

4th Grade ELA



To Proficiency and
Beyond!

Table of Contents

- Glossary of Academic Terms
- Annotation Guide
- Vocabulary Practice Items
- Comprehension Practice Items
- Answer Guide

Glossary of Academic Terms

accurate – exact; correct

acquire– to learn or gain control of something

analyze – to examine in detail the structure or elements of a text

annotate – add notes to text to clarify understanding

antonym – a word opposite in meaning to another

appropriate– relevant

argument – a set of reasons to persuade that something is a correct or right choice

attributes - characteristics

author's point of view – the perspective or feeling of the author about characters, ideas, details

author's purpose – the author's reason for writing/creating text or features in text

background knowledge – information the reader has outside of the text

casts – creates, brings to the reader's attention

challenges – problems within the text

central idea – the message the author is trying to convey throughout the text; the author's main point; the author's claim

characterization – the construction of literary characters; the description of characters

cite – to quote text

claim – a statement of truth which can be backed up by reasons and evidence

clarify – to make clear

climax – the highest point of action/tension in a literary/fiction text

coherent – makes sense from start to finish; logical

compare – state similarities between things/ideas

concluding statement/ section – conclusion, final section

conflict- a struggle between two ideas/forces/characters in literature

context clues – hints the author gives to help with a difficult word or phrase

contrast – state differences between things/ideas

contributes - adds to, makes stronger

definition- meaning of a word/term

describe- to give details about an event, character, or idea

description– words used to give details about a part of a story/text

details – a particular item of information about a character, event, or idea in a text

determine – to discover

development of ideas – how the claim, central idea, or prompt answer in a piece of writing is created through evidence and support

dialogue – conversation between characters in a text

drama – literary text written in the form of a play for the theater

drama elements – all of the important parts of a play, such as the actors, script, stage directions, etc.

draw conclusion – come to a decision or inference

evaluate – judge or analyze

explain – describe in detail, giving important facts and ideas

explanatory – type of writing that describes, gives details, and provides information

explicit – word for word, clear

fact – a statement that can be proven true, a piece of evidence

falling action – the point in a story between the climax and the resolution

figurative language – the use of words or phrases outside of their literal, everyday meanings

figures of speech – a word or phrase used in a non-literal way

first person – a story or account told from the perspective of the speaker
(using personal pronouns such as I, me, my, we, our)

genre – type of writing, category of art

graphics – features in informational text which provide additional
information

imagery – the use of descriptive language to paint a picture for the reader

infer – to draw a conclusion based upon what is read and what is already
known

inference – a conclusion reached by using what is read (evidence) and what
is known (reasons)

influence – an effect on the creation of something

irrelevant information – information that is not important to the text

item – a MAAP question

key idea– the most important idea within a paragraph

literal language– word for word, when words mean exactly what they say;
explicit

literary devices – a technique the author/writer uses to

literary text – a fictional book, story, or poem

logically – in a way that shows sound reasoning and makes sense

main idea – a statement which tells what the passage is mostly about.

metaphor – a comparison of unlike things which is not directly stated, it is
implied

meter – the beat of poetry

narration – the story (in literature)

narrator – the character or voice who tells the events/story in a literary
text.

nonliteral – figurative; inferred

opinion – how a writer feels about a certain topic, situation, or statement

structure – how writing/text is put together

paraphrase – to take a quote and rephrase it in one's own words

persuasive techniques– techniques a writer uses to explain his/her opinion (evidence, questions, examples).

personification – when an author gives human characteristics to a nonhuman thing

plot – the series of events in the text, the action in the text

plot structure – how the plot is organized

poem – a piece of writing, written in specific form or verses, which uses figurative language to achieve its purpose

point of view – how the author, a character, or the reader sees something or feels about something within the text

prose – stories, articles, opinions written in paragraph form

quote – a specific line or group of lines from text

question – confusion left in the readers' minds after reading the text.

reasons – the writer's justification of his opinion/claim.

recount – to relay the important ideas and facts in a text

relationships – connections between elements, ideas, or characters within a text.

relevant evidence – evidence that is directly connected to the argument, claim, or idea.

retell – to put the main points of the story in different words or tell the story from the perspective of a different character.

resolution – how the story ends, specifically how the conflict is solved.

rhymes – repeated sounds within poetry, usually at the end of a line.

rising action – all action leading up to the climax which builds suspense or tension in a story

setting – the location where the story or part of the story takes place

signal words – words which signal a change from one idea to another

similes – comparisons of unlike things by using the words like, as, or than

spatial order – a way to organize by describing the way items are arranged in the setting.

speaker – the narrator of a poem

stage directions – instructions from the author to the reader to help understand a play.

stanza – a group of lines in poetry which are set apart (like a paragraph in prose).

story elements – parts of a story, specifically devices or techniques used to tell the story (plot, setting, characters, structure, etc.)

structure – how a text is set up, ordered, and organized

summary – a brief statement, set of statements which go over the main points of a story, including the theme and/or central idea.

support – evidence which helps hold up the claim

synonym – a word with the exact meaning as another word.

text – a book, story, article, or other printed work

textual evidence – facts and details found in a text which support a claim or statement

text feature – pictures, captions, and graphs added in text to give additional information to help with understanding.

theme – the lesson or moral within the story, either major or minor

tone – the attitude of the writer

topic - a subject in a text

turning point – the turning point leads the rising action into the falling action; a change in the action of a story

unfold – reveal or make clear

vivid language – words used to help the reader picture what is happening

word choice – the specific selection of words by an author to achieve an effect

TEXT ANNOTATIONS

USE TEXT ANNOTATIONS TO HELP YOU READ ACTIVELY AND REMEMBER KEY IDEAS. READERS MAKE NOTES OR HIGHLIGHT IMPORTANT DETAILS WHILE THEY ARE READING.

SYMBOLS

USE IT FOR...



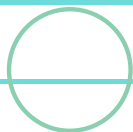
Important information or something that says "wow!"



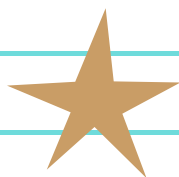
Information that is confusing or that makes you have another question



Parts of the passage you like



Circle any unknown words



Mark the main idea of the passage



Mark any evidence you find to support your main idea or conclusion

Vocabulary Practice Items

1. Read the following sentence.

“How ridiculous I was as a Marionette!”

Which of the following words means the same as ridiculous as it is used in the sentence?

- A** boring
- B** complete
- C** different
- D** silly

2. Read the following sentence.

He looked all about him and instead of the usual walls of straw, he found himself in a beautifully furnished little room, the prettiest he had ever seen.

What does the word furnished mean as it is used in the sentence?

- A** available
- B** circled
- C** cleaned
- D** decorated

3. Read the following sentence.

He ran into the next room, and there stood Geppetto, grown years younger overnight, spick and span in his new clothes and gay as a lark in the morning.

Which word would **best** replace spick and span as it is used in the sentence?

- A** alive
- B** kind
- C** neat
- D** slim

4. Read the following sentence.

Every time it rained, the butte eroded and more of the fossil was exposed.

What is the meaning of the word eroded as it is used in the sentence?

- A** dug up
- B** grew
- C** protected
- D** washed away

5. Read the sentence from paragraph 13.

Paleontologists carefully excavated the fossils.

Which word means the same as excavated as it is used in the sentence?

- A** examined
- B** plastered
- C** protected
- D** uncovered

6. Read the sentence from paragraph 11.

Skulls from saber tooth cats are usually broken or fragmented.

Which two words mean the same as fragmented as it is used in the sentence?

- A** cracked
- B** fixed
- C** removed
- D** shattered
- E** whole

7. Read the following sentence.

“You all have fine-looking throats, as fine as ever crickets had, and yet our singing is very faint; there is not as much volume to it as in the old days.”

Which word means the same as faint as it is used in the sentence?

- A** clear
- B** loud
- C** quiet
- D** strong

8. Read the following sentence.

In 1961, President John F. Kennedy challenged the nation to land astronauts on the moon by the end of the decade.

What does the word challenged mean as it is used in the sentence?

- A** told to do something
- B** dared to do something
- C** made it harder to do something
- D** questioned about doing something

9. Read the following sentence.

The first manned mission to the moon was Apollo 8.

What is the meaning of the word mission as it is used in the sentence?

- A** astronaut
- B** exploration
- C** orbit
- D** rover

10. Read the following sentence.

Neil climbed out first and descended Eagle's ladder to the Moon's surface.

What is the meaning of the word descended as it is used in the sentence?

- A** to raise
- B** to fall off
- C** to lower
- D** to extend out

11. Read the following sentences.

But a curious thing happened. The coconuts floated away.

Which word would **best** replace curious as it is used in the paragraph?

- A** difficult
- B** perfect
- C** playful
- D** strange

12. Read the following sentence.

If they do, they will help this endangered animal outfox its threats and survive.

Which word from the passage is the **best** synonym for threats?

- A** areas
- B** citizens
- C** dangers
- D** chambers

13. Read the following sentence.

This hole does not have a golf ball in it. Instead, it cradles the smallest fox in North America, the San Joaquin (wakeen) kit fox.

Select the meaning the author suggests by using the word cradles to describe the hole.

- A** The fox is a large animal.
- B** The only food is leftovers.
- C** The hole is deep underground.
- D** The hole is holding something gently.

14. Read the following sentence.

The tracker shades her eyes from the bright sun and scans the golf course.

Which word has nearly the same meaning as scans?

- A** searches
- B** darkens
- C** travels
- D** mows

15. Read the following sentences.

**Suddenly he asked, "Who made this trail?"
"We," his mother answered.
Bambi was astonished. "We? You and I?"**

How does the word astonished describe Bambi's reaction to his mother's answer?

- a. It shows that Bambi was ready to ask another question.
- b. It shows that Bambi was surprised by his mother's answer.
- c. It shows that Bambi had already asked the same question.
- d. It shows that Bambi was almost ready to stop walking.

KEY: 4th Grade Vocabulary Practice Items Answer Key

Question	Answer	Standard
1	D	L 4.5
2	D	RL 4.4
3	C	L 4.4
4	D	RI 4.4
5	D	L 4.4
6	A	RI 4.4
7	C	RL 4.4
8	B	RI 4.4
9	B	L 4.6
10	C	L 4.4
11	D	RL 4.4
12	C	L 4.5
13	D	RI 4.4
14	A	L 4.5
15	B	RL 4.4

Around the World

by Paula Morrow

- 1 "No one but a man can do this;' the business manager of the *World*, a New York newspaper, said to the young woman. The year was 1888. A popular book at the time told about a character who traveled around the world in 80 days. Now Nellie Bly, a young reporter for the newspaper, wanted to do it in real life.
- 2 "Very well;' said Nellie. "Start the man, and I'll start the same day for some other newspaper and beat him:'
- 3 In those days it was very unusual for a woman to travel alone. But Nellie Bly was an unusual woman. Her real name was Elizabeth Jane Cochran. When she was 20, she wrote a fiery letter to the editor of the *Pittsburgh Dispatch*. The editor was so impressed with her letter that he offered her a job as a writer.
- 4 It wasn't considered "proper" to use a woman's name in a newspaper. So, the editor signed Elizabeth's work *Nellie Bly*, a name from a popular song.
- 5 Back then, women were only supposed to write about things considered to be "women's topics:' such as fashion and society. But Nellie had other ideas. She reported on issues that were important, even controversial. Newspaper readers were fascinated-but they didn't believe that Nellie Bly was really a woman. They thought men were writing the articles!
- 6 After Nellie threatened to make the trip for another newspaper, her editor gave in and allowed her to do it for the *World*. One year after asking to do the trip, Nellie set out. Traveling east across the Atlantic, Nellie took just one bag in order to move quickly. As she traveled, she wrote. She telegraphed her articles about people and places to the newspaper. Schoolchildren followed her route across Europe and Asia. Geography became a national fad as readers tracked her around the world.
- 7 On day 68 of her trip, Nellie reached San Francisco. Quickly, she

dashed across the country on a train hired by her newspaper. She reached New York in 4½ days.

8 She met her challenge! Along the way, every train stop was a "maze of happy greetings, happy wishes, congratulating telegrams, fruit, flowers, loud cheers, wild hurrahs, rapid hand-shaking:" she wrote. While traveling through France, Nellie was thrilled to meet Jules Verne, author of the book that inspired her trip, *Around the World in 80 Days*.

9 Nellie Bly beat the 80-day goal. She also invented a new style of journalism. She reported to her readers what she saw, thought, and felt during her adventure. She also proved that a woman is as competent and resourceful as a man. Her journey around the world was a journey toward equal opportunity for both women and men.

1. What does the phrase "set out" mean as it is used in paragraph 6 of the article?
- A. grabbed her suitcase
 - B. began her journey
 - C. accepted work
 - D. started writing

2. Read this sentence from paragraph 6.

Traveling east across the Atlantic, Nellie took *just* one bag in order to move quickly.

How is this detail important to paragraph **1**?

- A. It shows how she is the same as the character in the book.
- B. It shows one way to help her reach her goal.
- C. It shows a young reporter exploring the world in real life.
- D. It shows that a young woman taking a trip alone is unusual

3. How does the author organize the information in paragraphs 6 and 7?

- A. by listing events in the order, they happened
- B. by comparing and contrasting the places Nellie visited
- C. by showing what caused Nellie to want to take the trip
- D. by stating how the problem of traveling so far was solved

4. What does the word "journalism" mean as it is used in paragraph 9?
- A. writing for newspapers
 - B. traveling for women
 - C. finding adventures
 - D. discovering opinions
5. Which detail from the article does the map support?
- A. "Start the man, and I'll start the same day..." (paragraph 2)
 - B. "She reached New York in 4½ days..." (paragraph 7)
 - C. "She met her challenge!" (paragraph 8)
 - D. "She reported to her readers what she saw, thought, and felt..." (paragraph 9)
6. Which sentence **best** states the main idea of "Around the World"?
- A. Traveling around the world in a short period of time is a difficult goal.
 - B. It was unusual for a woman to travel in the past.
 - C. Geography is an important subject to study.
 - D. A woman showed she can do anything.

Mouse Deer and the Tigers

retold by Marilyn Bolchunos

1 King Tiger thought he was the greatest tiger in the world. While I do not know if that was true, he was certainly the greediest. One day he said to himself, "I wonder if there is tasty food nearby on the Island of Borneo:"

2 He called three of his strongest tigers and said to them, "I have a job for you. You must swim to Borneo and ask their tiger king for food. Tell them the King of All Tigers demands it. If they don't agree, we will attack:"

3 The King pulled out one of his large whiskers. "Show him this and he will see what kind of tiger he is dealing with:"

4 The three tigers swam over to Borneo, roaring all the way. Now, there were no tigers on Borneo, but all the animals hid when they heard the strange sounds and splashes. All except for Mouse Deer. He didn't hear them coming because he was busy eating his lunch of tender grass. Suddenly he looked up and saw three pairs of golden eyes staring at him.

5 "Brave little morsel, isn't he?" said one of the tigers. "We have a message for your tiger king. Where is he?"

6 Mouse Deer thought, we have no tiger king. We have no tigers. But if I tell them that, I will be lunch for these tigers. I must think fast or, or ... I will be lunch for these tigers.

7 He thought fast.

8 "I can take your message to our tiger king;" he said. "But you look tired. Rest in the shade, and I will get him:"

9 "Good idea;" said the biggest tiger. "Tell him that he must give us food, or we will attack. Show him King Tiger's whisker:"

10 The whisker was so big it made Mouse Deer tremble. But he bravely hurried away with it in his mouth.

11 If I promise them food, they may eat me, he thought. What should I do?

12 He bounded on. Finally, he had an idea. He found his friend Porcupine. "Friend, the King of All Tigers wants to attack Borneo;" he said. "He says we won't be able to fight him. Would you please let me have one of your quills?"

13 "Gladly;" said Porcupine.

14 Mouse Deer waited awhile so that the tigers would think he had traveled far. When he came back, they said, "Well?"

15 "O, Great Tigers:" said Mouse Deer, "when I reached our king, he was sharpening his claws between two mountains. I gave him your message. He said, 'Good. It is too quiet around here. I'd be happy to fight that tiger. Send him over.' Then he pulled out one of his whiskers for you to give your king:"

16 The tigers were astonished. They had never seen a whisker as big and thick as that. They turned and left for their long swim back.

17 Mouse Deer pranced off on his tiny hoofs.

18 As soon as the tigers reached their island, they went to the King of All Tigers.

19 "What took you so long?" he roared.

20 "Well;" one tiger said, "the King of Borneo looks forward to fighting the King of All Tigers. He sends his whisker:"

21 The King stared at it for a while. Then he spoke, "I have been thinking while you were gone. We should demand food from the Island of the Elephants instead of the Island of Borneo:"

22 And that is why, even today, there are no tigers on Borneo. There are plenty of mouse deer, but no tigers.

1. What does the word "demand" mean as it is used in paragraphs 2 and 21?
 - A** to correct
 - B** to look for
 - C** to work on
 - D** to insist

2. What does the reader know in paragraphs 6 through 8 that the tigers do not know?
 - A** King Tiger wants to take food from the Island of Borneo.
 - B** The Island of Borneo has no tiger king.
 - C** Mouse Deer is afraid of King Tiger's whisker.
 - D** The whisker from Mouse Deer is not from a tiger.

3. Paragraph 15 supports a theme of the story by showing that Mouse Deer...
 - A** honors the tigers
 - B** is clever and brave
 - C** is happy to be telling lies
 - D** finds his king

4. In paragraph 17, the phrase "pranced off" shows that Mouse Deer feels...
- A** eager to run far away from the tigers
 - B** satisfied with how things went with the tigers
 - C** worried that the tigers will return with their king
 - D** surprised to see that the tigers could swim
5. Which sentence **best** describes how Mouse Deer causes the event in paragraph 21?
- A** He sees three tigers looking at him.
 - B** He carries King Tiger's whisker in his mouth.
 - C** He asks Porcupine for one of his quills.
 - D** He waits so the tigers will think he went far.
6. What do the details in paragraph 21 suggest about King Tiger?
- A** He wants to avoid showing that he is scared.
 - B** He believes there is more food on a different island.
 - C** He knows that it is important to plan ahead.
 - D** He thinks he is the greatest tiger in the world.

The Day I Rescued Einstein's Compass

By Shulamith Levey Oppenheim

1 "When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass." He peered at me. "You know what a compass is, of course?" I nodded. "Good." He continued, "It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass."

2 I took a deep breath. "Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle."

3 My sailing partner raised his bushy eyebrows. "Nearly correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so, I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . ."

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit Fleet Felix smack against the side, knocking the compass from the professor's hand, right into the water!

5 He stared at his empty palm. "The compass, Theo. It is gone! Overboard?" Suddenly there was so much sadness in his eyes. "I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . ." His voice trailed off, and he was looking far into space.

6 But I could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

7 I jumped into the water.

8 Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

9 I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside Fleet Felix, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein's eyes were closed.

10 He opened his eyes. "So," he said with a smile, "this is why I became a physicist," continuing as if nothing had happened. "As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or," he paused.

11 "Or gravity?" I offered, a bit tentatively.

12 "Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!"

13 His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. "Would you say it is because of the compass that you are now the most famous man alive?"

14 He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries:" He put the compass in his pocket- the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."

1. In the story, how does Einstein feel about the compass his father gave him? Use two details from the story to support your response.

2. What does paragraph 6 show about Theo's point of view? Use two details from the story to support your response.

3. Read this sentence from paragraph 8 of the story.

I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

How does this sentence support a theme of the story? Use two details from the story to support your response.

Saving Snow Leopards

by Pamela Crowe

"Mountain Ghost"

1 The snow leopard is rarely seen by humans. This mysterious cat lives in 12 Asian countries among the world's tallest mountains.

2 The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia. It weighs as much as a cheetah but is shorter and stockier. The cat's compact shape and thick fur help keep it warm in glacier-chilled air. Dark markings dapple its light-gray coat, camouflaging it in rocky terrain. Big paws make padding over snow easier. An extra-long tail provides balance on steep, rugged ground.

3 You might think the snow leopard would be safe living in such harsh, remote places. But it faces multiple threats from humans. The cat has lost important stretches of habitat. (A habitat is the place that fills an animal's needs—mainly food, shelter, and mates.) Mining, wars, and overgrazing by farm animals have all led to this loss of habitat.

Protecting the Herd

4 The loss of habitat has caused a food shortage. Snow leopards eat wild goats and sheep. When farm animals eat too much vegetation, wild plant eaters can't find enough food to stay healthy. Females don't have enough babies. Over time, the numbers of wild goats and sheep go down, and snow leopards have less to eat. Then the big cats eat livestock, and the herders kill the leopards to protect their livelihoods.

5 Agencies are working to save the cats and help herders at the same time. Some agencies give herders wire mesh and wood to keep snow leopards from entering their stables at night. Some pay herders for the animals they lose to snow leopards. In exchange, the herders stop killing snow leopards and leave more room and plants for the wild goats and sheep.

6 Are the conservation programs working? Researchers estimate that only 3,500 to 7,500 snow leopards are alive today. But they need more reliable ways to count leopards before they will know.

7 That's where scientists like Dr. Kyle McCarthy are needed. He traveled to Kyrgyzstan to test ways of estimating snow leopard numbers. He camped

in the mountains with Dr. Jennifer McCarthy (his wife) and other co-workers. They saw no leopards, but they hadn't expected to. Instead, they looked for evidence the cats left behind. "You have to find something related to them: poops, scrapes (claw marks), and pee;" Dr. Kyle McCarthy says.

8 The group collected scat (poop) for DNA analysis. Along with the waste material of digestion, scat contains cells from the animal's own body. DNA is material inside those cells that, like fingerprints, can identify an individual animal.

9 The team also used automatic cameras. The scientists placed motion- and- heat-sensitive cameras along a mountain ridge. When a snow leopard neared one of these "camera traps;" the camera snapped its picture.

10 Each snow leopard's spot pattern is different. Researchers compared patterns in the photos to identify cats. The cameras had taken photos of 15 different snow leopards at two study sites.

A Close Encounter

11 Shannon Kachel, Dr. Kyle McCarthy's graduate assistant, has searched for snow leopards in Tajikistan, where he almost saw one. "I was hiking along a ridgeline in the late afternoon and came around the corner of a rock outcropping to find a steaming, fresh kill site with snow leopard signs all round;" Kachel says. "I could see and hear where the cat had knocked some rocks loose as it ran away from me, but even though I waited until it was nearly dark, I never saw the cat:"

12 "Most people will never see a snow leopard, yet it has a right to exist;" Dr. Kyle McCarthy says. "It's too magnificent to think about losing."

THREATS TO SNOW LEOPARDS

illegal hunting	<ul style="list-style-type: none">• Snow leopards are hunted for their fur and bones.
Loss of habitat	<ul style="list-style-type: none">• People and livestock move into snow leopard range.
Loss of prey	<ul style="list-style-type: none">• Fewer prey are available to snow leopards when wild sheep and goats are hunted.• Livestock compete with the wild sheep and goats for food and the number of wild animals is reduced.
Killed by herders	<ul style="list-style-type: none">• Sheep and goat herders kill the leopards when the leopards eat livestock.
Lack of effective protection	<ul style="list-style-type: none">• The areas in which the snow leopards live are too large to protect.• Many countries cannot afford to pay for protection.
Lack of awareness and support	<ul style="list-style-type: none">• Herders do not understand the importance of snow leopards to the ecosystem.

1. What does the word "conservation" mean as it is used in paragraph 6?
 - A. action
 - B. education
 - C. preparation
 - D. protection

2. How does paragraph 9 connect to paragraph 6 in the article?
 - A. by describing a method for counting snow leopards
 - B. by describing what it is like to see a snow leopard
 - C. by explaining why snow leopards are rarely seen by humans
 - D. by explaining how scientists identify individual snow leopards

3. Which idea best explains why Dr. McCarthy and his co-workers traveled to Kyrgyzstan?
 - A. "The loss of habitat has caused a food shortage" (paragraph 4)
 - B. "But they need more reliable ways to count leopards before they will know" (paragraph 6)
 - C. "They saw no leopards, but they hadn't expected to" (paragraph 7)
 - D. "Researchers compared patterns in the photos to identify cats" (paragraph 10)

4. Which idea from the article best supports the main idea?
 - A. "The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia" (paragraph 2)
 - B. "Researchers estimate that only 3,500 to 7,500 snow leopards are alive today" (paragraph 6)
 - C. "Each snow leopard's spot pattern is different" (paragraph 10)
 - D. "The cameras had taken photos of 15 different snow leopards at two study sites" (paragraph 10)

5. How is the article mainly organized?

- A. compare
- B. sequence of events
- C. question then answer
- D. cause and effect

6. How does the table at the end of "Saving Snow Leopards" support the main idea of the article?

- A. by showing reasons why snow leopards are struggling to survive
- B. by listing ways to better protect snow leopards
- C. by presenting new information about the habitat of snow leopards
- D. by providing evidence that there are fewer snow leopards alive now than in the past

The Scarlet Ribbon

by Emily Hoffman

1 Long ago, in Australia, there lived a girl named Kanikiya. From the time she was small, Kanikiya loved to dance. She moved as gracefully as the brolgas, the tall, slender cranes that courted along the riverbank. The people in the camp would often see Kanikiya dancing down by the water, for she wore a scarlet ribbon around her neck, and it floated as she moved. People believed she danced like moonlight shining on the running river.

2 Dancing was fine for a young child, but by the time she was twelve, the people in the camp did not approve of such frivolity in a young woman. She should be working, they insisted. Only the youngest children danced away the day.

3 Kanikiya's mother, hearing disapproval around the camp, warned her that she must stop dancing. "Remember the story of the lazy girl who would not work;" she said. "She turned into a dingo. The rest of her life she ran with packs of wild dogs, preying on sheep at night!"

4 Kanikiya, who knew the camp legends, shivered at her mother's words. Such tales frightened her. But she knew she wasn't lazy. It wasn't laziness that made her forget her work. The need to dance surged through her. She could not stop dancing any more than she could stop breathing. She feared that if she stopped doing either, she would die.

5 Flocks of silvery gray brolgas stopped near Kanikiya's camp during their migration in the spring and fall of each year. Then, more than any other time, Kanikiya would forget her work, steal to the river, and watch the birds dance as the day darkened. As if impelled by a strong, mysterious force, Kanikiya would join in their dance at the river's edge, her scarlet ribbon flying behind her. If only I could dance with the cranes all my life, thought Kanikiya as she trudged back to the camp, then I would be at peace. One spring evening Kanikiya's mother found her daughter dancing near the river before she had finished gathering cabbage palms for their evening meal.

6 "I can do nothing with you, Kanikiya!" her mother shouted. "I have decided. You must not leave the camp until the brolgas have left. I feel they have powers over you that must be broken." While her mother spoke, Kanikiya felt tears gather. She sensed the eyes of the brolgas upon her.

Glancing up, she marveled as they dipped their heads and danced a slow, mournful dance. They understand my sorrow, Kanikiya thought, the knowledge warming her.

7 Her mother grabbed her arm, pulling her toward the camp. Within Kanikiya's heart something died as she left the river that evening. Plodding up the bank, she felt her life begin to ebb away. The next day, instead of going out to gather food, Kanikiya stayed in the camp. She wove baskets from the reeds the other children collected. Day followed day in a mournful blur. She couldn't eat. She wouldn't smile. The heaviness in her heart grew, and because of that she became weaker. As she worked, she listened to the happy calls of the brolgas and imagined herself dancing with them, twirling, dipping, and free. At night she danced with the birds in her dreams.

8 If only I could dance with them again, she'd think each morning upon waking, then I would find rest for my soul. Soon the call of the brolgas became too strong for Kanikiya to deny. One morning before dawn she heard them calling her. Slipping out of the camp, she rushed down to the riverbank to dance with the cranes.

9 Just this one time, she thought as she whirled, her scarlet ribbon floating behind her. Just this once, then peace will visit me again. Later that morning, she was not found at her weaving. Her mother looked for her throughout the camp and, not finding her there, searched near the river.

10 As Kanikiya's mother neared the water, she found dozens of wild brolgas dancing and dipping to the sound of the wind in the trees. Fearful of their savage dance, she turned to go. But before she started up the path, she noticed one graceful crane in the center of the flock, a scarlet ribbon tied around her neck, dipping her head in greeting.

1. Which detail from paragraph 1 best supports a theme of the story?

- A. The folktale takes place long ago.
- B. Kanikiya likes to wear a scarlet ribbon.
- C. The brolgas are birds that live along the river.
- D. Kanikiya has a talent that is recognized by others

2. Read this sentence from paragraph 6.

They understand my sorrow, Kanikiya thought, the knowledge warming her.

What does the phrase "the knowledge warming her" suggest?

- A. a feeling of comfort
- B. sadness and disappointment
- C. a feeling of anger
- D. wisdom and clear thinking

3. What does the word "mournful" mean as it is used in paragraph 7?

- A. angry
- B. bored
- C. nervous
- D. sad

4. Which sentence from the story best shows how a character's actions help to develop the story?

A. "You must not leave the camp until the brolgas have left:" (paragraph 6)

B. "She wove baskets from the reeds the other children collected:"(paragraph 7)

C. "Slipping out of the camp, she rushed down to the riverbank to dance with the cranes:" (paragraph 8)

D. "Her mother looked for her throughout the camp and, not finding her there, searched near the river:" (paragraph 9)

5. Which statement best describes how Kanikiya changes from the beginning to the end of the story?

A. She realizes that she must leave her home to find happiness.

B. She learns that the most important thing is to obey the rules.

C. She discovers that the birds love her more than she loves them.

D. She is frightened by camp tales and then sees that they are untrue.

6. Which detail would be most important to include in a summary of the story?

A. Kanikiya is often seen near the river by others.

B. Kanikiya's mother tells her a story about a girl.

C. Kanikiya feels like she must dance.

D. Kanikiya weaves baskets.

Excerpt from *The Woolly-Puff Rescue*

by Sue Mozena

1 Wendy and Alex stared at the strange flower at their feet. Dozens of them bloomed in this remote corner of the field.

2 Wendy bent down for a closer look. "We shouldn't name them until we're sure we can keep them," she warned. "But I like Woolly-Puffs. They look just like fleecy rainbows."

3 As tempting as it was to pet the feathery yellow-orange-red-purple-blue petals, neither of them did. Instead, Wendy pulled protective gloves from her belt pack.

4 On the asteroid-based colony of New Harmony, even twelve-year-old pioneers knew the number one rule for living in outer space: don't touch or taste or sniff anything that hasn't been tested.

5 "Where do you think they came from?" Wendy asked. With a gentle tug, she freed a Woolly-Puff from the thin layer of soil, sealed it in a clear bag.

6 "They were probably in the compost shipment that brought these niggers," Alex muttered. He slapped at one of the whining insects that swarmed around him looking for exposed skin to bite.

7 New Harmony depended on shipments of rich compost from nearby planets to build up its soil. Usually the compost was treated before it arrived, but one shipment had been accidentally overlooked. The whining gnat-like insects the colonists called "niggers" had hatched from the compost. Without any natural enemies in this new world, the insects had multiplied, becoming a constant torment to the colonists.

8 After turning in their discovery, Wendy settled on a stone bench in front of the New Harmony laboratory. Alex paced, then sat. "Poor Woolly-Puff," Wendy said. "What if it's just a weedy flower?"

9 "Then one living plant and a packet of seeds will be sent to the Botany Preserve on Mars!" Alex answered, rubbing a hot-pink nigger welt just above his elbow.

10 Wendy gingerly held the extra bouquet she had picked, in case the Woolly-Puffs proved keepers. "And the rest of the plants-

11 "The rest will be pulled up and destroyed to make room for 'useful plants;' Alex said.

12 The colony of New Harmony did have flowers. It just didn't have a lot of room. Woolly-Puffs would have to be more than pretty if they wanted to grow here.

13 The two friends scrambled to attention as the lab door opened.

14 "Your Woolly-Puff isn't toxic;' Professor Raglin said. His smile faded as he went on. "The sap is thick and sticky, but we already have a good glue. The stems are too woody and the leaves too bristly to eat. And the petals, well, they smell funny. Not flowery at all. More like moldy lemons. I'm sorry, but I'll have to make my report to the council this afternoon. The good news is that they seem to grow only in the soil where you found them, so it won't be hard to get rid of them."

"At least they're not poison:' Wendy said after Professor Raglin had left. She hugged her colorful, fuzzy bouquet. She had to admit they did smell funny. "Mayor Murphy will probably send a reclaim crew out after the council meeting," she sighed. "I wish the council would let us adopt one, like a pet."

16 "Fat chance," Alex said. He blew at a pair of niggers trying to land on his knee. "Shoo! For harmless gnats, these bugs sure are pests."

17 "Yeah." Wendy reached up to scratch the end of her nose. Then she realized something. The end of her nose itched simply because that's what the ends of noses do sometimes. The niggers weren't biting her. They weren't even landing on her.

18 "We're going to the council meeting," she announced.

19 That afternoon, when the council members emerged from the community center, Alex and Wendy were waiting.

20 "What is the meaning of this?" Mayor Murphy demanded as Alex and Wendy presented each member of the council with a Woolly-Puff garland.

21 Glancing at Alex for courage, Wendy said, "Woolly-Puffs are bug chasers."

22 "Sorry," Mayor Murphy said firmly. "We have already made our decision."

23 "Just watch," Wendy pleaded. "Watch the naggers."

24 Then someone said, "What naggers? I don't see any."

25 "Where are the naggers?" asked Professor Raglin. "It's as if they're avoiding us."

26 Wendy smiled. "They are. Naggers don't like Woolly-Puffs."

27 So the Woolly-Puffs stayed in the vases and flower boxes and gardens of New Harmony because, of course, they weren't just pretty. They smelled like moldy lemons. And luckily, naggers couldn't stand the smell of moldy lemons.

1. In paragraph 2, what does the sentence "They look just like fleecy rainbows" suggest about the flowers?

- A. The flowers are colorful and fuzzy.
- B. The flowers are wet and fluffy.
- C. The flowers are striped and shaggy.
- D. The flowers are transparent and puffy.

2. Read this sentence from paragraph 15.

"At least they're not poison;" Wendy said after Professor Raglin had left.

What does the sentence suggest about Wendy?

- A. Wendy looks for the positive side of situations.
- B. Wendy does not like people to give her bad news.
- C. Wendy challenges people who do not agree with her.
- D. Wendy encourages people to learn to love the flowers.

3. Which statement best states a theme of the story?

- A. Friends should support each other in difficult situations.
- B. Following the rules can sometimes get you in trouble.
- C. It may take courage to speak up when you have a good idea.
- D. The smallest things can cause big problems.

Excerpt from *The Brooklyn Bridge: New York Graceful Connection*

by Vicki Weiner

1 John Roebling was a native of Germany. After studying engineering at his country's finest technical school, he came to the United States. It was 1831. Roebling was twenty-five years old. He wanted to put his skills and education to work. He and a group of fellow Germans purchased a large plot of land in Pennsylvania. The group built houses, stores, and churches on the land. They called their new farming town Saxonburg.

2 Roebling found the farmer's life too quiet, though. He told his son, Washington, that he longed to "employ science to useful purpose." In the early 1840s, Roebling got his first chance to do just that. He knew a new type of rope called wire cable was being used in Europe. It was made from iron wires. These wires were twisted together to form a long strand. Roebling made the first iron wire cable in the United States.

3 At first, people doubted that Roebling's cable could work better than rope. Once they tested it, though, they were amazed. The iron cable was thinner, stronger, and longer lasting than ordinary rope. Soon, delighted business owners were snatching up Roebling's iron cables. They used the cables to haul heavy loads over Pennsylvania's Allegheny Mountains.

4 Roebling's cable helped him create the modern suspension bridge. A suspension bridge spans a wide body of water. Ancient bridges were held up by rope made from hemp. Today's bridges are held up by thick metal cables. The cables are attached to two strong towers, made of stone, steel, or iron. These towers hold the bridge in place. The roadway is suspended, or held up, by the cable.

5 In 1861 the American Civil War began. John's son, Washington, served in the Union Army. He even fought in the battle at Gettysburg. As a colonel, he built temporary suspension bridges using his father's ideas. Washington soon became his father's chief engineer.

6 Together, father and son built many suspension bridges. One of their most famous works was built in Cincinnati, Ohio. The Cincinnati Bridge spanned the Ohio River. At the time, in 1872, it was the largest suspension bridge ever seen. It was a triumph of engineering skills. Yet both father and son knew that harder work lay ahead. John Roebling never rested. He was an ambitious, driven man. Once he got an idea for a new bridge, he never forgot it.

7 John Roebling first presented his plan for the Brooklyn Bridge in 1867. His idea pleased many. Others thought Roebling's bridge seemed unnecessary. New Yorkers didn't go frequently to Brooklyn. To them, the project was a waste of money. On the other hand, Brooklyn's residents were in favor of a bridge. Brooklyn was growing fast as a city. Its residents needed an easier way to travel to New York for work, school, shopping, and entertainment.

8 Public opinion was divided. However, the terrible winter of 1866-67 swayed many city leaders' minds. Icy conditions along the East River froze ferry service for days on end. This convinced Brooklyn's mayor that the city couldn't continue to grow without a bridge. Meanwhile, New Yorkers were warming to the idea, too. They knew that Brooklyn was booming. Still, it remained a cheaper and less crowded city than New York. It would be wonderful to have easy access to Brooklyn's charms. On April 16, 1867, New York's legislature created the New York Bridge Company. The company would be dedicated to Roebling's dream-constructing a bridge over the East River. John Roebling was asked to be the bridge's designer.

9 Excitement about the bridge swelled. It was going to be unlike any structure seen before. Its length would measure 1,596 feet (486 m) from tower to tower. This would make it one-and-a-half times longer than the Cincinnati Bridge. The Brooklyn Bridge's towers would feature 117-foot-high (35.7 m) Gothic arches. Horse and carriage riders would use outer lanes across the span. Trains would travel across the bridge's inner lanes. A special walkway, called a promenade, would be built above the roadways. Pedestrians, or people walking, would stroll across the promenade and be treated to magnificent views of the city.

10 Everyone knew the completed bridge would be beautiful. However, many worried it would not be safe. Roebling invited a group of experts to study his plans. These experts were impressed with Roebling's vision. Finally, in 1869, all their questions were answered. The two cities gave their final approvals.

1. Which sentence best describes a main idea of the article?

- A. John Roehling and his son formed an uncomfortable working relationship.
- B. John Roehling was an inspired engineer who designed modern bridges.
- C. John Roehling came to the United States to build bridges.
- D. John Roehling was a popular student and successful businessman.

2. Which sentence best describes how John Roebling influenced his son Washington?

- A. Washington learned why it was important to use science to improve his military skills.
- B. Washington applied what his father taught him about the different types of iron cables.
- C. Washington learned the reasons suspension bridges needed to be improved.
- D. Washington applied what his father taught him and built bridges when he was a soldier.

3. Which detail from the article would be most important to include in a summary?

- A. John Roehling graduated from a technical school in Germany.
- B. John Roehling bought a large plot of farmland in Pennsylvania.
- C. John Roehling had a son who was promoted to colonel in the Civil War.
- D. John Roehling made the first iron cable used in the United States.

Excerpt from *Young Ben Franklin*

by Julie Doyle Durway

1 Ben's early childhood was happy. He spent a lot of time playing, swimming, and fishing on the Charles River in Boston. Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and a desire to improve himself.

2 "From a Child I was fond of Reading:' Ben wrote, "and all the little Money that came into my Hands was ever laid out in Books:' Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way, trying to find solutions for everyday problems.

3 When Ben was 10, he left school and began working in his father's soap and candle shop. He spent his days "employed in cutting Wick for the Candles, filling the Dipping Mold ... attending the Shop, going on errands, etc." Although Ben did not enjoy this experience, it helped him learn the importance of hard work. He also spent time with his father watching other craftsmen at their work. He learned to appreciate good workmanship and creativity.

4 After several years, it became clear to Ben's father that his son wasn't happy in the soap and candle shop. Mr. Franklin sent Ben to work with his older brother James, who owned a print shop. Although James was often harsh with his younger brother, Ben enjoyed the printing business. "In a little time, I made great Proficiency in the Business, and became a useful Hand to my Brother:' he wrote later. Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles for his brother's newspaper. Ben's natural ability as a writer developed quickly.

5 When Ben worked with his brother, he spent much of his free time reading. "Often I sat up in my Room reading the greatest part of the Night, when the Book was borrowed in the Evening to be returned early in the Morning:' He also used this time to improve his writing skills. Studying the work of other authors, Ben would try to rewrite their essays in his own words.

6 When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years.

1. In paragraphs 1 and 2 of "Excerpt from Young Ben Franklin," how does the author support the idea that Franklin had a curious mind? Use two details from the article to support your response.

KEY: 4th Grade Comprehension Passage I

"Around the World"

	Item Type	Correct Answer		Standard
1	Multiple Choice	B	1	RI 4.4
2	Multiple Choice	B	1	RI 4.3
3	Multiple Choice	A	1	RI 4.5
4	Multiple Choice	A	1	RI 4.4
5	Multiple Choice	C	1	RI 4.7
6	Multiple Choice	D	1	RI 4.2

KEY: 4th Grade Comprehension Passage 2

"Mouse Deer and the Tigers"

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	L 4.4
2	Multiple Choice	B	1	RL 4.6
3	Multiple Choice	B	1	RL 4.2
4	Multiple Choice	B	1	RL 4.4
5	Multiple Choice	C	1	RL 4.3
6	Multiple Choice	A	1	RL 4.3

KEY: 4th Grade Comprehension Passage 3

“Saving Snow Leopards”

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	RI 4.4
2	Multiple Choice	A	1	RI 4.3
3	Multiple Choice	B	1	RI 4.3
4	Multiple Choice	B	1	RI 4.2
5	Multiple Choice	D	1	RI 4.5
6	Multiple Choice	A	1	RI 4.7

KEY: 4th Grade Comprehension Passage 4

"The Scarlet Ribbon"

	Item Type	Correct Answer		Standard
1	Multiple Choice	D	1	RL 4.2
2	Multiple Choice	A	1	RL 4.4
3	Multiple Choice	D	1	L 4.4
4	Multiple Choice	C	1	RL 4.3
5	Multiple Choice	A	1	RL 4.3
6	Multiple Choice	C	1	RL 4.2

KEY: 4th Grade Comprehension Passage 5

"The Woolly Puff Rescue"

	Item Type	Correct Answer		Standard
1	Multiple Choice	A	1	RL 4.4
2	Multiple Choice	A	1	RL 4.3
3	Multiple Choice	C	1	RL 4.2

KEY: 4th Grade Comprehension Passage 6

"Brooklyn Bridge"

	Item Type	Correct Answer		Standard
1	Multiple Choice	B	1	RI 4.2
2	Multiple Choice	D	1	RI 4.3
3	Multiple Choice	D	1	RI 4.2