyone in our neighborhood.
- B We told everyone in our neighborhood about our new visitor so my sister and I were so excited.
- C My sister and I were so excited about our new visitor that we told everyone in our neighborhood.
- D We told everyone in our neighborhood, and my sister and I were so excited about our new visitor.



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 06

Here is the rough draft of Penelope's report. It contains errors.

Orienteering

- 1 If you were given nothing but a map and a compass, could you find your way through an outdoor course? Orienteers can. Orienteering is a sport in which individuals or teams must complete a course, stopping at certain marked points along the way. They use a special map and compass.
- 2 Orienteering maps are special because they are topographic maps. A topographic map is a type of map that shows the shape of the land, from hills to trees to streams. Special colors are used to mark different parts of the map. Black areas are man-made, like roads, trails, and fences. Brown shows highs and lows, like hills and valleys. Blue marks water areas such as lakes, ponds, swamps, and streams. White shows where forests are, and yellow is for clearings and fields. Green marks thick bushes or thorns.
- 3 By reading these special maps and using a compass, orienteers travel from one “control” spot to another. Control spots are circled on the map, and they are also marked by orange and white flags on the course. To complete a course successfully, you must find each control marker in a specific order.
- 4 Orienteering is an interesting way to practice your map skills and your sense of direction. There are easy courses for beginners and more difficult courses for people who have had more experience. The magazine orienteering in north america also gives some extra tips and information. There are even orienteering competitions!

Continue



Read this sentence.

The magazine orienteering in north america also gives some extra tips and information.

Which is the correct way to capitalize the title of the magazine in the sentence?

- A orienteering in North America
- B Orienteering in north america
- C Orienteering in North America
- D Orienteering In North America



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 07

The following is a rough draft of a student's report. It contains errors.

The California Gold Rush

- (1) The California Gold Rush of 1849 attracted people from countrys all over the world. (2) Men and women came to the state in hopes of finding gold and becoming rich overnight. (3) As one gold miner said in his journal, "my dream is to find gold so that I can make a new life."
- (4) People's dreams did not always come true exactly as they had hoped. (5) In the first place, the trip was very hard to make. (6) People who came from the eastern United States faced a long trip across the country by covered wagon. (7) People who came from Europe found that it took at least six months to travel by ship to San Francisco. (8) There was no Panama Canal; they had to go all the way around Cape Horn at the southern tip of South America. (9) It was a dangerus journey. (10) Then, once they got to California, most people found that mining was a hard life. (11) It turned out that few people actually made money by mining for gold. (12) People would spend a short time in the mines. (13) Then most of them went to the cities. (14) San Francisco and Sacramento were growing cities then, full of excitement and opportunities for jobs.
- (15) People who hadnt found any gold in the mines were paid in gold for their work.
- (16) Most of the people who came to California could make a better living doing other work than they could mining for gold. (17) After a while, some people decided to make the long trip home. (18) Some traveled east to see more of the country. (19) Others chose to remain in California and become part of its history.

Continue



Which phrase from the report contains an underlined word that is not spelled correctly?

A actually made

B full of excitement

C dangerus journey

D mining for gold



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Proficient)

– Question 08

The following is a rough draft of a student's report. It contains errors.

The California Gold Rush

- (1) The California Gold Rush of 1849 attracted people from countrys all over the world. (2) Men and women came to the state in hopes of finding gold and becoming rich overnight. (3) As one gold miner said in his journal, "my dream is to find gold so that I can make a new life."
- (4) People's dreams did not always come true exactly as they had hoped. (5) In the first place, the trip was very hard to make. (6) People who came from the eastern United States faced a long trip across the country by covered wagon. (7) People who came from Europe found that it took at least six months to travel by ship to San Francisco. (8) There was no Panama Canal; they had to go all the way around Cape Horn at the southern tip of South America. (9) It was a dangerus journey. (10) Then, once they got to California, most people found that mining was a hard life. (11) It turned out that few people actually made money by mining for gold. (12) People would spend a short time in the mines. (13) Then most of them went to the cities. (14) San Francisco and Sacramento were growing cities then, full of excitement and opportunities for jobs.
- (15) People who hadnt found any gold in the mines were paid in gold for their work.
- (16) Most of the people who came to California could make a better living doing other work than they could mining for gold. (17) After a while, some people decided to make the long trip home. (18) Some traveled east to see more of the country. (19) Others chose to remain in California and become part of its history.

Continue



Which underlined word is not spelled correctly?

A from countrys

B southern tip

C traveled east

D paid in gold



Back

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 01

The following is a rough draft of a student's report. It contains errors.

Citrus Fruit in the Americas

- (1) Just about everyone has studied about early European visitors to the Americas. (2) Christopher Columbus and Ponce de León are two of the famous explorers we learn about. (3) These men came to North America in search of new lands and wealth, especially gold. (4) Little did they know that they would one day be credited with introducing golden fruit to the Americas.
- (5) Christopher Columbus brought the first citrus fruit to North America. (6) In the early 1500s, Ponce de León planted one of the earliest orange trees on the continent, in the settlement that later became St. Augustine, Florida. (7) He had no idea that his orange tree would one day be a part of Florida's multi-billion-dollar citrus industry. (8) Today Florida has almost 11 million citrus trees.
- (9) Oranges and other forms of citrus fruit, like grapefruit, fill many of the body's needs. (10) They are high in fiber ____ a good source of vitamins, especially vitamin C. (11) Whether we drink orange juice or eat the fruit whole, oranges are tasty. (12) Thats probably why each person in the United States eats about twelve pounds of citrus fruit every year.
- (13) We can surely be thankful to the early explorers for giving us our golden fruit.

What is the correct way to write the underlined word in sentence 5?

A broughted

B bringed

C brang

D Leave as is.

Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Basic) – Question 02

The following is a rough draft of a student's report. It contains errors.

The California Gold Rush

- (1) The California Gold Rush of 1849 attracted people from countrys all over the world. (2) Men and women came to the state in hopes of finding gold and becoming rich overnight. (3) As one gold miner said in his journal, "my dream is to find gold so that I can make a new life."
- (4) People's dreams did not always come true exactly as they had hoped. (5) In the first place, the trip was very hard to make. (6) People who came from the eastern United States faced a long trip across the country by covered wagon. (7) People who came from Europe found that it took at least six months to travel by ship to San Francisco. (8) There was no Panama Canal; they had to go all the way around Cape Horn at the southern tip of South America. (9) It was a dangerus journey. (10) Then, once they got to California, most people found that mining was a hard life. (11) It turned out that few people actually made money by mining for gold. (12) People would spend a short time in the mines. (13) Then most of them went to the cities. (14) San Francisco and Sacramento were growing cities then, full of excitement and opportunities for jobs.
- (15) People who hadnt found any gold in the mines were paid in gold for their work.
- (16) Most of the people who came to California could make a better living doing other work than they could mining for gold. (17) After a while, some people decided to make the long trip home. (18) Some traveled east to see more of the country. (19) Others chose to remain in California and become part of its history.

Continue



How should the underlined words in sentence 15 be correctly punctuated?

A who hadn't found any gold

B who had'not found any gold

C who hadnt' found any gold

D Leave as is.



Grade 4: English-Language Arts

Written and Oral English Language Conventions (Performance Level: Below Basic) – Question 01

The following is a rough draft of a student's report. It contains errors.

Citrus Fruit in the Americas

- (1) Just about everyone has studied about early European visitors to the Americas. (2) Christopher Columbus and Ponce de León are two of the famous explorers we learn about. (3) These men came to North America in search of new lands and wealth, especially gold. (4) Little did they know that they would one day be credited with introducing golden fruit to the Americas.
- (5) Christopher Columbus brought the first citrus fruit to North America. (6) In the early 1500s, Ponce de León planted one of the earliest orange trees on the continent, in the settlement that later became St. Augustine, Florida. (7) He had no idea that his orange tree would one day be a part of Florida's multi-billion-dollar citrus industry. (8) Today Florida has almost 11 million citrus trees.
- (9) Oranges and other forms of citrus fruit, like grapefruit, fill many of the body's needs. (10) They are high in fiber ____ a good source of vitamins, especially vitamin C. (11) Whether we drink orange juice or eat the fruit whole, oranges are tasty. (12) Thats probably why each person in the United States eats about twelve pounds of citrus fruit every year.
- (13) We can surely be thankful to the early explorers for giving us our golden fruit.

What is the correct way to write the underlined word in sentence 12?

- ☐ A That's
- ☐ B Thats'
- ☐ C Tha'ts
- ☐ D Leave as is.