

LEAP

English Language Arts

2016 Practice Test

Grade 4

Session 1

Research Simulation Task

Directions:

Today, you will take Session 1 of the Grade 4 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will research wild horses in the United States and read three articles about them. As you review these sources, you will gather information about the illustrations and answer questions about wild horses so you can write an essay.

Read the passage from “The Wild Horses of Assateague Island.” Then answer the questions.

from “The Wild Horses of Assateague Island”



The Wild Horses of Assateague Island,
National Park Service, US Department of the Interior.

A National Treasure

- 1 The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago. Horses tough enough to survive the scorching heat, abundant insects, stormy weather and poor quality food found on this windswept barrier island have formed a unique wild horse society. Enjoy their beauty from a distance, and you can help make sure these extraordinary wild horses will continue to thrive on Assateague Island.
- 2 *“My treasures do not click together or glitter. —They gleam in the sun and neigh in the night.” —Bedouin proverb.*

Where did they come from?

Were the horses shipwreck survivors . . .

- 3 Local folklore describes the Assateague horses as survivors of a shipwreck off the Virginia coast. While this dramatic tale of struggle and survival is popular, there are no records yet that confirm it.



The Wild Horses of Assateague Island,
National Park Service, US Department of the Interior.

. . . or settlers' horses?

- 4 During the 17th century free-roaming horses, cows, sheep and pigs caused expensive crop damage to local farms. Farmers were required to pay taxes on all mainland livestock and fence them in.
- 5 Like people in the 21st century, these resourceful coastal residents looked for ways to avoid paying this tax. They turned to nearby Assateague Island with its abundance of food, shelter and a natural "corral" made of water to solve their problem.
- 6 It is likely that modern Assateague horses are descendants of those hardy animals turned loose on the island to graze tax-free.

Living the wild life in Maryland

- 7 Assateague's horses are uniquely adapted to survive on a barrier island. How do they do it?

What do they eat?

- 8 The horses spend most of their time grazing on abundant but nutrient-poor saltmarsh cordgrass, saltmeadow hay and beach grass. The horses' short stature is a result of hundreds of years of adaptation to this low quality diet. Genetically they are considered horses, even though they are now pony size.
- 9 The Assateague horses drink over twice the amount of water that domesticated horses will due to their salty food supply. All that drinking combined with a high salt diet contributes to their bloated appearance.

Where do they live throughout the year?

- 10 Spring brings cool, rainy weather and fresh plant growth to the island. Many of the horses live in the marshes close to their best food sources. Foals are usually born in late spring and live with their mothers in a family group called a "band." Each band is usually made up of 2–10 mares, their offspring, and a stallion.

- 11 Hot, humid, and full of insects, summer brings a new set of challenges. The horses escape the mosquitoes and flies of the marsh by spending more time on the beach and in the surf, letting the refreshing ocean breezes carry away airborne pests. Cooler fall weather and fewer insects allow the bands to move from the beaches back to the marshes and their abundant grasses.
- 12 The horses prefer to browse in shrub thickets during the damp, chilly, winter season. Their thick, furry coats will protect them from ferocious winter winds and the occasional snowstorm.

Do they receive veterinary care?

- 13 While action may be taken to end the suffering of a gravely ill, seriously injured, or dying horse, no measures are taken to prolong the lives of Maryland's wild horses. As with other species of Assateague wildlife, horses that are sick or weak do not survive. This helps maintain a hardy, healthy population of wild horses.
- 14 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care.

Where can you see the wild horses?

In Maryland

- 15 Maryland's horses are owned and managed by the National Park Service. They are free-roaming wildlife and could be anywhere in the park. During the summer months many bands can be found on the beach. You can often see the horses and other wildlife by driving slowly along park roads. Protect island habitat by parking only in designated parking areas. The "Life of the Forest" and "Life of the Marsh" trails are good places to look, especially during spring, fall and winter seasons.
- 16 *Do not feed or pet the horses. Horses that learn to come up to the road are hit and killed by cars.*

In Virginia

- 17 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and are fenced in large enclosures.
- 18 Look for the horses in the marshes along Beach Road and from the observation platform on the Woodland Trail.

Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior.

1. **Part A**

Read the sentence from paragraph 7 of “The Wild Horses of Assateague Island.”

Assateague’s horses are uniquely adapted to survive on a barrier island.

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

- Ⓐ chosen because of a gentle manner
- Ⓑ changed in order to fit certain conditions
- Ⓒ cared for because of harsh living conditions
- Ⓓ colored in order to match the surroundings

Part B

Which statement from “The Wild Horses of Assateague Island” **best** supports the answer to Part A?

- Ⓐ “Genetically they are considered horses, even though they are now pony size.”
- Ⓑ “Many of the horses live in the marshes close to their best food sources.”
- Ⓒ “Foals are usually born in late spring”
- Ⓓ “This helps maintain a hardy, healthy population of wild horses.”

2. **Part A**

Which statement provides the **best** explanation of why the Assateague horses have survived on the barrier island for so long?

- Ⓐ The townspeople have kept the horses as pets for many years.
- Ⓑ The horses are protected when visitors drive cautiously.
- Ⓒ The horses adjusted to the island.
- Ⓓ The fire department provides the horses with some veterinary care.

Part B

Which sentence from “The Wild Horses of Assateague Island” **best** supports the answer to Part A?

- Ⓐ “The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago.”
- Ⓑ “The Assateague horses drink over twice the amount of water that domesticated horses will due to their salty food supply.”
- Ⓒ “Virginia’s horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care.”
- Ⓓ “You can often see the horses and other wildlife by driving slowly along park roads.”

Read the article titled “Wild Ponies of Chincoteague.” Then answer the questions.

Wild Ponies of Chincoteague

by Annika Brynn Jenkins

- 1 *The last Wednesday and Thursday of every July are amazing days at Chincoteague (SHING-kuh-teeg). That’s pony-penning time on this island just off the coast of Virginia.*
- 2 *The ponies normally live wild on nearby Assateague Island. To keep the herd from getting too big, some new foals are sold each year at auction on Chincoteague. To get there, the ponies are rounded up and herded across the narrow channel between the two islands.*

Wednesday Morning—Really Early!

- 3 My family and I woke at 4:30 in the morning to drive to Chincoteague. I was so excited, I jumped out of bed. The drive from our home in Virginia Beach was just two hours, but it seemed like a week.
- 4 After we got there, we took a small boat into the channel. The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks. But in my mind I was dancing! All I could think was, *It’s almost time for the ponies to cross!*
- 5 First, I heard faint whinnying sounds drifting through the salty air. Then I could see the ponies on the Assateague shore. The “Saltwater Cowboys” were rounding them up. I loved the ponies at first sight! I wondered if they were thinking, *What’s happening? Where are we going?*



Photograph of onlookers watching ponies swimming during roundup (Image # 80995627), copyright © by James L. Amos/National Geographic/Getty Images. Used by permission

GO ON ►

- 6 The cowboys waited a bit for the tide to change. Meanwhile, I imagined myself flying through the wind on a black-and-white mare. Oh, how I wished I could have a horse like that! Then, all of a sudden, I heard a shout from the crowd on the Chincoteague shore. I nearly jumped overboard with excitement! The ponies were stepping into the channel.



Photograph of wild Chincoteague ponies swimming the Assateague Channel (# ngs12_0248), copyright © by Medford Taylor/National Geographic/Getty Images. Used by permission.

- 7 Before I knew it, pony heads were bobbing in the water. The swim across the channel didn't take long, but I wish it could have lasted a lifetime. It was so beautiful that I took a photograph of it in my mind.

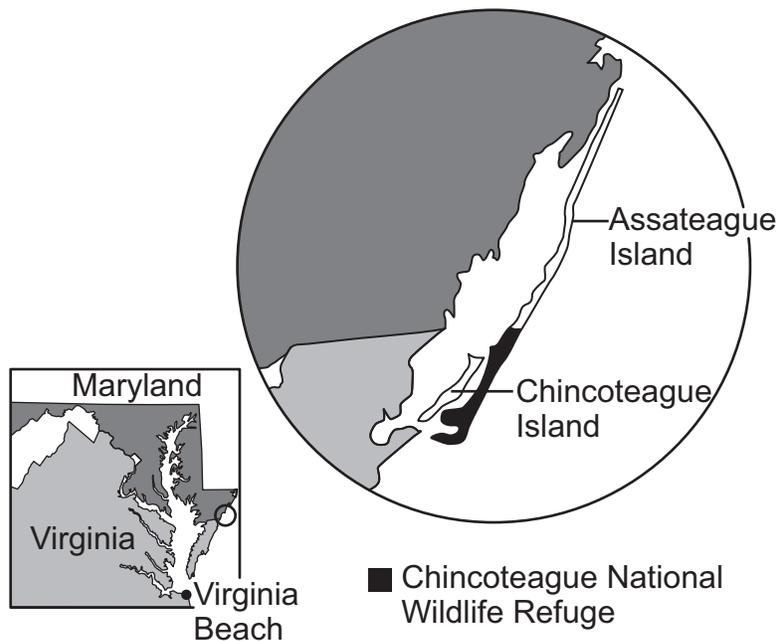
Going to Town

- 8 After the crossing, the ponies had a chance to rest. Some slept, and some of the foals suckled their mothers' milk. They were getting their strength back for the next event.
- 9 That would be the pony parade to the carnival grounds, where we would watch the auction. I could see a ferris wheel and a roller coaster, but I kept going. I wanted only to see the ponies. The cowboys were herding them right down Main Street!



Photograph of ponies walking through town (NGS Image No. 719970), copyright © by Medford Taylor /National Geographic Stock. Used by permission.

- 10 My sisters and I sloshed through the mud to get to the corral where the ponies were held for the auction. I couldn't believe it when I got to pet a brown-and-white foal through the fence. It felt like love itself! His coat was coarse and smelled like a salty sea breeze. I was surprised that his nose felt so soft, like velvet. I imagined him thinking, *Can I go home with you?*
- 11 Later, I got to ride a tame Chincoteague pony. When I first climbed on, a shiver of excitement went down my spine. He was ready to go, and I wanted to gallop away with him.



GO ON ►

Day of the Auction

- 12 There were so many people at the auction, I couldn't see what was happening. I had to stand on my tiptoes to get a glimpse of each foal that was brought out. But I could hear the bidding and the crowd going wild. When the price was as high as it could go, the auctioneer yelled, "Sold!" Then another foal would come out, and the bidding would start all over again.
- 13 After it was over, we visited Chincoteague National Wildlife Refuge on Assateague Island. There were tall grasses, shady trees, sandy beaches, and mosquitoes—*lots* of mosquitoes. I also saw the corral where the ponies stayed before their swim.

Going Home

- 14 On Friday morning, the ponies that weren't sold at auction swam back across the channel. I sat on the rocks on Chincoteague's shore and looked to Assateague. *It's a nice, peaceful place*, I thought. *The ponies are lucky to be home where there's grass to graze and land to roam.*
- 15 In the afternoon, I got to ride again. The pony was strong and spirited, and I had to hold him back. Riding him is something I'll always remember. And how could I ever forget the gallant ponies swimming across the channel—their hearts so full of courage and wildness!

Wild Ponies of Chincoteague Island by Annika Brynn Jenkins. Text copyright © 2004 by National Wildlife Federation. Reprinted from the July 2004 issue of Ranger Rick® Magazine, with the permission of the copyright owner, the National Wildlife Federation®

3. **Part A**

What does the phrase **get a glimpse of** mean as it is used in paragraph 12 of “Wild Ponies of Chincoteague”?

- (A) take a look at
- (B) have an idea of
- (C) feel a thrill from
- (D) hear a noise from

Part B

Which detail from “Wild Ponies of Chincoteague” **best** supports the answer to Part A?

- (A) “. . . nearly jumped overboard with excitement!”
- (B) “I couldn’t believe it”
- (C) “. . . I couldn’t see”
- (D) “. . . the auctioneer yelled, ‘Sold!’ ”

4. **Part A**

Which statement **best** explains why the ponies travel from Assateague Island to Chincoteague Island?

- (A) On Chincoteague Island, there is more food for large numbers of ponies to eat.
- (B) On Assateague Island, the poor weather is harmful to the ponies.
- (C) On Chincoteague Island, there is better grass for the ponies to graze.
- (D) On Assateague Island, there is limited space for large numbers of ponies to live.

Part B

Which sentence from “Wild Ponies of Chincoteague” **best** supports the answer to Part A?

- (A) *“To keep the herd from getting too big, some new foals are sold each year at auction”*
- (B) “The ‘Saltwater Cowboys’ were rounding them up.”
- (C) “Some slept, and some of the foals suckled their mothers’ milk.”
- (D) “They were getting their strength back for the next event.”

Refer to the passage from “The Wild Horses of Assateague Island” and the article titled “Wild Ponies of Chincoteague.” Then answer question 5.

5. **Part A**

Which statement **best** describes a difference between the information in “The Wild Horses of Assateague Island” and the information in “Wild Ponies of Chincoteague”?

- Ⓐ “The Wild Horses of Assateague Island” tells more about the work people do with horses.
- Ⓑ “The Wild Horses of Assateague Island” tells more about what it is like to visit the horses.
- Ⓒ “Wild Ponies of Chincoteague” includes more information about how the horses first came to the island.
- Ⓓ “Wild Ponies of Chincoteague” includes more information about how people feel about the horses.

Part B

Which sentence **best** supports the answer to Part A?

- Ⓐ “During the 17th century free-roaming horses, cows, sheep and pigs caused expensive crop damage to local farms.” (“The Wild Horses of Assateague Island”)
- Ⓑ “Virginia’s horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care.” (“The Wild Horses of Assateague Island”)
- Ⓒ “I loved the ponies at first sight!” (“Wild Ponies of Chincoteague”)
- Ⓓ “The cowboys were herding them right down Main Street!” (“Wild Ponies of Chincoteague”)

Read the article “In Thunder and Rain, Chincoteague Ponies Make Annual Swim.” Then answer the questions.

In Thunder and Rain, Chincoteague Ponies Make Annual Swim

by Stefanie Dazio



© The Washington Post/Getty Images

- 1 Some had arrived before dawn Wednesday, staking out the best spot where they might see the famed wild horses of Chincoteague make their swim. But a freak thunderstorm, a full moon and a high tide threatened to derail the annual celebration and sent thousands to seek shelter.
- 2 Thunder boomed and rain soaked the marshland as thousands watched about 130 ponies swim from nearby Assateague Island to Chincoteague Island. Many were forced to watch the ponies cross the channel with water pounding their backs and lightning crashing overhead.
- 3 But the horses kept paddling on.
- 4 “We had no idea whatsoever about this storm,” said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department. Some of the foals are auctioned off to raise money for the department.
- 5 “It just seemed like it came out of nowhere,” she added.
- 6 The annual pony swim—this year’s was the 88th—is part of a week-long series of events on Chincoteague and Assateague designed to thin out the herd of wild ponies. It culminates with the auction of the foals, about 50 this year.
- 7 The event has seen rain before, but nothing like Wednesday’s weather, Bowden said.
- 8 She was one of the fire officials on hand closely watching radar and encouraging people crossing a marsh to keep going.
- 9 “The mud will wash off,” Bowden yelled into a loudspeaker. “The memories will last forever.”

GO ON ►

- 10 The swim has been popularized by Marguerite Henry’s 1947 novel “Misty of Chincoteague,” which was later made into a movie. Thousands come from across the United States and beyond.
- 11 The ponies began their five-minute crossing of the Assateague Channel about 11:30 a.m., herded toward Chincoteague Island by the Saltwater Cowboys—volunteers, many of them firefighters.
- 12 The swim takes place during slack tide, which is the period between tides when there is no current.
- 13 This year, though, the ponies faced a very high tide, according to Saltwater Cowboy Tom Clements, who has been shepherding the ponies through the swim since the 1970s. “This is as high as I’ve ever seen.”
- 14 “It was a little dangerous,” Clements said after the swim, noting that he wasn’t sure which direction the storm was moving.
- 15 No ponies were hurt, Bowden said, but a few of the cowboys’s horses suffered cuts on their legs from shells. “Outside of the weather, it was a perfect swim,” she said.
- 16 Andrea Iwanik, 39, of Silver Spring came to the swim with her family for the first time this year. She said she arrived around 8:30 a.m.
- 17 “We waited 2 1/2 hours for torrential downpour and a little bit of pony,” she said.
- 18 Iwanik had hoped for a better view of the crossing, but she said she would return another year.
- 19 “I think we have a good story to tell,” she said.
- 20 Iwanik came from Maryland, but others traveled across the country for the swim and staked out their spots beginning in the early hours of the morning. Between 30,000 and 35,000 people came, Bowden said.
- 21 Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim. She’s “wild about horses,” her dad, Leo Hoersting, said, and is a big fan of Henry’s book.
- 22 The family flew from Oregon to Ohio, where they met up with more relatives, and drove to Virginia.
- 23 Pam Richerson, 60, of Hutto, Tex., grew up reading the “Misty” book and has wanted to see the swim for decades.
- 24 One of her husband’s first gifts to her was a first edition of the book.
- 25 “I’d say we’ve been planning it for 36 years,” her husband, John Richerson, laughed.
- 26 “My bucket list is checked off,” Pam Richerson said.

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6. **Part A**

What is the meaning of the phrase **torrential downpour** as it is used in paragraph 17 of the article?

- (A) an event that lasts longer than expected
- (B) a time of day when ocean water is calm and still
- (C) a heavy rainfall during a storm
- (D) a chance to see unusual animal behavior

Part B

Which paragraph from the article **best** helps the reader understand the meaning of **torrential downpour**?

- (A) paragraph 2
- (B) paragraph 6
- (C) paragraph 13
- (D) paragraph 18

7. **Part A**

Which statement describes a main idea of the article?

- Ⓐ People had trouble seeing the ponies because more visitors arrived than were expected.
- Ⓑ Severe weather caused concern for the people involved in the event, but the ponies still crossed the channel successfully.
- Ⓒ The pony swim takes place every year, and people come from all over the world to see it.
- Ⓓ Some people choose the yearly pony event as a special trip to take with their families.

Part B

Which sentence from the article **best** supports the answer in Part A?

- Ⓐ “ ‘We had no idea whatsoever about this storm,’ said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department.”
- Ⓑ “Thousands come from across the United States and beyond.”
- Ⓒ “ ‘Outside of the weather, it was a perfect swim,’ she said.”
- Ⓓ “Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim.”

8. You have read a passage from “The Wild Horses of Assateague Island,” “Wild Ponies of Chincoteague,” and “In Thunder and Rain, Chincoteague Ponies Make Annual Swim.” Think about the illustrations from the passages and how they help the reader learn more about the ponies.

Write an essay explaining what can be learned from the illustrations about the lives of the ponies described in the passages. Include details from all three sources in your explanation.

A large rectangular box containing 18 horizontal lines for writing an essay.

GO ON ►

A large rectangular box containing 20 horizontal lines for writing.

GO ON ►

A large rectangular box containing 20 horizontal lines for writing.

GO ON ►

A large rectangular box containing 20 horizontal lines for writing.



Session 2

Literary Analysis Task

Directions:

Today, you will take Session 2 of the Grade 4 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will read and think about the passages “The Rescue of the Tin Woodman” and “Arriving at Emerald City” from *The Wonderful Wizard of Oz*. As you read these texts, you will gather information and answer questions about Dorothy and her actions so you can write an essay.

Read the passage “The Rescue of the Tin Woodman.” Then answer the questions.

The Rescue of the Tin Woodman

from *The Wonderful Wizard of Oz*

by L. Frank Baum

- 1 When Dorothy awoke the sun was shining through the trees and Toto had long been out chasing birds around him and squirrels. She sat up and looked around her. There was the Scarecrow, still standing patiently in his corner, waiting for her.
- 2 “We must go and search for water,” she said to him.
- 3 “Why do you want water?” he asked.
- 4 “To wash my face clean after the dust of the road, and to drink, so the dry bread will not stick in my throat.”
- 5 “It must be inconvenient to be made of flesh,” said the Scarecrow thoughtfully, “for you must sleep, and eat and drink. However, you have brains, and it is worth a lot of bother to be able to think properly.”
- 6 They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. She saw there was not much bread left in the basket, and the girl was thankful the Scarecrow did not have to eat anything, for there was scarcely enough for herself and Toto for the day.
- 7 When she had finished her meal, and was about to go back to the road of yellow brick, she was startled to hear a deep groan nearby.
- 8 “What was that?” she asked timidly.
- 9 “I cannot imagine,” replied the Scarecrow; “but we can go and see.”
- 10 Just then another groan reached their ears, and the sound seemed to come from behind them. They turned and walked through the forest a few steps, when Dorothy discovered something shining in a ray of sunshine that fell between the trees. She ran to the place and then stopped short, with a little cry of surprise.
- 11 One of the big trees had been partly chopped through, and standing beside it, with an uplifted axe in his hands, was a man made entirely of tin. His head and arms and legs were jointed upon his body, but he stood perfectly motionless, as if he could not stir at all.
- 12 Dorothy looked at him in amazement, and so did the Scarecrow, while Toto barked sharply and made a snap at the tin legs, which hurt his teeth.
- 13 “Did you groan?” asked Dorothy
- 14 “Yes,” answered the tin man, “I did. I’ve been groaning for more than a year, and no one has ever heard me before or come to help me.”

GO ON ►

- 15 “What can I do for you?” she inquired softly, for she was moved by the sad voice in which the man spoke.
- 16 “Get an oil-can and oil my joints,” he answered. “They are rusted so badly that I cannot move them at all; if I am well oiled I shall soon be all right again. You will find an oil-can on a shelf in my cottage.”
- 17 Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, “Where are your joints?”
- 18 “Oil my neck, first,” replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.
- 19 “Now oil the joints in my arms,” he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new.
- 20 The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.
- 21 “This is a great comfort,” he said. “I have been holding that axe in the air ever since I rusted, and I’m glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more.”
- 22 So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

From THE WONDERFUL WIZARD OF OZ—Public Domain

9. **Part A**

Read this sentence from paragraph 15 of the passage.

“What can I do for you?” she inquired softly, for she was moved by the sad voice in which the man spoke.

What is the meaning of the word **inquired** in the sentence?

- Ⓐ accepted
- Ⓑ admitted
- Ⓒ argued
- Ⓓ asked

Part B

Which detail from the passage **best** provides clues for the meaning of the word **inquired**?

- Ⓐ “. . . Toto barked sharply and made a snap at the tin legs . . .” (paragraph 12)
- Ⓑ “. . . no one has ever heard me before or come to help me.’ ” (paragraph 14)
- Ⓒ “. . . if I am well oiled I shall soon be all right again. ’ ” (paragraph 16)
- Ⓓ “ ‘You will find an oil-can on a shelf in my cottage.’ ” (paragraph 16)

10. **Part A**

Why does Scarecrow question Dorothy when she says in paragraph 2 that they “must go and search for water”?

- (A) He is happy that she wants to go into the woods to get food.
- (B) He is afraid to go into the woods toward the groaning noise.
- (C) He does not understand why she needs the water.
- (D) He does not want to wait for her anymore.

Part B

Which paragraph in the passage **best** supports the answer to Part A?

- (A) paragraph 4
- (B) paragraph 5
- (C) paragraph 6
- (D) paragraph 7

11. **Part A**

Read this sentence from paragraph 22 of the passage.

So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

Which word means nearly the same as **release** as it is used in the sentence?

- (A) inquiry
- (B) pleasure
- (C) freedom
- (D) movement

Part B

Which detail from the passage gives the **best** clue to the meaning of **release**?

- (A) “ ‘What can I do for you?’ she inquired softly, for she was moved by the sad voice in which the man spoke.” (paragraph 15)
- (B) “Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, ‘Where are your joints?’ ” (paragraph 17)
- (C) “ ‘Oil my neck, first,’ replied the Tin Woodman.” (paragraph 18)
- (D) “ ‘I have been holding that axe in the air ever since I rusted, and I’m glad to be able to put it down at last.’ ” (paragraph 21)

Read the passage “Arriving at Emerald City.” Then answer the questions.

Arriving at Emerald City

from *The Wonderful Wizard of Oz*

by L. Frank Baum

- 1 The next morning, as soon as the sun was up, they started on their way, and soon saw a beautiful green glow in the sky just before them.
- 2 “That must be the Emerald City,” said Dorothy.
- 3 As they walked on, the green glow became brighter and brighter, and it seemed that at last they were nearing the end of their travels. Yet it was afternoon before they came to the great wall that surrounded the City. It was high and thick and of a bright green color.
- 4 In front of them, and at the end of the road of yellow brick, was a big gate, all studded with emeralds that glittered so in the sun that even the painted eyes of the Scarecrow were dazzled by their brilliancy.
- 5 There was a bell beside the gate, and Dorothy pushed the button and heard a silvery tinkle sound within. Then the big gate swung slowly open, and they all passed through and found themselves in a high-arched room, the walls of which glistened with countless emeralds.
- 6 Before them stood a little man about the same size as the Munchkins. He was clothed all in green, from his head to his feet, and even his skin was of a greenish tint. At his side was a large green box.
- 7 When he saw Dorothy and her companions, the man asked, “What do you wish in the Emerald City?”
- 8 “We came here to see the Great Oz,” said Dorothy.
- 9 The man was so surprised at this answer that he sat down to think it over.
- 10 “It has been many years since anyone asked me to see Oz,” he said, shaking his head in perplexity. “He is powerful and terrible, and if you come on an idle or foolish errand to bother the wise reflections of the Great Wizard, he might be angry and destroy you all in an instant.”
- 11 “But it is not a foolish errand, nor an idle one,” replied the Scarecrow. “It is important. And we have been told that Oz is a good Wizard.”
- 12 “So he is,” said the green man, “and he rules the Emerald City wisely and well. But to those who are not honest, or who approach him from curiosity, he is most terrible, and few have ever dared ask to see his face. I am the Guardian of the Gates, and since you demand to see the Great Oz, I must take you to his Palace. But first you must put on the spectacles.”
- 13 “Why?” asked Dorothy.

GO ON ►

- 14 “Because if you did not wear spectacles the brightness and glory of the Emerald City would blind you. Even those who live in the City must wear spectacles night and day. They are all locked on, for Oz so ordered it when the City was first built, and I have the only key that will unlock them.”
- 15 He opened the big box, and Dorothy saw that it was filled with spectacles of every size and shape. All of them had green glasses in them. The Guardian of the Gates found a pair that would just fit Dorothy and put them over her eyes. There were two golden bands fastened to them that passed around the back of her head, where they were locked together by a little key that was at the end of a chain the Guardian of the Gates wore around his neck. When they were on, Dorothy could not take them off had she wished, but of course she did not wish to be blinded by the glare of the Emerald City, so she said nothing.
- 16 Then the green man fitted spectacles for the Scarecrow and the Tin Woodman and the Lion, and even on little Toto; and all were locked fast with the key.
- 17 Then the Guardian of the Gates put on his own glasses and told them he was ready to show them to the Palace. Taking a big golden key from a peg on the wall, he opened another gate, and they all followed him through the portal into the streets of the Emerald City.

From THE WONDERFUL WIZARD OF OZ—Public Domain

12. **Part A**

Which statement **best** describes what Dorothy thinks of the Emerald City as she first arrives?

- (A) The gates and walls of the Emerald City are radiant
- (B) The streets of the Emerald City are clean and simple.
- (C) The people of the Emerald City are festive and excited.
- (D) The sights and sounds of the Emerald City are terrifying.

Part B

Which paragraph in the passage **best** support the answer to Part A?

- (A) paragraph 4
- (B) paragraph 6
- (C) paragraph 10
- (D) paragraph 12

13. **Part A**

How does Dorothy feel about the green glasses?

- Ⓐ She worries that they will not fit her.
- Ⓑ She is fearful she will not be able to take them off.
- Ⓒ She is puzzled about why they need to wear them.
- Ⓓ She wants to see what the city looks like without them.

Part B

Which paragraph supports the answer in Part A?

- Ⓐ paragraph 12
- Ⓑ paragraph 13
- Ⓒ paragraph 14
- Ⓓ paragraph 15

14. In both “The Rescue of the Tin Woodman” and “Arriving at Emerald City,” Dorothy has interesting adventures that reveal her character. Based on her words and actions in both passages, describe **two** of Dorothy’s qualities. Think about the person that Dorothy is. How do those qualities affect her adventures? Support your response with details from **both** passages.

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Session 2

Narrative Writing Task

Directions:

Today, you will take Session 2 of the Grade 4 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will read the story “Sally’s Rescue.” As you read, pay close attention to the characters and events as you answer the questions to prepare to write a narrative story.

Read the story “Sally’s Rescue.” Then answer the questions.

Sally’s Rescue

by Roderick J. Robison

- 1 Sitting at the cabin’s breakfast table, Anna and Jim could see the sun’s rays flickering on the calm water in the bay. It was a welcome sight after the storm. During the two days of heavy wind and rain, they hadn’t left the cabin.
- 2 “We’re going down to the beach,” said Anna, hardly able to contain her excitement.
- 3 “Have fun. I hope you find something good washed up on the shore,” their mother replied.
- 4 The two children bolted out the front door and ran down the hill to the gravel beach. A strange grayish lump looked out of place in the seaweed that had washed ashore. As they drew closer they noticed it was moving! There, at the water’s edge, a baby seal swiveled her head and peered up at them. Underneath her, strewn about on the rocks, was a section of fishnet.
- 5 “Hello, girl. What a beautiful seal you are!” said Anna.
- 6 The seal tilted her head at the sound of Anna’s voice.
- 7 “She looks so sad,” said Jim. “Maybe she’s hurt. I’ll get Mom and Dad.” Moments later he was back with their parents.
- 8 “She’s just a pup, probably less than a month old,” said Mom.
- 9 “H’m. Appears to be caught in the net,” added Dad as he knelt down and gently untangled the netting. “There. That does it.” He placed the seal in the shallow water.
- 10 “Good-bye, girl,” said Anna.
- 11 “Good-bye, seal,” said Jim.
- 12 The seal didn’t swim off as they expected. She just looked up at them with sadness in her two dark, beady eyes. Mom waded out into the water and gently pushed the seal toward the sea, but she just swam back to the shore.
- 13 “I’m going to name her Sally,” said Anna. “Can we keep her? Please?”
- 14 Before her parents could reply, Jim interrupted. “What are those?” he asked, pointing at two dark bumps bobbing way out on the surface of the sea.
- 15 Dad lifted his binoculars and focused them. “They’re seals,” he replied.
- 16 “Do you think they’re Sally’s parents?” asked Anna.
- 17 “They very well could be,” replied Mom. “If they are, they’re probably looking for her right now.”
- 18 “They must miss her very much,” said Jim.

- 19 “And she must miss them very much,” added Anna.
- 20 “Seals are shy around people,” said Dad. “Let’s go away so they can come and get her.”
- 21 Anna and Jim watched from the cabin window, but by low tide no seals had come to Sally. Finally Dad carried a wood-slatted fish box to the water’s edge. Anna put a sardine inside and backed away. After a while, Sally made her way into the box and gobbled the sardine.
- 22 They loaded the box with Sally in it onto the boat and motored out into the bay, in search of her family. Sally sat up front in the bow, looking out alertly over the water, sniffing the salt air.
- 23 Dad cut the motor as they approached the first group of rocks, where six dark seals were sunning themselves.
- 24 “I don’t think that’s them,” said Jim, as the seals dove into the water.
- 25 They motored farther up the bay and then drifted toward a large rock. Only a single seal sat on it, and he was white and whiskery.
- 26 “H’m,” said Dad, scanning a small, rocky ledge up ahead. On the ledge were two spotted gray seals.
- 27 Sally whimpered as the boat approached the ledge and, before anyone could bid her farewell, scrambled out of the fish box and dove into the water to join the two seals.
- 28 That night at the dinner table, just before sunset, Anna said, “How do we know for sure that those were Sally’s parents on that ledge?”
- 29 “Oh, I don’t think we need to worry about that,” said Jim, pointing out to the bay. Three gray seals poked their heads above the surface and lingered for a few moments as if to say thank you. Then they dove under as the sun disappeared below the horizon.

“Sally’s Rescue” by Roderick J Robason from Ladybug Vol 17, No 2 August 2007 issue, copyright© 2007 by Carus Publishing Company. Reprinted by permission of Ladybug Magazine.

15. **Part A**

Which **best** describes why Jim says, “I’ll get Mom and Dad” in paragraph 7?

- Ⓐ to ask for their help with the lost seal
- Ⓑ to ask for their permission to keep the seal
- Ⓒ to ask for a boat ride to see the seal’s parents
- Ⓓ to ask for binoculars to look for the seal’s parents

Part B

Which paragraph in the story **best** supports the answer to Part A?

- Ⓐ paragraph 6
- Ⓑ paragraph 9
- Ⓒ paragraph 13
- Ⓓ paragraph 14

16. **Part A**

Which event **best** helps Sally?

- Ⓐ Dad puts the seal in shallow water.
- Ⓑ The family drives the boat to the two spotted seals.
- Ⓒ Dad looks through binoculars for other seals in the sea.
- Ⓓ The family leaves the seal alone to see if other seals will rescue her.

Part B

Which paragraph in the story **best** supports the answer to Part A?

- Ⓐ paragraph 9
- Ⓑ paragraph 15
- Ⓒ paragraph 20
- Ⓓ paragraph 22

GO ON ►

17. **Part A**

Which is a theme of “Sally’s Rescue”?

- Ⓐ Making new friends is important.
- Ⓑ Exploring is a way to find new adventures.
- Ⓒ Finding fun things to do sometimes takes time.
- Ⓓ Solving a problem sometimes takes much effort.

Part B

Which detail from the story **best** supports the answer to Part A?

- Ⓐ The family makes many different attempts to save the seal.
- Ⓑ The children have to spend time indoors while the storm passes.
- Ⓒ The children go to the beach to find something to do with their time.
- Ⓓ The family is kind to the seals in the bay throughout the day.

18. **Part A**

How does Sally feel at the end of the story?

- Ⓐ confused
- Ⓑ excited
- Ⓒ grateful
- Ⓓ hopeful

Part B

Which phrase from the story **best** supports the answer to Part A?

- Ⓐ “The seal tilted her head at the sound of Anna’s voice.” (paragraph 6)
- Ⓑ “After a while, Sally made her way into the box and gobbled the sardine.” (paragraph 21)
- Ⓒ “Sally whimpered as the boat approached the ledge” (paragraph 27)
- Ⓓ “Three gray seals poked their heads above the surface and lingered for a few moments as if to say thank you.” (paragraph 29)

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GO ON ►

Read the passage and then answer the questions.

Philippe and the Blue Parrot

by Nancy White Carlstrom



When Philippe was a young boy, his mother told him a story about a beautiful blue parrot who stole a golden earring from the sun.

“Watch for it, Philippe, my boy,” she said. “And when you find that golden earring, we will never go hungry again.”

And so Philippe kept his head down as he walked to school through the streets of Port-au-Prince, always looking for a glint of gold.

Years passed. Philippe did well in his studies. He was especially good at art. When Philippe was thirteen, he decided to make a birthday gift for his mother.

He took his art supplies to the park, and there, leaning the canvas against a bench, he painted *Blue Parrot and the Sun*. As he waited for the paint to dry, he studied the blue smudges between his fingers and a drop of yellow shining on his black wrist.

“Is that for sale?”

Philippe was startled by the question. He had not heard the tourist walk up to him. The woman squinted her eyes at the bright colors and asked again.

“Is that for sale?” Before Philippe could answer, she added, “I’ll pay twenty-five dollars for it.”

Twenty-five dollars! That was more than Philippe had earned in his whole life. It would take a long time to make that much money, even if he could get a job. What wonderful things he could buy his mother.

And so Philippe sold *Blue Parrot and the Sun*.

Years passed. Philippe’s paintings were sold in a Port-au-Prince gallery. Many tourists liked his work and bought the canvases.

GO ON ►

Every time Philippe painted a *Blue Parrot and the Sun* for his mother, the gallery owner had a buyer. The price went up and Philippe could not resist. But every time he sold a *Blue Parrot*, he put aside some money for his mother.

Many years passed. Now Philippe's paintings could not be afforded by most tourists. His work hung in galleries and museums in Europe and the United States.

One day, he sat in his fine studio, ready to begin work on another *Blue Parrot and the Sun*. A journalist who had come to interview him stood nearby.

"Monsieur, your *Blue Parrot and the Sun* paintings are now very famous. Some critics say that they have a life and power that your other works lack. Why is that? Do you know?"

"Oh yes, I know," Philippe replied slowly. "It is because I paint each *Blue Parrot* for my mother."

"And how much will this new one sell for?" the journalist asked. "Thousands, I suppose?"

"Oh, this painting will not be for sale," Philippe answered. He knew he had said that before, but this time, he really meant it.

And he added: "I found the golden earring many years ago. Now it's time to give it back."



There is a story the art collectors tell about a famous painting called *Blue Parrot and the Sun*. Oh, there are many, but the one to hunt for has a small golden earring hidden in the picture. Yes, that is the one worth a fortune. Some say it hangs on the wall of a simple house in the Haitian countryside. Others are not so sure. It could be anywhere.

"Philippe and the Blue Parrot" copyright © 1990 by Nancy White Carlstrom. First appeared in *LIGHT: Stories of Small Kindness*, published by Little Brown & Co. Reprinted by permission of Curtis Brown, Ltd.

20. Which is the **best** summary of the passage?
- (A) A boy who wants to study art searches for a golden earring, which would allow him to go to art school. He becomes wealthy and decides to paint a picture of a parrot with a golden earring.
 - (B) A boy who wants to be an artist paints a picture for his mother. As the boy is about to finish his painting, a journalist asks how much he will sell it for. He decides to paint a golden earring and give it to his mother.
 - (C) A boy interested in art is inspired by a story about a parrot and a golden earring. As the boy grows up, he becomes famous for his paintings of a parrot and the sun, which he sells. He finally gives his mother a picture of the parrot.
 - (D) A boy is confused when someone sees his painting and wants to buy it. He sells it and then sells many more paintings. A journalist wants to buy one of the special paintings, but the painter will not sell the painting because he wants to keep it.
21. How did Philippe feel when the woman offered to buy his first painting?
- (A) sad
 - (B) proud
 - (C) jealous
 - (D) surprised
22. According to the passage, what happened as Philippe made more *Blue Parrot and the Sun* paintings?
- (A) People became tired of the paintings.
 - (B) Philippe became a better artist.
 - (C) Philippe's mother helped him sell the paintings.
 - (D) The paintings were sold for more money.
23. Why does Philippe's mother tell him the story about the parrot who stole a golden earring? Choose **two** answers.
- (A) to help the boy understand the importance of honesty
 - (B) to encourage the boy to search for the right opportunity
 - (C) to show how focusing on a goal can lead to success
 - (D) to convince the boy to do small acts of kindness for people
 - (E) to show the boy that stealing is wrong

24. Read the sentence from the passage.

A journalist who had come to interview him stood nearby.

What does the word journalist mean?

- (A) someone who buys art
- (B) someone who collects paintings
- (C) someone who writes news stories
- (D) someone who travels around the world

25. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** states the theme of the passage?

- (A) Helping others learn skills is rewarding.
- (B) It is important to remember those who encourage us.
- (C) It is helpful to listen to stories about how to succeed.
- (D) Being talented will make you famous.

Part B

Which sentence from the passage **best** supports your answer in part A?

- (A) When Philippe was a young boy, his mother told him a story about a beautiful blue parrot who stole a golden earring from the sun.
- (B) He was especially good at art.
- (C) "Monsieur, your *Blue Parrot and the Sun* paintings are now very famous."
- (D) He knew he had said that before, but this time, he really meant it.



Session 3

Reading Literary and Informational Texts

Directions:

Today, you will take Session 3 of the Grade 4 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

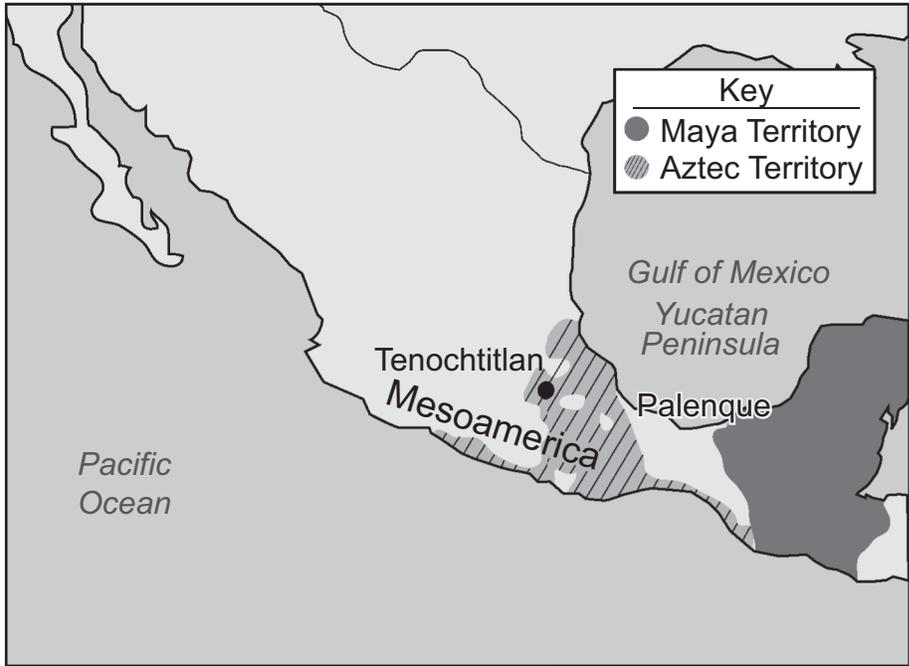
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Read the passages and then answer the questions.

Ancient Mexico—Where and When

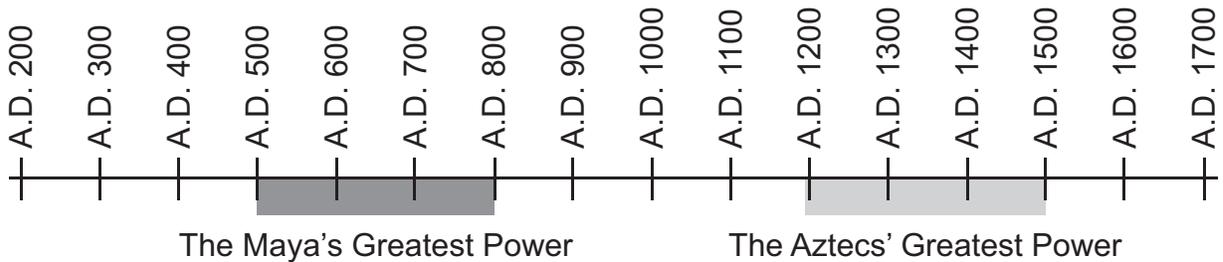
by Colleen Popson

Map of Ancient Mesoamerica



Meso mean “middle.” Mesoamerica is the land area where South America and North America meet.

Timeline



Mexico is our closest neighbor to the south. If we could travel back in time, we'd have to go back more than 12,000 years to meet the first people who lived there. Those early people moved across the land, hunting animals for food and clothing and gathering plants to eat.

Over time, they discovered how to grow their own food. Once they became farmers, they stayed in one place year round to tend their crops. They built houses, villages, and eventually great stone cities.

About 2,000 years ago, a group called the Maya began to build some of those stone cities. They also invented a way to write down their language using pictures instead of letters. Mayan civilization lasted hundreds of years before being destroyed by Spanish explorers.

GO ON ►

The most powerful empire in Mexico—a people called the Aztecs—came later. Strong Aztec warriors conquered other cities and forced their leaders to give them gold, bright feathers, jaguar skins, weapons, pottery, and rubber balls for their ballgames. But the Aztec empire, too, fell to the Spanish.

Children of modern Mexico live lives much like yours. But the lives of ancient Mayan and Aztec children were very different.

School Days

by Louise Simone

In ancient Mexico, Aztec schools were very different places from the school you go to today. Schools were part of the temples, where priests worked, worshipped, and taught. Sometime between the ages of five and nine, children went to live and study at school. Often they studied with the temple priests until they were married. (Although we know boys went to school, historians are not sure whether Aztec girls were allowed to go to school.)

Aztec children went to one of two different kinds of schools. One kind was for the sons and daughters of nobility, or wealthy people high up in society. There, children learned to read, write, and do math. They learned to play musical instruments. Some children studied to be priests. They learned the secret language of the priesthood, how to predict eclipses and comets, and how to keep track of the days on the sacred calendar. Other children learned how to work with silver and how to carve wood and stone. The priests were strict with the children at these schools, giving harsh punishments if a child broke a rule.

Children of common people went to a different kind of school. The priests were less strict with these children, and they allowed the children to go home sometimes. In both kinds of schools, children learned about religion and war. They learned songs, poems, and dances to honor their gods. They memorized stories of the gods and how they ruled the earth.

In addition to studying, children also worked for the priests. Between lessons, they cooked, cleaned, and carried water and wood. Sometimes, children stayed up all night tending fires and helping the priests with religious ceremonies.

Aztec children's school days were full of different kinds of hard work than yours. Would you like to trade places with an Aztec boy or girl and go to their school for a day?

“Ancient Mexico—Where and When” from *Appleseeds*' December 2003 issue: Children of Ancient Mexico, © 2003 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All rights reserved.

“School Days” from *Appleseeds*' December 2003 issue: Children of Ancient Mexico, © 2003 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All rights reserved.

26. How does the map of Ancient Mesoamerica contribute to the passage?
- Ⓐ It provides the reader with the number of people living in certain areas of Mexico.
 - Ⓑ It shows the reader the types of crops grown in Mexico.
 - Ⓒ It tells the reader which languages were spoken by the Mayans and Aztecs
 - Ⓓ It helps the reader visualize the areas where the Mayans and Aztecs lived.
27. How is the timeline related to the information in “Ancient Mexico—Where and When”?
- Ⓐ It shows what year the Mayan language was invented.
 - Ⓑ It shows when the Aztec Empire lost power.
 - Ⓒ It shows how long the Aztec and Mayan empires lasted.
 - Ⓓ It shows when the Aztec and Mayan empires were strongest.
28. This question has two parts. First, answer part A. Then, answer part B.

Part A

According to “Ancient Mexico—Where and When,” which word **best** describes the Mayan people?

- Ⓐ wild
- Ⓑ dangerous
- Ⓒ strong
- Ⓓ intelligent

Part B

Which detail from the passage **best** supports your answer in part A?

- Ⓐ . . . hunting animals for food and clothing . . .
- Ⓑ . . . they stayed in one place year round . . .
- Ⓒ . . . invented a way to write down their language . . .
- Ⓓ . . . forced their leaders to give them gold . . .

29. How does the author of “School Days” support the point that Aztec children attended two different kinds of schools?
- (A) by telling the location of each school
 - (B) by describing the types of lessons taught in each school
 - (C) by identifying the teachers that taught at each school
 - (D) by explaining how old the students were at each school

30. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** states the main idea of “School Days”?

- (A) Studying the arts makes students more successful.
- (B) Not following the rules in school can affect one’s future.
- (C) Educating children has changed dramatically over the years.
- (D) Choosing what to study in school is important.

Part B

Which sentence from the passage **best** supports the answer in part A?

- (A) In ancient Mexico, Aztec schools were very different places from the school you go to today.
- (B) Often they studied with the temple priests until they were married.
- (C) Other children learned how to work with silver and how to carve wood and stone.
- (D) They learned songs, poems, and dances to honor their gods.

31. According to “School Days,” in what ways are the schools for children of common people different from those of wealthy people? Choose **two** answers.
- (A) The students cooked and cleaned.
 - (B) The students received fewer punishments.
 - (C) The students learned stories about the gods.
 - (D) The students were sometimes allowed to go home.
 - (E) The students were taught to play musical instruments.

Read the poem and then answer the questions.

Moon Dreams

by Carolyn Lesser



When the moon came up and the lights got low,
Up to my room is where I'd go.
I pulled the covers over my head,
Grabbed book and flashlight and snuggled in bed.

- 5 Then mom would call, "Turn out your light!"
"Sure thing!" I answered, then grinned with delight
As my hand slipped under the pillow and then . . .
Click! Flashlight on, I'd be reading again.

- My books were like carpets, flying free.
10 When I hopped aboard they carried me
To spooky castles and wild, distant shores.
I traveled through time, books opened the door.

- But who were these "Gods" writing the books?
Writing the words that caused me to look,
15 That caused me to feel and made me see,
I could write too! There were stories in me!

GO ON ►

Perhaps one day I could actually be
Writing books for children like you, like me.
Books read in bed, in the dark, by flashlight.
20 My dream came true. So can yours.
Goodnight!

“Moon Dreams” from Flamingo Knees by Carolyn Lesser, copyright © 1991 by Oakwood Press.

GO ON ►

32. What is the **best** summary of the poem?
- Ⓐ The speaker sees the moon and has trouble going to sleep.
 - Ⓑ The speaker uses a flashlight to read and write stories in bed.
 - Ⓒ The speaker has a scary dream because of a book she has read.
 - Ⓓ The speaker reads books at night and thinks about becoming a writer.
33. Which sentence describes how the poem “Moon Dreams” is structured?
- Ⓐ The first and last line of each stanza are longer to create a steady rhythm.
 - Ⓑ The words at the end of the lines create a regular rhyming pattern.
 - Ⓒ Each stanza contains the same number of lines to create a dreamlike state.
 - Ⓓ An important line is repeated at the end of each stanza.
34. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** states the theme of the poem?

- Ⓐ Traveling to new places is fun.
- Ⓑ Inspiration can come from unexpected places.
- Ⓒ The true meaning of books can never be found.
- Ⓓ Ideas are created when talking to others.

Part B

Which lines from the poem **best** support your answer in part A? Choose **two** answers.

- Ⓐ lines 1–2
- Ⓑ lines 4–5
- Ⓒ lines 7–8
- Ⓓ lines 11–12
- Ⓔ lines 15–16

35. What makes the poem “Moon Dreams” similar to another form of writing?
- Ⓐ The use of repetition of facts and action words make it seem like a news report.
 - Ⓑ The cast of characters and use of dialogue make it similar to a play.
 - Ⓒ The use of first person point of view and the rich details make it feel like the telling of a story.
 - Ⓓ The use of exclamations and questions provide action like that found in plays.
36. This question has two parts. First, answer part A. Then, answer part B.

Part A

What does the poet discover by reading books?

- Ⓐ that she can fly on carpets.
- Ⓑ that she could read more while in bed
- Ⓒ that she could also be a writer
- Ⓓ that some books are frightening

Part B

Which sentence from the poem **best** supports your answer in part A?

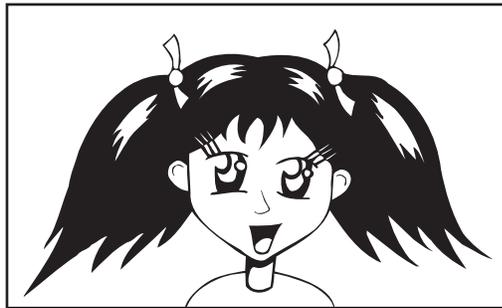
- Ⓐ Grabbed book and flashlight and snuggled in bed.
- Ⓑ When I hopped aboard they carried me
- Ⓒ To spooky castles and wild, distant shores
- Ⓓ There were stories in me!

Manga (pronounced mahn'-gah) is a type of art from Japan. Read the passage and then answer the questions.

Manga: The Japanese Comic Strip

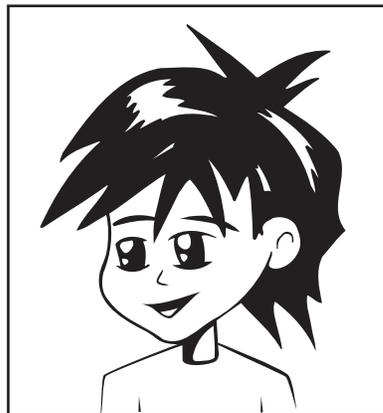
Comic books appeal to people of all ages. By using colorful characters and thrilling plots, comic books attract readers from around the world. Often, the stories revolve around a superhero saving a person or a town from a dangerous criminal. Other times, comics include humor, love, and valuable lessons.

In Japan, the most popular form of comic is called *manga* (mahn'-gah). It is considered a Japanese art form. People first used it to describe art in the nineteenth century. The artist Hokusai published drawings that used flowing lines and showed simple subjects. After World War II, comic books began to use Hokusai's method of telling stories through pictures rather than words. These comics became popular worldwide in the 1960s. Japanese artist Osamu Tezuka, the father of modern manga, made manga famous worldwide. His most famous comic is *Astro Boy*.



Like comics in the United States, manga are printed in booklets on thin pages. The covers use colorful art, but the inside of a booklet is usually printed in black and white. The wording in each picture is short.

Manga characters may show strength and bravery or be funny or even mean. Although most manga tell action stories, some plots show characters in funny situations or fantasies. Like comics in the United States, each picture tells a part of a story.



Manga plot lines are similar to cartoons in the United States, but the art looks very different. In manga, for example, a character's head is larger than normal compared with the character's body. The head is often tilted forward, so it appears even larger. The eyes are usually large and oval-shaped. However, the eyes may be different shapes or sizes for different characters or for one character to show many feelings. The hair may be long, wild, and pointed at the ends and may be any color, depending on a character's personality. Whether the characters are sad, angry, happy, or curious, their eyes and facial features show how they feel.

Manga drawings also use sharp, slanted lines for the characters' clothing, arms, and legs. Characters might leap into high-tech planes or race through narrow city streets. Heroes often travel like lightning to catch the evil enemy. Sometimes all the straight lines and sharp angles can make the characters look like robots. However, they are meant to be human characters—with human problems and human feelings.

Manga has become so popular that people see this art in many places besides comics. More and more video games, advertisements, and art books worldwide display characters drawn in this style. Some colleges in Japan even teach this art form. Manga is here to stay.

37. Why is Osamu Tezuka called the “father of modern manga”?

- Ⓐ His drawings used simple subjects and flowing lines.
- Ⓑ His comics became famous all over the world.
- Ⓒ He focused his stories on superheroes.
- Ⓓ He used colorful characters and thrilling plots.

38. In paragraph 5, what does the word features mean?

- Ⓐ instructions
- Ⓑ habits
- Ⓒ strengths
- Ⓓ characteristics

39. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How do the illustrations help the reader understand the ideas in the passage?

- Ⓐ The illustrations show early examples of Manga art.
- Ⓑ The illustrations show the special details of Manga art.
- Ⓒ The illustrations show how Manga art is used in video games.
- Ⓓ The illustrations show how Manga art is used to tell action stories.

Part B

Which sentence from the passage **best** supports the answer in part A?

- Ⓐ After World War II, comic books began to use Hokusai’s method of telling stories through pictures rather than words.
- Ⓑ However, the eyes may be different shapes or sizes for different characters or for one character to show many feelings.
- Ⓒ Characters might leap into high-tech planes or race through narrow city streets.
- Ⓓ More and more video games, advertisements, and art books worldwide display characters drawn in this style.

40. How are the ideas in the passage **mostly** organized?
- Ⓐ using chronological order to tell about the life of the father of modern manga
 - Ⓑ using cause and effect to relate how manga became an art form
 - Ⓒ using comparison and contrast to discuss comics in different countries
 - Ⓓ using questions and answers to describe the types of manga heroes



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¹ Excerpts from *Bulletin 118*

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