LEAP 2025

English Language Arts

2017 PBT Practice Test

Grade 4

Communication Assistance Script

This script is to be used by the Teacher, Test Administrator, or Interpreter to assist in signing the test for students who have the accommodation *Communication Assistance*. This is a secure document and must be kept in a locked, secure area before and after testing. It must be returned immediately to the School Test Coordinator after the scheduled testing has ended for the day. When testing is completed, the School Test Coordinator must return the script to the District Test Coordinator.

DEPARTMENT of EDUCATION

Louisiana Believes

Instructions for Signing the Test
This script is written as it should be signed to the student. Pause when <pause> is inserted in text.

Session 1
Literary Analysis Task and Reading Passage

Directions: *<pause>*

Today you will take Session 1 of the Grade 4 English Language Arts Practice Test. *<pause>*

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 stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. *<pause>*

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. *<pause>*

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.

Today you will read a passage from "Emergency on the Mountain" and the poem "Mountains." As you read these texts, you will gather information and answer questions so you can write an essay. *<pause>*

Read the passage from "Emergency on the Mountain." Then answer questions 1 through 3. *<pause>*

from "Emergency on the Mountain" *<pause>*

by Kerry McGee *<pause>*

1 "Ana! *Leche*!" Mama called. *<pause>*

2 Milk. It was Ana's turn to get it. Ana sighed and shut her first-aid book. Her head hurt from reading in the dim morning light, but how else was she going to learn? *<pause>*

3 The milk pail banged against Ana's shins as she trudged down the steep slope. Green mountains circled the misty valley. Across the valley was the dusty yellow road that connected this village to the next one eight kilometers away. *<pause>*

4 Ana tethered the cow close to the fence. Somewhere below and out of sight lay Santiago, the second-biggest city in the Dominican Republic. And somewhere in Santiago, Ana knew, a group of volunteer doctors were gathering right now to teach medical skills to village nurses, or *cooperadoras*. *<pause>*

5 I should be there, Ana thought. Leta should have taken me with her. Hours ago, Ana had heard the roar of a truck in the darkness and realized that her neighbor Leta was beginning the long drive down the mountain to the meeting. *<pause>*

6 But Leta already knows everything, Ana thought. Leta had been the *cooperadora* since before Ana was born. She'd been delivering babies, pulling teeth, and bandaging wounds in the village for decades. *<pause>*

7 Fresh milk squirted into the pail. Leta thinks I'm too young to learn anything important, Ana thought. But she's wrong. I am old enough to help. *<pause>*

8 Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road. *<pause>*

9 Rafi, a village boy, had gotten a donkey, and some kids had gathered around to see it. Rafi was 13, just a little older than Ana, but he was always doing something to get attention. Like now: he was trying to stand on the animal's bare back. *<pause>*

10 No wonder they don't trust kids with anything important, Ana thought, sighing. *<pause>*

11 She had just turned away when she heard a thud and a few screams. *<pause>*

12 Rafi lay on the ground nearby. The donkey stood several meters away. *<pause>*

13 “Rafi!” someone cried. *<pause>*

14 No answer. The donkey swished its tail. *<pause>*

15 “Get Leta,” someone said. *<pause>*

16 Ana shook her head. “Leta’s gone to the city. *<pause>*

17 The other kids seemed frozen in place. *<pause>*

18 Ana ran to where Rafi was lying. She dropped to her knees on the dusty road. “Rafi! Can you hear me?” *<pause>*

19 Rafi moaned and flopped his head back and forth in pain. *<pause>*

20 Ana saw that one of his legs was crooked, bent a little sideways between the knee and the ankle. A broken leg! *<pause>*

21 She remembered what the first-aid book had said about broken legs: If there is no ambulance, stabilize the bone before moving the victim. *<pause>*

22 There certainly wouldn’t be any ambulance here. Ana looked back up the road. The other kids were still standing there, watching. *<pause>*

23 “Vin!” Ana called to one of the boys. “Go get Rafi’s mama, and find someone with a truck.” She turned to the others. “Give me your shirts. We need something to tie his leg with.” *<pause>*

24 As Vin took off running, the others huddled closer. *<pause>*

25 Rafi whimpered, and Ana said gently, “Rafi, you’ll need to go down the mountain for a cast. But first, I’m going to tie your leg so it doesn’t move around. Can you wiggle your toes?” *<pause>*

26 Rafi nodded, his eyes squeezed shut. Ana pulled off his shoe and watched him wiggle his toes. *<pause>*

27 Ana found a strong, straight stick, which she’d use to keep his leg steady. She carefully wrapped the boys’ shirts around his leg and the stick, winding down from his knee to his ankle. Rafi opened his eyes and cringed. *<pause>*

28 “I know it hurts,” Ana said. “But this will hold it still until you get to the hospital.” *<pause>*

29 When Ana was done, she looked up and saw Rafi's mama watching from a few meters away. Behind her was a neighbor in a pickup truck. When Ana stepped away, Rafi's mama ran over and held Rafi's face in her hands. *<pause>*

30 "*Gracias*, Ana," she said. *<pause>*

31 Rafi's mama and neighbor lifted Rafi into the truck, then drove down the dusty hillside toward the hospital. *<pause>*

32 The next day, Leta came to Ana's home. "I heard what you did," Leta said. "You kept your head in an emergency. That's an important skill." *<pause>*

33 Ana blushed. "I was afraid . . . ." *<pause>*

34 Leta shook her head. "It's OK for a *cooperadora* to be afraid, as long as she keeps her head. Now, listen. The volunteer doctors are coming here tomorrow with vaccines. We need some extra hands. Can you help?" *<pause>*

35 Ana didn't hesitate. "I would love to." *<pause>*

36 "Come early, then. There is a lot to learn." *<pause>*

("Emergency on the Mountain" by Kerry McGee, from HIGHLIGHTS FOR CHILDREN, INC. Copyright © 2011.)

Question 1.

Part A *<pause>*

Which phrase **best** describes the setting of the passage from “Emergency on the Mountain”?

A. a quiet town with many doctors and nurses

B. a family farm located far from neighbors

C. a busy city with a large medical center

D. a small community that has no modern hospital

Part B *<pause>*

Which **two** details from the passage support the answer to Part A?

A. “The milk pail banged against Ana’s shins as she trudged down the steep slope.” (paragraph 3)

B. “Green mountains circled the misty valley.” (paragraph 3)

C. “Across the valley was the dusty yellow road that connected this village to the next one eight kilometers away.” (paragraph 3)

D. “Somewhere below and out of sight lay Santiago, the second-biggest city in the Dominican Republic.” (paragraph 4)

E. “She dropped to her knees on the dusty road.” (paragraph 18)

F. “There certainly wouldn’t be any ambulance here.” (paragraph 22)

Question 2.

Part A *<pause>*

In “Emergency on the Mountain,” why does Leta **most likely** invite Ana to help the volunteer doctors?

A. Ana has been studying hard.

B. Ana was able to stay calm during a crisis.

C. Ana is willing to help her family.

D. Ana wants to be treated like an adult.

Part B *<pause>*

What detail from the passage **best** supports the answer to Part A?

A. “Her head hurt from reading in the dim morning light, but how else was she going to learn?” (paragraph 2)

B. “Ana tethered the cow close to the fence.” (paragraph 4)

C. “Leta thinks I’m too young to learn anything important, Ana thought. But she’s wrong. I am old enough to help.” (paragraph 7)

D. “‘You kept your head in an emergency. That’s an important skill.’” (paragraph 32)

Question 3.

Part A *<pause>*

Which sentence **best** describes a theme of the passage from “Emergency on the Mountain”?

A. Studying hard brings positive results during times of crisis.

B. Taking turns with family chores teaches responsibility.

C. Children need experience before they can be helpful.

D. People should never stop discovering new information.

Part B *<pause>*

Which detail from the passage supports the answer to Part A?

A. “Ana lugged the milk back to where Mama was frying eggs in the cooking shelter, then grabbed some bread and wandered up to the road.” (paragraph 8)

B. “No wonder they don’t trust kids with anything important, Ana thought, sighing.” (paragraph 10)

C. “She remembered what the first-aid book had said about broken legs: If there is no ambulance, stabilize the bone before moving the victim.” (paragraph 21)

D. “‘We need some extra hands. Can you help?’” (paragraph 34)

Read the poem "Mountains." Then answer questions 4 and 5. *<pause>*

Mountains *<pause>*

by Rukiye Henderson *<pause>*

Tall and bold like a castle,
Looming in the dark.
They rise to a towering height.
As everything beneath, cowers in fright. *<pause>*

Covered in a blanket of silvery mist,
You feel as though kissed,
By the cold bitter wind as it rushes past.
The snow-peaked tops are like pure, pristine crystals, timeless,
in all their beauty. *<pause>*

You can smell, feel, taste, and hear all the earth around you.
The sound of birds chirping like music boxes,
The taste of juicy berries bursting with flavor,
The smell of fresh pine air,
And the feeling of pine needles, which, I declare
Feel great on your sore, blistered feet. *<pause>*

("Mountains" by Rukiye Henderson, copyright © 2012 by Rukiye Henderson. Used by permission. All rights reserved.)

Question 4.

Part A *<pause>*

Based on lines 1–4 in “Mountains,” what does **tall and bold like a castle** mean?

A. Mountains are steep and difficult to climb.

B. Mountains look beautiful when covered with snow.

C. Mountains are threatening because of their size.

D. Mountains remain the same over the course of time.

Part B *<pause>*

Which line from the poem shows how the poet further develops the ideas in the simile in Part A?

A. “They rise to a towering height.” (line 3)

B. “As everything beneath, cowers in fright.” (line 4)

C. “By the cold bitter wind as it rushes past.” (line 7)

D. “The snow-peaked tops are like pure, pristine crystals, timeless.. .” (line 8)

Question 5.

Part A *<pause>*

What is a theme of the poem “Mountains”?

A. We realize beauty is all around us, but we must take time to notice.

B. We should be aware of danger even when we can view magnificent surroundings.

C. We can learn about the natural world when we listen carefully.

D. We should be prepared for sudden changes in nature.

Part B *<pause>*

Which line in the poem helps to support the theme?

A. line 1

B. line 3

C. line 7

D. line 10

Question 6.

Think about how the structural elements in the passage from “Emergency on the Mountain” differ from the structural elements in the poem “Mountains.” *<pause>*

Write an essay that explains the differences in the structural elements between the passage and the poem. Be sure to include specific examples from **both** texts to support your response.

Read the story "The Elephant and the Crocodile." Then answer questions 7 through 10. *<pause>*

The Elephant and the Crocodile *<pause>*

by H. Berkeley Score *<pause>*

1 An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal. *<pause>*

2 "Look at my strength," said the Elephant. "I can tear up a tree, roots and all, with my trunk." *<pause>*

3 "Ah! but quantity is not quality, and your skin is not nearly so tough as mine," replied the Crocodile, "for neither spear, arrow, nor sword can pierce it." *<pause>*

4 Just as they were coming to blows, a Lion happened to pass. *<pause>*

5 "Heyday, sirs!" said His Majesty, going up to them, "let me know the cause of your quarrel." *<pause>*

6 "Will you kindly tell us which is the better animal?" cried both at once. *<pause>*

7 "Certainly," said the Lion. "Do you see that soldier's steel helmet on yonder wall?" pointing at the same time across the river. *<pause>*

8 "Yes!" replied the beasts. *<pause>*

9 "Well, then," continued the Lion, "go and fetch it, and bring it to me, and I shall be able then to decide between you." *<pause>*

10 Upon hearing this, off they started. The Crocodile, being used to the water, reached the opposite bank of the river first, and was not long in standing beside the wall. *<pause>*

11 Here he waited till the Elephant came up. The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily. *<pause>*

12 They then made their way together back again across the river. The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back, and a sudden lurch caused the prize to slip off and sink to the bottom. The Crocodile noticed the accident, so down he dived, and brought it up in his capacious mouth. They then returned, and the Crocodile laid the helmet at the Lion's feet. His Majesty took up the helmet, and addressing the Elephant, said: *<pause>*

13 "You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you," said the Lion, turning to the Crocodile, "although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other." *<pause>*

("The Elephant and the Crocodile" by H. Berkeley Score—Public Domain)

Question 7.

Part A *<pause>*

Which sentence from the story helps the reader understand the meaning of **disputing** as it is used in paragraph 1?

A. "'Heyday, sirs!' said His Majesty, going up to them, 'let me know the cause of your quarrel.'" (paragraph 5)

B. "Upon hearing this, off they started." (paragraph 10)

C. "The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily." (paragraph 11)

D. "'And you,' said the Lion, turning to the Crocodile, 'although unable to reach the helmet, were able to dive for it and save it.'" (paragraph 13)

Part B *<pause>*

Which word has the opposite meaning of **disputing**?

A. confessing

B. discussing

C. questioning

D. agreeing

Question 8.

Part A *<pause>*

How does the Lion react to the question the Elephant and the Crocodile ask in paragraph 6?

A. He disappoints them by refusing to answer.

B. He causes conflict by proposing a silly contest.

C. He shows interest in helping them solve their problem.

D. He addresses them as if they are less important than he is.

Part B *<pause>*

Which detail from the story provides evidence for the answer to Part A?

A. "'Do you see that soldier's steel helmet on yonder wall?'" (paragraph 7)

B. "'... go and fetch it, and bring it to me, and I shall be able then to decide between you.'" (paragraph 9)

C. "His Majesty took up the helmet...." (paragraph 12)

D. "'You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it.'" (paragraph 13)

Question 9.

Part A *<pause>*

Which character trait **best** describes the Lion?

A. wise

B. brave

C. kind

D. humorous

Part B *<pause>*

Which quotation from the story supports the answer to Part A?

A. "Just as they were coming to blows, a Lion happened to pass." (paragraph 4)

B. "'Do you see that soldier's steel helmet on yonder wall?'... ." (paragraph 7)

C. "'Well, then,' continued the Lion, 'go and fetch it, and bring it to me, and I shall be able to decide between you.'" (paragraph 9)

D. "'Neither is better than the other.'" (paragraph 13)

Question 10.

Part A *<pause>*

Which sentence **best** states a theme in the story?

A. We all have different strengths.

B. We should try to be patient with others.

C. We all have the power to help others.

D. We should always put forth our best efforts.

Part B *<pause>*

Which detail from the story **best** shows this theme?

A. "'Ah! but quantity is not quality, and your skin is not nearly so tough as mine... .'" (paragraph 3)

B. "The Crocodile, being used to the water, reached the opposite bank of the river first... ." (paragraph 10)

C. "...a sudden lurch caused the prize to slip off and sink to the bottom." (paragraph 12)

D. "'You are both wise and clever in your respective ways.'" (paragraph 13)

Stop. *<pause>*

You have come to the end of the Literary Analysis Task and Reading Passage Session of the test. *<pause>*

Review your answers from the Literary Analysis Task and Reading Passage Session only. *<pause>*

Then close your test booklet and sit quietly or read silently.

Session 2
Research Simulation Task

Directions: *<pause>*

Today you will take Session 2 of the Grade 4 English Language Arts Practice Test. *<pause>*

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 stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. *<pause>*

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. *<pause>*

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.

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. *<pause>*

Read the article from "The Wild Horses of Assateague Island." Then answer questions 11 and 12. *<pause>*

from "The Wild Horses of Assateague Island"

<pause>

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

A National Treasure *<pause>*

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. *<pause>*

2 *"My treasures do not click together or glitter. —They gleam in the sun and neigh in the night." —Bedouin proverb.* *<pause>*

Where did they come from? *<pause>*

Were the horses shipwreck survivors . . . *<pause>*

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. *<pause>*

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

. . . or settlers' horses? *<pause>*

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. *<pause>*

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. *<pause>*

6 It is likely that modern Assateague horses are descendants of those hardy animals turned loose on the island to graze tax-free. *<pause>*

Living the wild life in Maryland *<pause>*

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

What do they eat? *<pause>*

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. *<pause>*

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. *<pause>*

Where do they live throughout the year? *<pause>*

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 to 10 mares, their offspring, and a stallion. *<pause>*

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. *<pause>*

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. *<pause>*

Do they receive veterinary care? *<pause>*

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. *<pause>*

14 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care. *<pause>*

Where can you see the wild horses? *<pause>*

In Maryland *<pause>*

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. *<pause>*

16 *Do not feed or pet the horses. Horses that learn to come up to the road are hit and killed by cars.* *<pause>*

In Virginia *<pause>*

17 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and are fenced in large enclosures. *<pause>*

18 Look for the horses in the marshes along Beach Road and from the observation platform on the Woodland Trail. *<pause>*

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

Question 11.

Part A *<pause>*

Read the sentence from paragraph 7 of “The Wild Horses of Assateague Island.” *<pause>*

Assateague’s horses are uniquely adapted to survive on a barrier island. *<pause>*

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

A. chosen because of a gentle manner

B. changed in order to fit certain conditions

C. cared for because of harsh living conditions

D. colored in order to match the surroundings

Part B *<pause>*

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

A. “Genetically they are considered horses, even though they are now pony size.”

B. “Many of the horses live in the marshes close to their best food sources.”

C. “Foals are usually born in late spring... .”

D. “This helps maintain a hardy, healthy population of wild horses.”

Question 12.

Part A *<pause>*

Which statement about how the horses came to live on Assateague Island has the **most** support in “The Wild Horses of Assateague Island”?

A. The horses were placed on the island by the government.

B. The horses swam to the island after the shipwreck.

C. The horses were put on the island by farmers.

D. The horses were native to the island.

Part B *<pause>*

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

A. “... dramatic tale of struggle and survival.. .”

B. “. . . descendants of those hardy animals turned loose.. .”

C. “. . . owned and managed by the National Park Service.”

D. “. . . free-roaming wildlife and could be anywhere.. .”

Read the article "Wild Ponies of Chincoteague." Then answer questions 13 and 14. *<pause>*

Wild Ponies of Chincoteague*<pause>*

by Annika Brynn Jenkins *<pause>*

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*. *<pause>*

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.* *<pause>*

Wednesday Morning—Really Early! *<pause>*

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. *<pause>*

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!* *<pause>*

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?* *<pause>*

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

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. *<pause>*

Photograph of wild Chincoteague ponies swimming in 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. *<pause>*

Going to Town *<pause>*

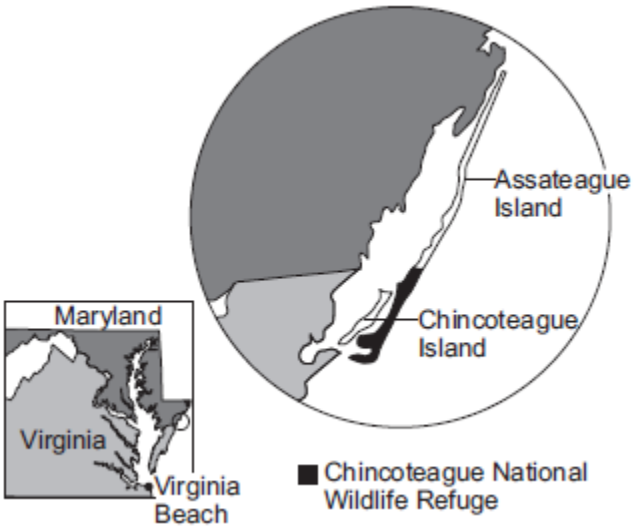
8 After the crossing, the ponies had a chance to rest. Some slept, and some of the foals suckled their mothers' milk. They were getting their strength back for the next event. *<pause>*

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! *<pause>*

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?* *<pause>*

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. *<pause>*



The map is labeled: Maryland, Virginia, Virginia Beach, Assateague Island, Chincoteague Island, Chincoteague National Wildlife Refuge. *<pause>*

Day of the Auction *<pause>*

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. *<pause>*

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. *<pause>*

Going Home *<pause>*

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.* *<pause>*

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! *<pause>*

(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®)

Question 13.

Part A *<pause>*

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 *<pause>*

Which sentence from "Wild Ponies of Chincoteague" **best** supports the answer to Part A? *<pause>*

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."

Question 14.

Part A *<pause>*

How does the author **mainly** organize the information in “Wild Ponies of Chincoteague”?

A. by stating a problem and how it can be solved

B. by stating a point of view and then comparing ideas

C. by explaining the causes and effects of an event

D. by explaining events in the order that they happened

Part B *<pause>*

Which sentence from the article supports the structure in the answer to Part A? *<pause>*

A. “The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks.”

B. “First, I heard faint whinnying sounds drifting through the salty air.”

C. “My sisters and I sloshed through the mud to get to the corral where the ponies were held for the auction.”

D. “The pony was strong and spirited, and I had to hold him back.”

Refer to the articles "The Wild Horses of Assateague Island" and "Wild Ponies of Chincoteague." Then answer question 15. *<pause>*

Question 15.

Part A *<pause>*

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

A. "The Wild Horses of Assateague Island" tells more about the work people do with horses.

B. "The Wild Horses of Assateague Island" tells more about what it is like to visit the horses.

C. "Wild Ponies of Chincoteague" includes more information about how the horses first came to the island.

D. "Wild Ponies of Chincoteague" includes more information about how people feel about the horses.

Part B *<pause>*

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

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")

B. "Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care." ("The Wild Horses of Assateague Island")

C. "I loved the ponies at first sight!" ("Wild Ponies of Chincoteague")

D. "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 questions 16 and 17. *<pause>*

In Thunder and Rain, Chincoteague Ponies Make Annual Swim *<pause>*

by Stefanie Dazio *<pause>*

© 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. *<pause>*

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. *<pause>*

3 But the horses kept paddling on. *<pause>*

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. *<pause>*

5 "It just seemed like it came out of nowhere," she added. *<pause>*

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. *<pause>*

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. *<pause>*

9 "The mud will wash off," Bowden yelled into a loudspeaker. "The memories will last forever." *<pause>*

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. *<pause>*

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. *<pause>*

12 The swim takes place during slack tide, which is the period between tides when there is no current. *<pause>*

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." *<pause>*

14 "It was a little dangerous," Clements said after the swim, noting that he wasn't sure which direction the storm was moving. *<pause>*

15 No ponies were hurt, Bowden said, but a few of the cowboys' horses suffered cuts on their legs from shells. "Outside of the weather, it was a perfect swim," she said. *<pause>*

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. *<pause>*

17 "We waited 2 1/2 hours for torrential downpour and a little bit of pony," she said. *<pause>*

18 Iwanik had hoped for a better view of the crossing, but she said she would return another year. *<pause>*

19 "I think we have a good story to tell," she said. *<pause>*

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. *<pause>*

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. *<pause>*

22 The family flew from Oregon to Ohio, where they met up with more relatives, and drove to Virginia. *<pause>*

23 Pam Richerson, 60, of Hutto, Tex., grew up reading the "Misty" book and has wanted to see the swim for decades. *<pause>*

24 One of her husband's first gifts to her was a first edition of the book. *<pause>*

25 "I'd say we've been planning it for 36 years," her husband, John Richerson, laughed. *<pause>*

26 "My bucket list is checked off," Pam Richerson said.

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Question 16. *<pause>*

Part A *<pause>*

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 *<pause>*

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

Question 17.

Part A *<pause>*

Which statement describes a main idea of the article?

A. People had trouble seeing the ponies because more visitors arrived than were expected.

B. Severe weather caused concern for the people involved in the event, but the ponies still crossed the channel successfully.

C. The pony swim takes place every year, and people come from all over the world to see it.

D. Some people choose the yearly pony event as a special trip to take with their families.

Part B *<pause>*

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

A. "'We had no idea whatsoever about this storm,' said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department."

B. "Thousands come from across the United States and beyond."

C. "'Outside of the weather, it was a perfect swim,' she said."

D. "Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim."

Question 18. *<pause>*

You have read the articles 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 articles and how they help the reader learn more about the ponies. *<pause>*

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

Stop. *<pause>*

You have come to the end of the Research Simulation Session of the test. *<pause>*

Review your answers from the Research Simulation Session only. *<pause>*

Then close your test booklet and sit quietly or read silently.

Session 3
Narrative Writing Task and Reading Passage

Directions: *<pause>*

Today you will take Session 3 of the Grade 4 English Language Arts Practice Test. *<pause>*

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 stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. *<pause>*

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. *<pause>*

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.

Today you will read the story "Sally's Rescue." As you read and answer the questions, pay close attention to the characters and events to prepare to write a narrative story. *<pause>*

Read the story "Sally's Rescue." Then answer questions 19 through 23. *<pause>*

Sally's Rescue *<pause>*

by Roderick J. Robison *<pause>*

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. *<pause>*

2 "We're going down to the beach," said Anna, hardly able to contain her excitement. *<pause>*

3 "Have fun. I hope you find something good washed up on the shore," their mother replied. *<pause>*

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. *<pause>*

5 "Hello, girl. What a beautiful seal you are!" said Anna. *<pause>*

6 The seal tilted her head at the sound of Anna's voice. *<pause>*

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. *<pause>*

8 "She's just a pup, probably less than a month old," said Mom. *<pause>*

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. *<pause>*

10 "Good-bye, girl," said Anna. *<pause>*

11 "Good-bye, seal," said Jim. *<pause>*

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. *<pause>*

13 "I'm going to name her Sally," said Anna. "Can we keep her? Please?" *<pause>*

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. *<pause>*

15 Dad lifted his binoculars and focused them. "They're seals," he replied. *<pause>*

16 “Do you think they’re Sally’s parents?” asked Anna. *<pause>*

17 “They very well could be,” replied Mom. “If they are, they’re probably looking for her right now.” *<pause>*

18 “They must miss her very much,” said Jim. *<pause>*

19 “And she must miss them very much,” added Anna. *<pause>*

20 “Seals are shy around people,” said Dad. “Let’s go away so they can come and get her.” *<pause>*

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. *<pause>*

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. *<pause>*

23 Dad cut the motor as they approached the first group of rocks, where six dark seals were sunning themselves. *<pause>*

24 “I don’t think that’s them,” said Jim, as the seals dove into the water. *<pause>*

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. *<pause>*

26 “H’m,” said Dad, scanning a small, rocky ledge up ahead. On the ledge were two spotted gray seals. *<pause>*

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. *<pause>*

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?” *<pause>*

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. Robison from Ladybug Vol 17, No. 2 August 2007 issue, copyright © 2007 by Carus Publishing Company. Reprinted by permission of Ladybug Magazine.)

Question 19.

Part A *<pause>*

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

A. to ask for their help with the lost seal

B. to ask for their permission to keep the seal

C. to ask for a boat ride to see the seal’s parents

D. to ask for binoculars to look for the seal’s parents

Part B *<pause>*

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

A. paragraph 6

B. paragraph 9

C. paragraph 13

D. paragraph 14

Question 20.

Part A *<pause>*

Which event **best** helps Sally?

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

Part B *<pause>*

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

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

Question 21.

Part A *<pause>*

Which is a theme of “Sally’s Rescue”?

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

Part B *<pause>*

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

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

Question 22.

Part A *<pause>*

How does Sally feel at the end of the story?

A. confused

B. excited

C. grateful

D. hopeful

Part B *<pause>*

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

A. "The seal tilted her head at the sound of Anna's voice." (paragraph 6)

B. "After a while, Sally made her way into the box and gobbled the sardine." (paragraph21)

C. "Sally whimpered as the boat approached the ledge... ." (paragraph 27)

D. "Three gray seals poked their heads above the surface and lingered for a few moments as if to say thank you." (paragraph 29)

Question 23

Imagine what the story would be like from the seal's point of view. Consider how it would be different from the story you read. Rewrite the story to tell it from the seal's point of view. *<pause>*

Read the article “The Peanut Man.” Then answer questions 24 through 29. *<pause>*

The Peanut Man *<pause>*

1 George Washington Carver was always interested in plants. When he was a child, he was known as the “plant doctor.” He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he’d take their plants to his garden and nurse them back to health. *<pause>*

2 Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes “worn out” after a few years. Eventually, cotton will no longer grow on this land. *<pause>*

3 This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan. *<pause>*

4 Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein. *<pause>*

5 Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families—quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that. *<pause>*

CREDIT: Johnson, Frances Benjamin, photographer. "George Washington Carver, full-length portrait, standing in field, probably at Tuskegee, holding a piece of soil." 1906 Booker T. Washington Collection, Prints and Photograph Division, Library of Congress

George Washington Carver gathering soil samples.

The photo shows George Washington Carver gathering soil samples.

6 Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year. Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras. Again, Carver had a plan. Do you know what he did? *<pause>*

7 Carver invented all kinds of things made out of peanuts. He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap. Carver thought that if farmers started making things out of peanuts, they'd have to buy fewer things and would be more self-sufficient. And if other people started making things out of peanuts, they would want to buy the extra peanuts, so the farmers would make more money. Although not many of Carver's peanut products were ever mass-produced, he did help spread the word about peanuts. *<pause>*

8 Peanuts became more and more popular. By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA). In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts. Soon the whole country had heard of George Washington Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

(The Peanut Man from America's Library—Public Domain)

Question 24.

Part A *<pause>*

What does **dedicated** mean as it is used in paragraph 3 of “The Peanut Man”?

A. being very committed to a purpose or mission

B. thinking something is unlikely or impossible

C. showing disappointment in the current situation

D. expressing appreciation for hard work done by others

Part B *<pause>*

Which **two** details from the article provide evidence that Carver was **dedicated** to his work?

A. “People would ask him for advice when they had sick plants.” (paragraph 1)

B. “This was especially bad for poor African American farmers, who relied on selling cotton to support themselves.” (paragraph 3)

C. “In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.” (paragraph 5)

D. “Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras.” (paragraph 6)

E. “He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap.” (paragraph 7)

F. “By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA).” (paragraph 8)

Question 25.

Part A *<pause>*

What is a main idea of the article?

A. George Washington Carver was a bright young man and an excellent teacher.

B. George Washington Carver taught farmers how to improve crop production.

C. George Washington Carver learned about caring for plants as a young boy.

D. George Washington Carver was recognized by Congress for his accomplishment.

Part B *<pause>*

Which detail from the article supports the answer to Part A?

A. "When he was a child, he was known as the 'plant doctor.'" (paragraph 1)

B. "Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use." (paragraph 2)

C. "Carver knew that certain plants put nutrients back into the soil." (paragraph 4)

D. "In 1921 the UPAA asked Carver to speak to the U.S. Congress about the many uses for peanuts." (paragraph 8)

Question 26.

Part A *<pause>*

How does the author of the article use key details to support the main idea?

A. by telling how farmers became self-sufficient

B. by showing Carver's attention to plants since childhood

C. by describing the farming conditions in the South

D. by explaining how Carver studied nutrients in the soil

Part B *<pause>*

Which detail from the article supports the answer to Part A?

A. ". . . was always interested in plants." (paragraph 1)

B. "Cotton plants use most of the nutrients... ." (paragraph 2)

C. ". . . cotton will no longer grow on this land." (paragraph 2)

D. ". . . plant cotton one year, then the next year plant peanuts... ." (paragraph 6)

Question 27.

Part A *<pause>*

Which sentence **best** summarizes “The Peanut Man”?

A. Because George Washington Carver wanted to help farmers, he taught them how to replace cotton plants with peanut plants.
B. Because George Washington Carver was interested in plants, he became a teacher who taught his students how to grow different types of crops.
C. Because George Washington Carver invented many uses for peanuts, they became a major crop in the United States.
D. Because George Washington Carver used his interest in plants to help farmers become self-sufficient, peanuts became an important crop.

Part B *<pause>*

Which **two** sentences from the article are important to include in a summary of “The Peanut Man”?

A. “He had a secret garden where he grew all kinds of plants.” (paragraph 1)
B. “People would ask him for advice when they had sick plants.” (paragraph 1)
C. “Sometimes he’d take their plants to his garden and nurse them back to health.” (paragraph 1)
D. “Carver was dedicated to helping those farmers, so he came up with a plan.” (paragraph 3)
E. “Peanuts are also a source of protein.” (paragraph 4)
F. “Peanuts became more and more popular.” (paragraph 8)

Question 28.

Part A *<pause>*

How does the author use evidence to support the idea that peanuts had become one of the major crops in the United States?

A. by explaining why growing cotton was harming struggling farmers

B. by providing examples of products made from peanuts

C. by describing the creation of a national group of peanut farmers

D. by explaining why crop rotation is good for the soil

Part B *<pause>*

Which evidence from the article supports the answer to Part A?

A. “Eventually, cotton will no longer grow on this land.” (paragraph 2)

B. “Carver knew that certain plants put nutrients back into the soil.” (paragraph 4)

C. “He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap.” (paragraph 7)

D. “By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA).” (paragraph 8)

Question 29.

Part A *<pause>*

How did Carver become well known across the country?

A. He worked at the Tuskegee Institute.

B. He helped people make their sick plants well.

C. He spoke to Congress about the many uses of peanuts.

D. He organized the United Peanut Association of America.

Part B *<pause>*

Which detail from the article supports the answer in Part A?

A. “. . . and nurse them back to health.” (paragraph 1)

B. “Later, when he was teaching... .” (paragraph 2)

C. “By 1920 there were enough peanut farmers to form... .” (paragraph 8)

D. “. . . the whole country had heard... .” (paragraph 8)

Stop. *<pause>*

You have come to the end of the Narrative Writing Task and Reading Passage Session of the test. *<pause>*

Review your answers from the Narrative Writing Task and Reading Passage Session only. *<pause>*

Then close your test booklet and sit quietly or read silently.

Session 4
Reading Literary and Informational Texts

Directions: *<pause>*

Today you will take Session 4 of the Grade 4 English Language Arts Practice Test. *<pause>*

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 stray pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely. *<pause>*

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**.

Read the passage from the article "Butterflies." Then answer questions 30 through 33. *<pause>*

from "Butterflies" *<pause>*

by Beth Wagner Brust *<pause>*

1 Butterflies play an important role in our world. Everyone knows how beautiful butterflies can be. But many people do not realize that they do much more than simply make the world a prettier place. *<pause>*

2 For one thing, butterflies carry pollen from plant to plant. This helps fruits, vegetables, and flowers produce new seeds, which in turn become new plants. Also, butterflies and caterpillars—the larval or immature stage of what will become a butterfly—are at the bottom of the food chain. This means that they provide food for many other types of animals. *<pause>*

3 The word "butterfly" was probably first used to describe a common European butterfly, the yellow brimstone. At first, people called it the "butter-colored fly." Then they shortened the name to "butterfly." *<pause>*

4 Scientists group butterflies and moths in the category, or *order*, known as Lepidoptera, which means "scaled wings." This name fits butterflies and moths very well, because their wings are covered with tiny scales. These are the only insects that have scales. *<pause>*

5 Butterflies can be found in all but the hottest and coldest parts of the world. More butterflies live in the tropics than anywhere else. That's because in the tropics, there are always plenty of plants for the caterpillars to eat and many blossoms to produce nectar for the butterflies. Tropical butterflies also live the longest—some for up to one year. Butterflies that live in more temperate climates have an average lifespan of just a few weeks or a few months. Some live a mere few hours. *<pause>*

6 Butterflies have always fascinated people. In the 1800s, butterfly collecting was a popular pastime. People hunted, collected, and studied any specimens they could find. Today, many people "hunt" butterflies with cameras so they can "capture" them on film instead of catching them. *<pause>*

7 Some people plant special gardens with flowers and grasses that will attract butterflies. That's a great way to enjoy butterflies in your own backyard! *<pause>*

8 Twenty thousand species of butterflies brighten the world. Butterflies have a wonderful variety of colors, wing shapes, and sizes. The largest is the *Queen Alexandra's birdwing*. It has a bigger wingspan than many birds. (One of the world's smallest butterflies, the *small blue*, measures less than an inch from wingtip to wingtip). *<pause>*

9 No two butterflies of the same species are exactly alike. Each is a bit different from the other. Often, the most colorful butterflies are males. Females tend to be duller looking, which lets them blend in with their surroundings. This helps to protect them from predators while laying their eggs. But whether male or female, large or small, the fluttering and soaring butterflies make fields, forests, and mountainsides come alive! *<pause>*

10 Like magic, a butterfly changes from a sluggish caterpillar into a beautiful, graceful adult. This magic of nature is called *metamorphosis*. The reason it seems like magic is because the immature or larval stage in this development—the caterpillar—is completely unlike the adult butterfly. Looks, life-styles, and eating habits are different. *<pause>*

11 1. A female butterfly knows where to lay her eggs so that the caterpillars will have plenty of the right kinds of leaves to eat when they hatch. A caterpillar would rather starve than eat the wrong plant! *<pause>*

12 2. Butterfly eggs come in many shapes and textures. Some are smooth, while others have grooves on the surface. After several days, the egg is ready to hatch. Then the caterpillar eats its way out of the egg, head first. *<pause>*

13 3. Once free of the egg, the caterpillar turns and eats its shell. The eggshell provides important nutrients that the caterpillar will need to keep growing. *<pause>*

14 4. A caterpillar's skin cannot stretch as it grows. So, like snakes, caterpillars must shed their skins to make room for their bigger bodies. *<pause>*

15 5. Before shedding its skin for the last time, the caterpillar attaches itself to a stem by spinning a silk "button." Once secure, it wiggles out of its old skin to expose a tough new skin. This new skin hardens almost immediately—it is called a chrysalis. *<pause>*

16 There are four stages in a butterfly's life cycle. The first is the *egg* laid by the female. After 5 to 10 days, a tiny *caterpillar* hatches from the egg. The caterpillar begins an eating binge that continues through its stage in a butterfly's life. The well-fed caterpillar now sustains life through the next stage of development—the *pupa* or *chrysalis*. During this dormant but transitional stage, no food is taken in. At the end of this stage, transformation is complete, and the *adult butterfly* emerges from the chrysalis. If conditions are unfavorable at any stage, development may be delayed until conditions improve.

(Adaptation of "Butterflies" by Beth Wagner Brust from Zoobooks February 2010 issue, copyright © 2010 by Wildlife Education Ltd. Used by permission.)

Question 30.

Part A *<pause>*

How is the information in paragraph 2 **mainly** organized?

A. comparison and contrast

B. problem and solution

C. chronological order

D. cause and effect

Part B *<pause>*

Which phrase from paragraph 2 **best** supports the answer to Part A?

A. “. . . flowers produce new seeds.. .”

B. “. . . which in turn become new plants.”

C. “. . . stage of what will become a butterfly.. .”

D. “. . . bottom of the food chain.”

Question 31.

Part A *<pause>*

Why are female butterflies usually less colorful than male butterflies?

A. so females can blend in with their environment to hide

B. so other butterflies can tell which type females are

C. so bees will let females get to the best flowers

D. so other animals know that females taste bad

Part B *<pause>*

Which of these statements from the passage **best** supports the answer to Part A?

A. “For one thing, butterflies carry pollen from plant to plant.” (paragraph 2)

B. “This means that they provide food for many other types of animals.” (paragraph 2)

C. “Each is a bit different from the other.” (paragraph 9)

D. “This helps to protect them from predators while laying their eggs.” (paragraph 9)

Question 32.

Part A *<pause>*

What does the word **metamorphosis** mean as it is used in paragraph 10?

A. a process moving from one stage of life to another

B. the act of traveling from plant to plant

C. the kind of flowers that butterflies prefer to carry pollen to

D. a type of butterfly with blue wings

Part B *<pause>*

Which of these phrases from the passage **best** supports the answer to Part A?

A. “Tropical butterflies also live the longest.. .” (paragraph 5)

B. “Twenty thousand species of butterflies.. .” (paragraph 8)

C. “. . . fluttering and soaring butterflies.. .” (paragraph 9)

D. “. . . a butterfly changes from a sluggish caterpillar . . .” (paragraph 10)

Question 33.

Part A *<pause>*

Which sentences **best** summarize the passage?

A. People have studied butterflies for years, but now they study them differently. Most people prefer to film butterflies instead of catching them.

B. People enjoy looking at butterflies, but there is more to butterflies than their beauty. They are amazing insects that serve a purpose.

C. Butterflies are known for their wings, but they have other forms too. Butterflies start as eggs and then turn into caterpillars.

D. Butterflies live in many areas, but they prefer warm areas. They live longer in warm areas.

Part B *<pause>*

Which of these sentences from the passage **best** supports the answer to Part A?

A. “But many people do not realize that they do much more than simply make the world a prettier place.” (paragraph 1)

B. “That’s because in the tropics, there always plenty of plants for the caterpillars to eat and many blossoms to produce nectar for the butterflies.” (paragraph 5)

C. “Today many people ‘hunt’ butterflies with cameras so they can ‘capture’ them on film instead of catching them.” (paragraph 6)

D. “Before shedding its skin for the last time, the caterpillar attaches itself to a stem by spinning a silk ‘button.’” (paragraph 15)

Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. *<pause>*

Read the story "Just Like Home." Then answer questions 34 through 36. *<pause>*

Just Like Home *<pause>*

by Mathangi Subramanian *<pause>*

1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her. *<pause>*

2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on. *<pause>*

3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line. *<pause>*

4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called rangoli, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement. *<pause>*

5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers. *<pause>*

6 "That's pretty," a voice said. *<pause>*

7 She turned around and saw that Enrique, a boy in her class, was watching her. *<pause>*

8 "It's called *rangoli*," she said. "They do this in India, where my parents are from." *<pause>*

9 “You know what that reminds me of?” he asked, kneeling down beside her. “The floor of my grandmother’s house in Mexico has tiles that have designs like that.” *<pause>*

10 “What do you mean?” Priya asked. *<pause>*

11 “Hand me a piece of chalk,” Enrique said. “I’ll show you.” Enrique sat down on the pavement and began to draw. He used green, orange, and yellow chalk to draw flowers that were more detailed than Priya’s, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs. *<pause>*

12 “What are you guys doing?” a voice asked. *<pause>*

13 Priya and Enrique had been so absorbed in drawing that they hadn’t noticed that their classmate Farah had been watching them. *<pause>*

14 “Hey,” Farah said, sitting down beside them, “that looks like the rugs in my Uncle’s house in Iran. Except on the rugs, the shapes are bigger, and aren’t as curly.” *<pause>*

15 “Show us,” said Enrique, handing her a piece of chalk. *<pause>*

16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white. *<pause>*

17 “Wow!” Ms. Lopez, Priya’s teacher, said. “That’s beautiful!” *<pause>*

18 Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening. *<pause>*

19 “It looks like a universe, with lots of planets and stars,” said Lily. *<pause>*

20 “It looks like a coral reef full of tropical fish,” said Jasper. *<pause>*

21 “What do you think it looks like Priya?” said Enrique. *<pause>*

22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, “It looks like home.”

(“Just Like Home,” by Mathangi Subramanian. Reprinted with permission from Skipping Stones Multicultural Magazine, March–April 2012.)

Question 34.

Part A *<pause>*

Priya from “Just Like Home” would agree with which statement?

A. Sharing family traditions can bring comfort.

B. Working together is the best way to achieve success.

C. Using imagination often makes ordinary situations exciting.

D. Making quick decisions can sometimes bring the best results.

Part B *<pause>*

Which paragraph from the story supports the answer to Part A?

A. paragraph 3

B. paragraph 11

C. paragraph 19

D. paragraph 22

Question 35.

Part A *<pause>*

What is the meaning of the word **drift** as it is used in paragraph 18 of “Just Like Home”?

A. consider

B. wander

C. change

D. hover

Part B *<pause>*

Which detail from the story helps the reader understand the meaning of **drift**?

A. Priya, Enrique, and Farah create drawings that have different colors and shapes.

B. Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.

C. Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.

D. Priya smiles when her teacher and classmates show an interest in the drawings by describing them to one another.

Question 36.

Part A *<pause>*

In “Just Like Home,” what can be learned about Priya from her statement, “It looks like home”?

A. She believes imagination improves art.

B. She realizes many of her classmates have artistic talent.

C. She misses the family traditions in India.

D. She wishes she could spend time with her friends in India.

Part B *<pause>*

Which detail supports the answer to Part A?

A. “At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends.” (paragraph 1)

B. “While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building.” (paragraph 4)

C. “Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs.” (paragraph 11)

D. “Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together.” (paragraph 18)

Read the poem “Life Doesn’t Frighten Me.” Then answer questions 37 and 38. *<pause>*

Life Doesn’t Frighten Me *<pause>*

by Maya Angelou *<pause>*

Shadows on
the wall Noises
down the hall
Life doesn’t frighten me at all*<pause>*

Bad dogs barking loud
Big ghosts in a cloud
Life doesn’t frighten me at all. *<pause>*

Mean old Mother
Goose Lions on the
loose
They don’t frighten me at all*<pause>*

Dragons breathing
flame On my
counterpane
That doesn’t frighten me at all. *<pause>*

I go boo
Make them shoo
I make fun
Way they run
I won’t cry
So they fly
I just smile
They go wild *<pause>*

Life doesn’t frighten me at all. *<pause>*

Tough guys fight
All alone at night
Life doesn’t frighten me at all. *<pause>*

Panthers in the park
Strangers in the dark
No, they don't frighten me at all. *<pause>*

That new classroom where
Boys all pull my hair
(Kissy little girls
With their hair in curls)
They don't frighten me at all. *<pause>*

Don't show me frogs and snakes
And listen for my scream,
If I'm afraid at all
It's only in my dreams. *<pause>*

I've got a magic charm
That I keep up my sleeve,
I can walk the ocean floor
And never have to breathe. *<pause>*

Life doesn't frighten me at all
Not at all
Not at all. *<pause>*

Life doesn't frighten me at all.

("Life Doesn't Frighten Me" from AND STILL I RISE by Maya Angelou, copyright © 1978 by Maya Angelou. Used by permission of Random House, an imprint and division of Random House LLC. All rights reserved.)

Question 37.

Part A *<pause>*

What is the meaning of lines 37 and 38 of “Life Doesn’t Frighten Me”? *<pause>*

I’ve got a magic charm That I keep up my sleeve, *<pause>*

A. a secret talent to use when the time is right

B. a symbol of the speaker’s imagination

C. a special treasure hidden from cruel classmates

D. a scary experience in the speaker’s nightmares

Part B *<pause>*

Which lines from the poem **best** demonstrate the answer to Part A?

A. lines 10 to11

B. lines 28 to 29

C. lines 35 to 36

D. lines 39 to 40

Question 38.

Part A *<pause>*

Which sentence summarizes the speaker's thoughts in "Life Doesn't Frighten Me"?

A. Some challenges are much more difficult than others.

B. Dreams can be helpful when solving problems.

C. Confidence is the best weapon against fear.

D. Being alone is the scariest place to be.

Part B *<pause>*

Which lines from the poem show evidence of the answer to Part A?

A. lines 1–2

B. lines 10–11

C. lines 19–20

D. lines 35–36

Refer to the story "Just Like Home" and the poem "Life Doesn't Frighten Me." Then answer question 39. *<pause>*

Question 39.

Part A *<pause>*

The author of the story "Just Like Home" uses different structural elements than the poet of the poem "Life Doesn't Frighten Me." Which structural element is found **only** in the story?

A. setting

B. dialogue

C. description

D. rhythm

Part B *<pause>*

Which evidence from the story supports the answer to Part A?

A. "Now she sat in the corner of the field and watched the other kids play without her." (paragraph 1)

B. "The patterns were called rangoli, and they looked like stars and roses." (paragraph 4)

C. "The pavement was covered in bright colors and shapes: triangles, circles, squares, and diamonds, all mixed together." (paragraph 18)

D. "'It looks like a universe, with lots of planets and stars,' said Lily." (paragraph 19)

Stop. *<pause>*

You have come to the end of the Reading Literary and Informational Texts Session of the test. *<pause>*

Review your answers from the Reading Literary and Informational Texts Session only. *<pause>*

Then close your test booklet and sit quietly or read silently.

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