



RELEASED ITEMS

ENGLISH LANGUAGE ARTS
GRADE 4

FALL 2005

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Reference List:

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PART 1—READING

1A: PAIRED READING SELECTIONS

DIRECTIONS:

In Part 1A, you will read two selections and answer the multiple-choice questions that follow each selection. You will then answer some questions that will ask you to think about *both* of the selections. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 1A of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 1A, STOP.

DIRECTIONS: Read the selection, "My Life with Bears." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"My Life With Bears"
Questions 1–8

- 1 The selection *mostly* explains how black bears are
- A captured.
 - B hunted.
 - C tagged.
 - D studied.
- 2 Which would be the *best* place to find out more about black bears?
- A an atlas
 - B a dictionary
 - C an encyclopedia
 - D a zoo
- 3 In this selection, the *best* use of the map is to find
- A North Carolina.
 - B the University of Tennessee.
 - C the black bear research area.
 - D black bears in North America.
- 4 In which part of the selection should you look to find out how much black bears weigh?
- A map
 - B fact list
 - C pictures
 - D picture captions

- 5 According to the selection, why is the tracking of bears an important project?
- A Scientists are able to learn how bears live and adapt.
 - B Bears can be dangerous, and people need to be protected.
 - C Bears need to be captured so people can see them in zoos.
 - D Scientists can learn about other animals by studying bears.
- 6 According to this selection, the success of the project depends on
- A reducing the number of bears in the Great Smoky Mountains.
 - B protecting researchers from attack.
 - C catching enough bears to sell to zoos.
 - D many people working together.
- 7 From the information given, the reader knows that even though he is only thirteen, Spencer Pelton is
- A a well-known scientist.
 - B as tall as most grown men.
 - C an outstanding student in school.
 - D an important member of the research team.
- 8 Spencer Pelton says his dad's work with bears is important because it "helps save them."

What question about bears is **NOT** answered by the information in the selection?

- A Why are they in danger?
- B Why are scientists studying them?
- C How do researchers find the newborn cubs?
- D How do researchers identify the bears they are studying?

DIRECTIONS: Read the selection, "Hannah." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Hannah"

Questions 9–16

- 9 Hannah thought that finding potatoes in the field was as exciting as
- A discovering gold.
 - B learning how to write.
 - C winning the prize money.
 - D going to the harvest celebration.
- 10 From their behavior in the story, you can tell that Hannah's classmates
- A want to help her achieve her goals.
 - B need to earn money to help their families.
 - C are not aware that Hannah has any special needs.
 - D would rather be in school than working in the fields.
- 11 What lesson might you learn from this story?
- A Some problems are too difficult to solve.
 - B Teamwork makes solving problems easier.
 - C It is best to try to solve your own problems.
 - D Adults are better problem-solvers than children.
- 12 Why does the author use conversation in this story?
- A to describe the setting
 - B to hold the parts of the story together
 - C to make the characters seem more real
 - D to show which parts of the story are important

- 13** If you were going to tell your friends this story, which of the following would be *most* important to tell them?
- A** Hannah is blind.
 - B** Hannah has never harvested potatoes.
 - C** Verna and Effie are Hannah's best friends.
 - D** Carl usually wins the potato harvest contest.
- 14** In this selection, the characters show that
- A** helping others can be rewarding.
 - B** following directions is important.
 - C** potato farming made families wealthy.
 - D** the most important part of a contest is winning.
- 15** Why was Hannah happy to work even though it made her back and knees hurt?
- A** She was finally able to do what everyone else was doing.
 - B** She wanted everyone in the community to be proud of her.
 - C** She hoped she would win the contest and earn the prize money.
 - D** She was looking forward to going to the big harvest celebration.
- 16** Hannah's classmates wanted her to win the prize money so she could buy
- A** food for her family.
 - B** new school clothes.
 - C** materials to help her learn.
 - D** eyeglasses to help her see better.

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

- 17** The reader can tell that “Hannah” is fiction because the introduction calls it a story. The reader can tell that “My Life with Bears” is informational because
- A** the title and the author’s name show that it is informational.
 - B** pictures, charts, and maps show that it is informational.
 - C** Great Smoky Mountains National Park is a real place.
 - D** headings and subheadings are used to organize the selection.
- 18** The authors may have written these selections to
- A** tell readers about the lives of some important people.
 - B** entertain readers with make-believe stories.
 - C** show readers that children can help others.
 - D** teach readers how to make big decisions.
- 19** *Both* Hannah and Spencer
- A** want to make their parents proud.
 - B** hope to be rewarded for their hard work.
 - C** enjoy the work they are doing.
 - D** have experience with animals.

- 20** "My Life with Bears" is an informational selection because it tells facts and details about a real subject. "Hannah" is historical fiction because it
- A** tells an interesting story about a real person's life.
 - B** describes an important event that takes place annually.
 - C** has a character who learns a lesson from someone who lived long ago.
 - D** is an imaginative story that tells about life in a different time.
- 21** The authors of "My Life with Bears" and "Hannah" help the readers get to know Spencer and Hannah by
- A** giving detailed descriptions of Hannah and Spencer.
 - B** telling the events from Hannah's and Spencer's points of view.
 - C** using mostly dialogue to help understand Hannah and Spencer.
 - D** having an introduction with details about Hannah and Spencer.

1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 People can achieve goals when they work together. Do you agree or disagree with this statement?

Explain your answer using specific details and examples from *both* "My Life With Bears" and "Hannah." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**PART 1B: CHECKLIST FOR THE
RESPONSE TO THE PAIRED READING SELECTIONS**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

NOTES/PLANNING

NOTES/PLANNING

PART 2—READING

INDEPENDENT READING SELECTION

DIRECTIONS:

In Part 2, you will read a selection and answer the multiple-choice questions that follow. You may look back at the selection as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2 of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 2, STOP.

DIRECTIONS: Read the selection, "Alvin Ailey, Modern Dancer." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Alvin Ailey, Modern Dancer"
Questions 23–30

- 23** What kind of dancing did Alvin Ailey do *first*?
- A** ballet
 - B** tap
 - C** modern
 - D** musical
- 24** The author clearly believes that
- A** Alvin Ailey was a great and important man.
 - B** tap dancing is more interesting than ballet.
 - C** anyone can be a good modern dancer.
 - D** Alvin Ailey should have kept performing.
- 25** What kind of selection is this?
- A** fairy tale
 - B** drama
 - C** fiction
 - D** biography

- 26** According to the selection, Alvin Ailey was all of these EXCEPT
- A** a choreographer.
 - B** a language teacher.
 - C** a modern dancer.
 - D** a dance teacher.
- 27** What is the main idea of this selection?
- A** A man stops performing as a dancer when he gets older.
 - B** A man believes that traveling is the most important thing in the world.
 - C** A man shows his love of African-American dance.
 - D** A man opens a dance company to prove how well he can dance.
- 28** The author probably wrote this selection to
- A** explain how a modern dance is created.
 - B** teach people how to do a dance step.
 - C** get people to become dancers.
 - D** tell about a special dancer.

29 This selection would *most likely* be found in

- A a book on modern dance.
- B a dance school advertisement.
- C an exercise book.
- D a health magazine.

30 The author writes that Alvin Ailey’s dancers “created a sensation wherever they performed.”

Which words from the selection help the reader understand what sensation means?

- A “Alvin performed dances by other choreographers”
- B “the curtain was raised sixty-one times before the audience would stop clapping”
- C “he took the company on its first European tour”
- D “at the end of a performance in Hamburg, Germany”

PART 3—WRITING

3A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

In Part 3A, you will be given a theme and a number of ways to write about it. You must choose **ONLY ONE** way.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: BELIEVING IN YOURSELF

Believing in yourself can lead to many possibilities. Believing in yourself can give you the confidence to enter a difficult race, to share a poem you wrote, or to create an invention.

Do **ONLY ONE** of the following:

tell about a time when you accomplished something because
you believed in yourself

OR

write about someone whose confidence led to
accomplishing a difficult goal

OR

explain why you would want to encourage someone else
to believe in himself or herself

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

PART 3A: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

3B: STUDENT WRITING SAMPLE

DIRECTIONS:

In Part 3B, you will read a student writing sample, answer the multiple-choice questions that follow, and then write a short response. You may look back at the student writing sample as often as needed during Part 3B.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 3B of your **Answer Folder**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the best answer for each question. You may look back at the student writing sample as often as needed.

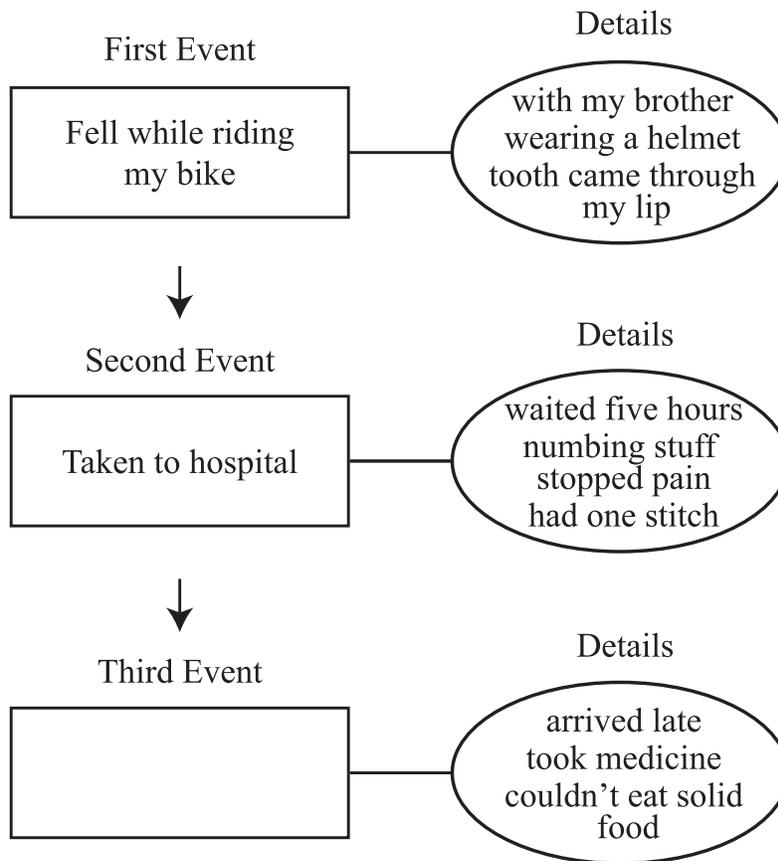
How Someone Cared for Me

One summer day I was riding my bike with my brother David around the block. We got to the first corner I fell on my face. Luckily, I was wearing a helmet. Unfortunately, however, it didn't help yet I fell flat on my face. My permanent front teeth had just been coming in. Now they were dangling in my mouth but did not come out. One tooth came through my lip. I bruised my cheek as well. I had to be taken to the hospital! It was the same hospital my little sister was born in. She's only four years old. I waited about five hours, and then finally the doctor came. He put a hole lot of numbing stuff on my upper lip. It didn't hurt after that. I had to get one stitch, and we didn't get back home until 11.30 at night. For the next week I had to take medicine and rest a lot, and I couldn't eat anything that was solid. It is all better now because that was two years ago! Now I can hardly see the scar where the stitch was!

Questions 32-36

32 Look at this graphic organizer that the writer made.

Sequence Map



What goes in the empty box?

- A Went back home
- B Had to rest
- C Two years ago
- D Have a scar

33 Which of the following has been fixed or edited correctly?

- A We got to the first corner; therefore, I fell on my face.
- B We got to the first corner but I fell on my face.
- C When I fell on my face, we got to the first corner.
- D When we got to the first corner, I fell on my face.

34 Which sentence has been fixed or edited correctly?

- A I had to get one stitch, and we didn't get back home until 11:30 at night.
- B I had to get won stitch, and we didn't get back home until 11.30 at night.
- C I had to get one stitch, and we didn't get back hoem until 11.30 at night.
- D I had to get one stitch, and we don't get back home until 11.30 at night.

35 Read the sentence below:

He put a hole lot of numbing stuff on my upper lip.

What needs to be fixed or edited in the sentence above?

- A Change hole to whole.
- B Change put to putted.
- C Change He to They.
- D Change lot to lots.

36 Read the sentence below:

Unfortunately, however, it didn't help yet I fell flat on my face.

Which sentence has been fixed or edited correctly?

- A Unfortunately, but, it didn't help yet I fell flat on my face.
- B Unfortunately, although, it didn't help yet I fell flat on my face.
- C Unfortunately, however, it didn't help because I fell flat on my face.
- D Unfortunately, however, it didn't help although I fell flat on my face.

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS: Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

37 Did the writer organize this piece of writing by comparing and contrasting or by telling a story in the order it happened from beginning to end?

Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 11 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**PART 3B: CHECKLIST FOR THE
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your **Answer Folder**.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

NOTES/PLANNING

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Scoring Key

Part 1A: Paired Reading Selections

Item #	Answer Key
1	D
2	C
3	C
4	B
5	A
6	D
7	D
8	A
9	A
10	A
11	B
12	C
13	A
14	A
15	A
16	C
17	B
18	C
19	C
20	D
21	B

Part 2: Reading: Independent Reading Selections

Item #	Answer Key
23	B
24	A
25	D
26	B
27	C
28	D
29	A
30	B

Part 3B: Student Writing Sample

Item #	Answer Key
32	A
33	D
34	A
35	A
36	C