

4th GRADE LITERACY  
BENCHMARK

RELEASED ITEMS  
COMPILED BY SKILL

2006-2007

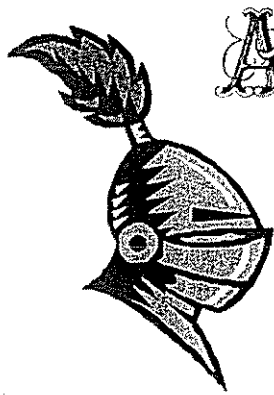
COMPILED BY BARBARA BROWN

READING: STRAND 2 FRAMEWORK  
4<sup>th</sup> Grade  
2006-2007

CONTENT STANDARDS	STUDENT LEARNING EXPECTATIONS
<p>9. <b>COMPREHENSION:</b> Students shall apply a variety of strategies to read and comprehend printed material.</p>	<p>1. Organize prior knowledge and new information to make meaning of a text. (4)            4. Revise mental pictures based on information from the text. (1)            5. Generate questions that reflect active engagement in the text. (8) B, 2006            7. Infer the purpose of the text to expand comprehension. (4)            8. Describe how the author's purpose determines the choice of language and information in a text. (4)            9. Use inferences to expand understanding of the content knowledge. (10) A and C, 2007            10. Sort relevant and irrelevant information based on the purpose of reading. (3)            11. Read a text for variety of purposes. (2) A, 2006            12. Summarize content of selection, identifying important details and providing details for each important idea. (5) C, 2006 B, 2007</p>
<p>10. <b>VARIETY OF TEXTS:</b> Students shall read, examine, and respond to a wide range of texts for a variety of purposes</p>	<p>6. Use graphic organizers, including main idea/detail maps and outlines, to make meaning of the reading selection. (6)            12. Identify and compare the story elements of mysteries and realistic fiction. (1)            14. Identify language and literary devices, including tone. (1)            19. Utilize functional texts, including brochures, newspaper articles, and magazines, to accomplish tasks. (1)</p>
<p>11. <b>VOCABULARY, WORD STUDY, AND FLUENCY:</b> Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.</p>	<p>1. Use context clues to determine the precise meaning of new words. (4)            9. Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words. (1)</p>

**2007**  
**passages**

Read the following passage about a kidnapped princess. Then answer multiple-choice questions 1 through 8 and open-response question A.



# A Short Knight's Tale

by Leanne M. Pankuch

Once, long ago, Good King Bern ruled a great kingdom. He and his daughter, the wise and beautiful Princess Sara of the long, shining hair, lived in Castle Bor.

Because King Bern was very afraid that his daughter might be lost or hurt, he would not allow her to leave Castle Bor.

One morning, a note was found in the princess's bedroom. It said, "I have been captured by the dread dragon Lightning. Sincerely, Princess Sara."

Good King Bern called all of the knights in the kingdom to Castle Bor. "Brave knights," he said, "my daughter has been kidnapped by the dread dragon Lightning. Who among you will rescue my wise and beautiful princess?"

All of the knights raised their swords. One very tall knight stepped forward. It was Sir Reginald the Strong. "We will bring her back to you, Sire," shouted Sir Reginald.

Suddenly, another knight arrived. He was very short, and his armor didn't fit very well. The knight stepped up beside Sir Reginald and laid his sword before the king.

"I am Sir Aras the Small," the knight said, bowing. The other knights laughed.

8 Good King Bern held up his hand. "Laugh not at any knight who has the courage to face the dread dragon Lightning," he said.

9 Now, it was said throughout the kingdom that the dragon could melt any opponent with ease. The truth, though, was that the dragon had made up that story himself to keep knights from bothering him with their challenges. Actually, melting people always upset his stomach.

So on the day the knights came to rescue the princess, the dragon simply picked up each one and dropped him into a huge cage with thick, metal bars.

"I will defeat you!" shouted Sir Reginald when his turn came. But even he was dropped into the cage, shining armor and all.

Soon only Sir Aras the Small remained. The small knight put away his sword and walked up to the dread dragon Lightning.

"Why have you caged these knights?" asked Sir Aras.

"They wanted to defeat me," the dragon said.

"Noble dragon," said Sir Aras, bowing. "If I can end these challenges, will you return these knights to their king?"

The dragon rumbled for a few minutes, thinking. "Agreed," he said at last.

PART II Released Reading Items—2007 Benchmark Grade 4

And so, Sir Aras the Small led the dread dragon Lightning, pulling the cage full of defeated knights, back to King Bern.

“But what of my daughter?” the king shouted.

Sir Aras bowed his head and removed his helmet. Long, shining hair tumbled out.

“*Princess Sara!*” the king cried.

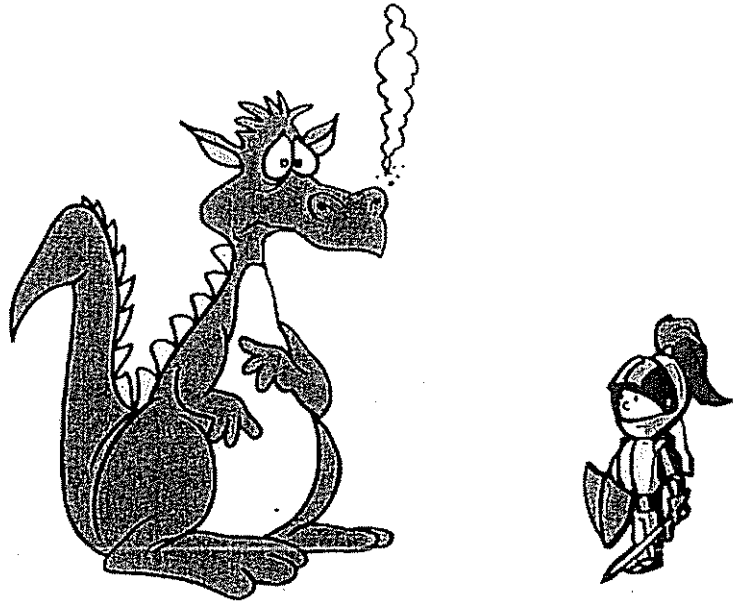
“I’m sorry, Father,” said the princess. “I wanted to prove that I could take care of myself. Please let me leave the castle. I want to see more of our beautiful kingdom.”

“Of course,” said the king.

“And will you also order the dread dragon Lightning free from any knight’s challenge?” the princess asked.

“I suppose so,” said the king, who was still a bit afraid of the dragon.

In the years to come, Princess Sara and Lightning—nobody called him “dread” any longer—became great friends. Together, they had many adventures and, of course, lived happily ever after.



COMPREHENSION

Organize prior knowledge and new information to make meaning of a text.

(2007= passage one # 1 passage three #23 2006= passage two #15, passage three #17)

1. Why did the author use the words “of course” in the last sentence of the passage?
  - A. Princesses always love adventure.
  - B. The princess and the dragon were unusual friends.
  - \* C. Princesses usually live happily ever after in stories.

Revise mental pictures based on information from the text. (2007= passage one # 5)

5. The last sentence in paragraph 9 states, "Actually, melting people always upset his stomach." Why does the author **most** likely include this sentence in the passage?
- A. to make the dragon sound meaner
  - \* B. to make the dragon seem less scary
  - C. to suggest that dragons have sensitive stomachs
  - D. to show that the dragon is afraid of the knights' challenges

Generate questions that reflect active engagement in the text. (2007= passage one # 7  
passage two # 10,14 passage three # 18 2006= passage two # 9,10, 14, B open response)

7. According to paragraph 8, how does King Bern respond when the knights laugh at Sir Aras the Small?
- A. He tells the knights to have courage.
  - \* B. He tells the knights to stop laughing.
  - C. He tells the knights that Sir Aras is really the princess.
  - D. He tells the knights that they must face the dread dragon Lightning.

Infer the purpose of the text to expand comprehension. (2007= passage one # 6  
2006= passage one # 3 passage two # 16)

6. This passage is **most** likely intended to
- \* A. amuse the reader.
  - B. persuade the reader to visit Castle Bor.
  - C. describe how knights used to defeat dragons.
  - D. compare King Bern to the dragon Lightning.

Use inferences to expand understanding of the content knowledge. (2007= passage one # 2, A passage three # 19, 24, C 2006= passage one # 2,6 Passage three # 18,20,22)

2. Which statement about the king is supported by the passage?

- A. He was a lonely man.
- \* B. He loved his daughter.
- C. He wanted to challenge the dragon.
- D. He knew that Sir Aras was Princess Sara all along.

A. The cause and effect map below is missing the effects. Describe one effect for each cause. Use specific information from the passage to support your responses.

Cause	Effect
1. The king worried about Princess Sara's safety.	
2. Sir Aras wore armor that did not fit well.	
3. Sir Reginald went to rescue the princess.	
4. Princess Sara saved the knights from the dragon.	

BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

**RUBRIC FOR READING OPEN-RESPONSE ITEM A**

SCORE	DESCRIPTION
4	The response correctly describes one effect for each of the four causes using details from the passage to support the response.
3	The response correctly describes three of the effects using details from the passage to support the response.
2	The response correctly describes two of the effects using details from the passage to support the response.
1	The response correctly describes one of the effects using details from the passage to support the response or shows some understanding of the passage.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

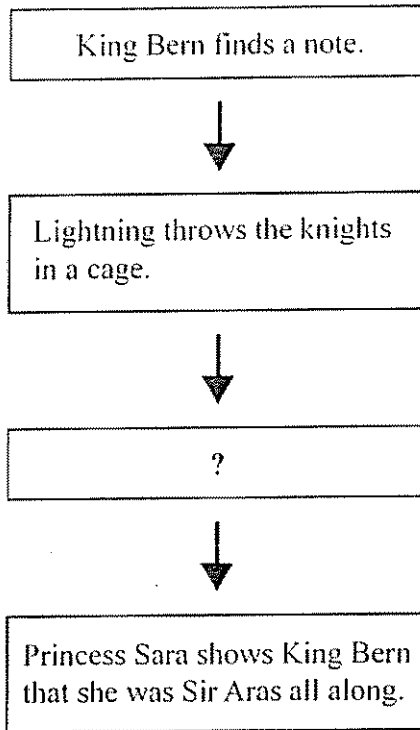
Summarize content of selection, identifying important details and providing details for each important idea. (2007= passage one #3 passage two # 11, B 2006= passage one # 8 passage three # C open response)

3. Which fact is most important to the plot of the passage?
- A. The princess has very long hair.
  - \* B. The princess pretends to be a knight.
  - C. The dragon is good at fighting knights.
  - D. The dragon is afraid of melting people.

VARIETY OF TEXTS

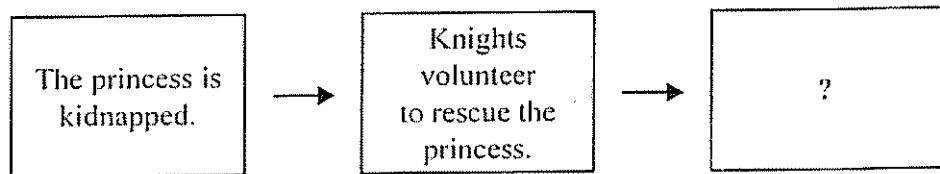
Use graphic organizers, including main idea/detail maps and outlines, to make meaning of the reading selection. (2007= passage one # 4, 8 passage two # 13, passage three # 17,21 2006= passage three # 24)

4. The graphic organizer below shows the order of events as they happened in the passage.



Which sentence correctly completes the graphic organizer?

- A. Many of the knights laughed at Sir Aras the Small.
  - B. King Bern asked the knights to rescue his daughter.
  - C. Princess Sara and Lightning became great friends.
  - \* D. Sir Aras asked the dragon to return the knights to the king.
8. Which sentence best fits into the empty box?



- A. The king finds a note from his daughter.
- B. The wise and beautiful Princess Sara is born.
- C. The king will not let the princess leave the castle.
- \* D. The princess brings the dragon back to the castle.

Read the following passage about the creation of a set of bronze statues. Then answer multiple-choice questions 9 through 16 and open-response question B.



What has eighteen legs, shines in the sun, and loves children? A set of eight bronze duckling statues with their mother, that's what! They are made for hugging, climbing on, and "feeding." They were created by the sculptor Nancy Schön (pronounced **shern**). She based them on the ducklings in the famous children's book *Make Way for Ducklings*.

- 2 The ducklings in the book hatched from the drawing pencil of author Robert McCloskey back in 1941. In the story, the ducklings followed their proud mother around the Public Garden in Boston, Massachusetts. They learned to "walk in a line, to come when they were called, and to keep a safe distance from bikes and scooters and other things with wheels." But the duckling statues started in a very different way almost fifty years later.

Ms. Schön, who had been making sculptures of people for years, noticed that children love to play with animal statues. At the same time, the six-year-old twin boys of an English friend of hers visited the Public Garden. They had read *Make Way for Ducklings*, and they were puzzled. "Mummy, where are the ducks?" they asked.

Ms. Schön's friend suggested that she bring the famous little birds to life. Mr. McCloskey himself was delighted with the idea. He encouraged the sculptor to start by copying his own drawings.

"Just to be different, I chose eight of the poses of the ducks that I liked best," explains Ms. Schön. She then lined them up behind Mrs. Mallard. She wanted to remind people how the ducklings in the book waddled from the Charles River, across busy Beacon Street, and right into the Public Garden.

Deciding how big the ducks should be was an important question. Mr. McCloskey himself came to the art studio to help. To get a better look, they dragged the clay models outside on a snowy February day. Just then a group of children at the preschool next door came out and stopped short in surprise.

**PART II Released Reading Items—2007 Benchmark Grade 4**

Ms. Schön laughs as she remembers. “The children came running and screaming and started to pat and hug them. It was so exciting!” There was no doubt now—the ducklings were perfect. The bronze statues were ready to be made.

In October 1987, two large and sixteen small webbed feet lined up and came to stay in the Boston Public Garden. Mrs. Mallard stands more than three feet tall, and her children—“Jack, then Kack, and then Lack, followed by Mack and Nack and Ouack and Pack and Quack”—trail proudly behind her, waddling on old rounded Boston cobblestones. Their bright eyes sparkle, inviting children of all ages to touch, hug, and play with them, just as Ms. Schön wanted.

*Generate questions that reflect active engagement in the text. (2007= passage one # 7  
passage two # 10,14 passage three # 18 2006= passage two # 9,10, 14, B open response)*

- |   |  |
|---|--|
| <p>10. How did Nancy Schön decide on the poses for the ducks?</p> <p>A. She modeled them after real ducks.</p> <p>B. She let Robert McCloskey pick the poses.</p> <p>* C. She picked her favorite poses from the book.</p> <p>D. She let the preschool children decide what they liked.</p> | <p>14. Who first suggested that Nancy Schön create statues of the ducklings?</p> <p>A. her children</p> <p>B. Robert McCloskey</p> <p>* C. an English friend of hers</p> <p>D. directors of the Boston Public Garden</p> |
|---|--|

*Infer the purpose of the text to expand comprehension. (2007= passage one # 6  
passage two # 15 2006= passage one # 3 passage two # 16)*

15. What is the main purpose of this passage?
- A. to convince children to read *Make Way for Ducklings*
- B. to show the reader how to make lifelike statues of ducklings
- C. to highlight reasons children enjoy playing with animal statues
- \* D. to explain how the duckling statues came to the Boston Public Garden

Describe how the author's purpose determines the choice of language and information in a text.  
(2007= passage two # 9, 12, 16 2006= passage three # 21)

9. What does the first sentence in paragraph 2 mean?
- \* A. Robert McCloskey drew the pictures in *Make Way for Ducklings*.
  - B. Robert McCloskey's duck had ducklings while he was writing a book.
  - C. Robert McCloskey sculpted the ducklings in the Boston Public Garden.
  - D. Robert McCloskey's *Make Way for Ducklings* is a well-known children's book.
12. The title "Ducklings Come Home to Boston" refers to
- A. Robert McCloskey's pet ducklings.
  - \* B. Nancy Schön's sculptures of ducklings.
  - C. the ducklings that swim in the Charles River.
  - D. the ducklings that return to Boston each spring.

16. The most likely purpose of the first question in the passage is to

- \* A. make the reader curious.
- B. make fun of the duckling statues.
- C. show that the author has a sense of humor.
- D. show that *Make Way for Ducklings* is a children's book.

Summarize content of selection, identifying important details and providing details for each important idea. (2007= passage one #3 passage two # 11, B 2006= passage one # 8 passage three # C open response)

11. Which statement best summarizes the passage?
- A. An artist draws ducklings in a famous children's book.
  - B. The Boston Public Garden is an interesting place to visit.
  - C. Children find some lost ducklings in the Boston Public Garden.
  - \* D. A sculptor creates statues based on a well-known children's book.

Summarize content of selection, identifying important details and providing details for each important idea. (2007= passage one #3 passage two # 11, B 2006= passage one # 8 passage three # C open response)

B. Both Robert McCloskey and Nancy Schön created works that have something to do with ducks.

1. Explain one way their works are **alike** and provide one example from the passage to support your answer.
2. Explain one way their works are **different** and provide one example from the passage to support your answer.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

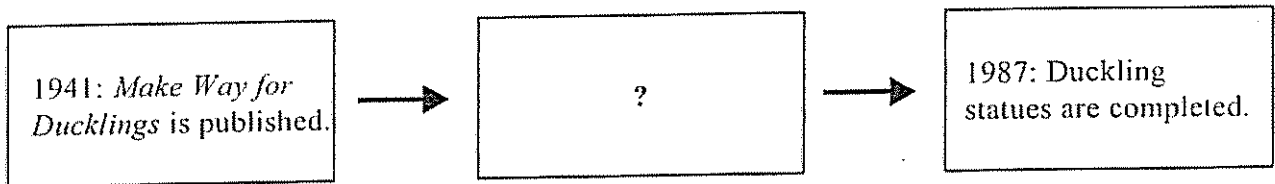
**RUBRIC FOR READING OPEN-RESPONSE ITEM B**

SCORE	DESCRIPTION
4	The response provides a description of how the two people's works are alike and how they are different, and uses one example from the passage to support the similarity and one example to support the difference.
3	The response provides a description of how the two people's works are alike and how they are different, and uses one example from the passage to support either the similarity or difference.
2	Response provides a description of how the two people's works are alike and uses one example from the passage to support the similarity. OR The response provides a description of how the two people's works are different and uses one example from the passage to support the difference. OR The response provides a description of how the two people are alike and how they are different but provides no examples in support. OR The response gives two examples that show how they are alike or different without explicitly stating the similarity or difference.
1	The response provides a description of how the two people's works are alike. OR The response provides a description of how the two people's works are different. OR The response gives an example that shows how they are alike or different without explicitly stating the similarity or difference.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

VARIETY OF TEXTS

Use graphic organizers, including main idea/detail maps and outlines, to make meaning of the reading selection. (2007= passage one # 4, 8 passage two # 13, passage three # 17,21 2006= passage three # 24)

13. Which sentence best completes the graphic organizer below?



- A. The ducklings cross Beacon Street to pose for the statues.
- B. Robert McCloskey donates the statues to Boston Public Garden.
- C. The February snowstorm ruins the clay models of the ducklings.
- \* D. Nancy Schön copies Robert McCloskey's drawings of the ducklings.

Read the following passage, which describes how to make a balloon-powered car. Then answer multiple-choice questions 17 through 24 and open-response question C.

# BALLOON CAR

## Make and race a balloon-powered car!

### What You Need

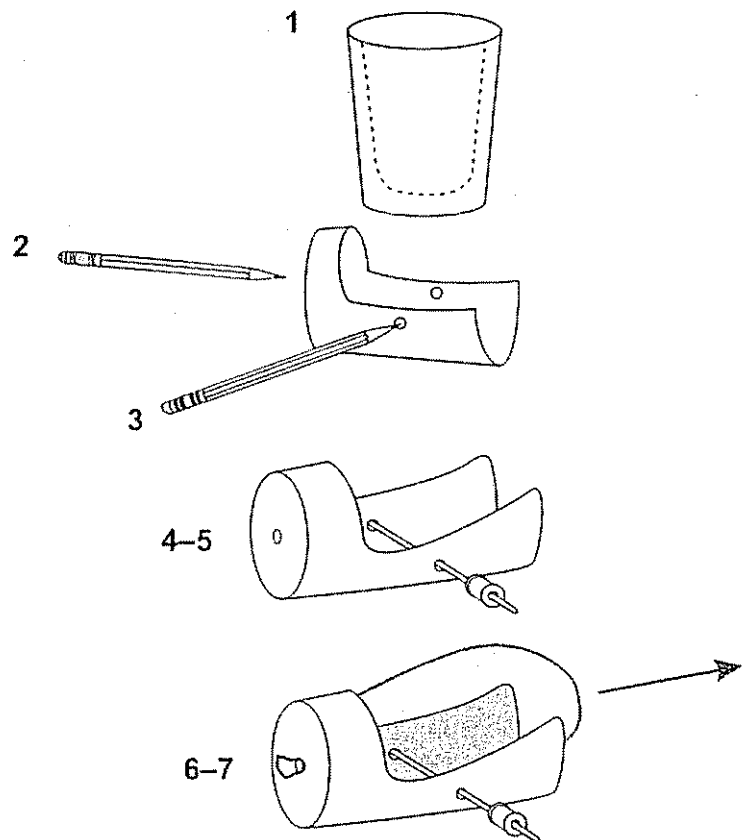
- paper cup (hot-beverage cup made of sturdy cardboard)
- scissors
- pencil
- plastic drinking straw
- 2 wooden spools
- 2 small rubber bands
- balloon

### Car Body

- 1 Cut out half of the cup.
- 2 Using a pencil, **poke** a hole in the center of the cup bottom. (The neck of a balloon will go through this hole.)
- 3 Using a pencil, **poke** 2 holes in the sides of the cup.

### Wheels

- 4 **Insert** a straw through the holes on the side of the cup. Then, slide a spool on each end of the straw. The spools should touch the ground. If they don't, change the position of the holes for the straw.
- 5 **Wrap** a rubber band around the end of each straw. The rubber bands will keep the spools from sliding off.



### Fuel Tank

- 6 **Push** the neck of the balloon through the hole in the bottom of the cup. The balloon should be lying inside the cup.
- 7 **Blow up** the balloon. Then put your car on the ground, and let the balloon go!

### Science Scoop

Think of what happens when you stretch a rubber band—when you pull it and let go, it snaps back into its original shape. The more you stretch it, the faster and harder it snaps. A balloon is like a rubber band. When you blow air inside a balloon, you stretch the balloon. The more air you blow inside, the more you stretch the balloon. The more the balloon is stretched, the faster the air leaves the balloon. The force of the air leaving the balloon pushes the car forward.

#### COMPREHENSION

Organize prior knowledge and new information to make meaning of a text.  
(2007= passage one # 1 passage three #23 2006= passage two #15, passage three #17)

23. Which activity would help the reader most quickly find how many straws are used in this project?
  - A. reading the first sentence under each bold heading
  - B. reading the information under the bold heading "Science Scoop"
  - \* C. reading the information under the bold heading "What You Need"
  - D. reading the bold words in each of the seven steps in the directions

Generate questions that reflect active engagement in the text. (2007= passage one # 7 passage two # 10,14 passage three # 18 2006= passage two # 9,10, 14, B open response)

18. What is the purpose of the rubber bands?
  - A. to help the cup keep its shape
  - B. to increase the speed of the car
  - \* C. to keep the spools on the straw
  - D. to fasten the opening of the balloon

Sort relevant and irrelevant information based on the purpose of reading.  
(2007= passage three # 20 2006= passage two # 11,12)

20. In step 2, why is the word **poke** most likely written in bold letters?
- A. It is the adjective that describes the cup.
  - \* B. It is the verb that tells what to do to the cup.
  - C. It is the pronoun that modifies the word pencil.
  - D. It is the adverb that tells how to insert the balloon.

Use inferences to expand understanding of the content knowledge. (2007= passage one # 2, A passage three # 19, 24, C 2006= passage one # 2,6 Passage three # 18,20,22)

19. The author compares a balloon to a rubber band mostly because
- \* A. they both stretch.
  - B. they are both easy to use.
  - C. they are both made of rubber.
  - D. they both push the car forward.
24. Which question could be correctly answered using the information in this passage?
- A. How fast will the balloon car go?
  - B. How much fuel is needed for the car?
  - \* C. What kind of paper cup is needed for the car?
  - D. What size spools should be used for the wheels?

C on next page

Use inferences to expand understanding of the content knowledge. (2007= passage one # 2, A passage three # 19, 24, C 2006= passage one # 2,6 Passage three # 18,20,22)

C. This passage uses rubber bands as part of the balloon car.

1. In this project, for what are the rubber bands used? Explain what would **most** likely happen if you did **not** use the rubber bands.
2. In this project, for what is the balloon used? Explain what would happen if you did **not** use the balloon.

Use information from the passage to support your responses.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

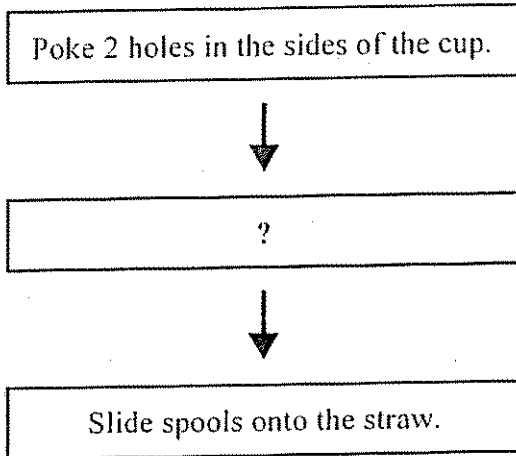
### RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	The response accurately states what the rubber bands are used for and what would happen if they were not used, and accurately states what the balloon is used for and what would happen if you did not use the balloon.
3	The response accurately states what the rubber bands are used for and what would happen if they were not used, and accurately states what the balloon is used for. <p style="text-align: center;"><b>OR</b></p> The response accurately states what would happen if the balloon were not used. <p style="text-align: center;"><b>OR</b></p> The response accurately states what the rubber bands are used for and what the balloon is used for, and what would happen if you did not use the balloon.
2	The response accurately states what the rubber bands are used for and what would happen if they were not used. <p style="text-align: center;"><b>OR</b></p> The response accurately states what the balloon is used for and what would happen if you did not use the balloon. <p style="text-align: center;"><b>OR</b></p> The response accurately states what the rubber bands are for and what the balloon is used for. <p style="text-align: center;"><b>OR</b></p> The response accurately states what would happen if you did not use the rubber bands and what would happen if you did not use the balloon.
1	The response accurately states what the rubber bands are used for. <p style="text-align: center;"><b>OR</b></p> The response accurately states what the balloon is used for. <p style="text-align: center;"><b>OR</b></p> The response accurately states what would happen if you did not use the rubber bands. <p style="text-align: center;"><b>OR</b></p> The response accurately states what would happen if you did not use the balloon.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

VARIETY OF TEXTS

Use graphic organizers, including main idea/detail maps and outlines, to make meaning of the reading selection. (2007= passage one # 4, 8 passage two # 13, passage three # 17,21 2006= passage three # 24)

17. Which best completes the graphic organizer below?



- \* A. Insert the straw into the holes.
- B. Poke a hole in the center of the cup.
- C. Put rubber bands on each end of the straw.
- D. Push the neck of the balloon into the hole.

21. Which item correctly completes the table below?

Parts of a Balloon Car
car body
wheels
?

- A. straw
- B. pencil
- \* C. fuel tank
- D. paper cup

VOCABULARY, WORD STUDY, AND FLUENCY

Use context clues to determine the precise meaning of new words. (2007= passage three # 22 2006= passage one # 4 passage two #13)

22. In step 4, the word position means

- A. size.
- B. shape.
- C. number.
- \* D. location.

2006  
Literacy  
passages

Read this passage to learn about Laurel's first trip to the Costa Rican rainforest. Then, answer multiple-choice questions 1 through 8 and open-response question A.



# Laurel's Rainforest

by Charnan Simon

Laurel loved the tree sloth. It hung from a branch right next to the porch, smiling in its sleep like a happy, little, silvery brown bear.

Laurel smiled back. This was her first morning in the Costa Rican rainforest. All day yesterday she and her mom had been on airplanes and buses and bumpy vans. Now they were finally at the rainforest research station where her father was a visiting scientist.

Daddy gave Laurel a hug. "Do you recognize Dasher from the pictures I sent you?"

Laurel nodded. "But he's bigger now. He was just a baby before."

"He's almost grown," Daddy agreed. "Not much left of that little orphan we found. He's almost ready to go back to the forest."

"Doesn't he ever move?" Laurel asked.

"Not much," said Daddy. "Mostly sloths hang from branches and sleep. Sometimes, if they've finished eating all the leaves they can reach, they wait for a flash flood so they can drop in the water and float to their next meal!"

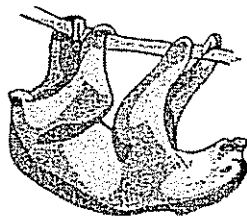
Laurel yawned and stretched. She thought she knew how Dasher felt.

9 Mom came out onto the porch.

"Ready?" she asked. Her parents thought Laurel should take it easy today, after all her traveling. But Laurel couldn't wait to explore the rainforest.

She wanted Daddy to take her all the way up to the platforms, built high above the rainforest floor, where he did most of his research!

At first, all Laurel could see was green. Tall, tall trees made a green roof above her head. Twisty vines and giant ferns and soft, lush blankets of moss grew everywhere. The air was moist and steamy against her face.



"It can get pretty muddy here," Daddy warned. "It's not called a rainforest for nothing—once it rained 14 times in the same day! If you slip, don't grab for a tree—it might be covered with biting ants or sharp spines. Just go ahead and fall in the mud."

That sounded like fun. Laurel looked more closely at a twisty trunk on the edge of the path. Sure enough, it was covered with what looked like pointy green and brown leaves. "Daddy!" she called. "Like these spines?"

Her father came to look. "Good eyes, Laurel!" he said. "But these aren't spines—they're bugs! They're called treehoppers. They look like sharp spines, so birds and animals won't want to eat them."

14 Bugs that looked like spines! Laurel watched, fascinated. The treehoppers covered that trunk, and they didn't move a bit. But something moved. "Daddy!" Laurel called again. "I found a frog!"

Sure enough, a tiny green frog with bright red eyes and long, orangy green feet was clinging to a vine wrapped around the tree.

"Can I pick it up?" Laurel begged.

Daddy shook his head. "Better not," he warned. "Remember all that bug spray Mom put on you? It might rub off on the frog and hurt it."

Laurel stood for a long time, watching her frog. Around her, rainforest noises filled the air. Whistles and chirps and buzzing, squawks and shufflings and tap-tap-taps. She cocked her head. Kree-awk, kree-awk. "What's that?" she asked. "That thing that sounds like a squeaky swing chain at the park."

"Parrots," Daddy answered. "Macaws."

Laurel looked around. "I don't see any

parrots!”

Daddy shook his head. “They’re up too high. That’s where the best leaves and fruit for eating are. Rainforest trees grow straight up to reach the sunlight, and then spread their branches at the very top. That’s where my platforms are.”

Laurel looked up. Rainforest trees didn’t look very much like the maple and apple trees she climbed at home.

“I’d have to be a monkey to climb these—” she started to say, and then snapped her mouth shut in astonishment. There were monkeys right here! Right above her head, swinging in and out of the dappled light, chittering and chattering and using their tails just like another hand to hold on with.

Laurel watched those monkeys for a long time. She wished she had a tail! Then she could hang from vines and leave her hands free to eat with, too!

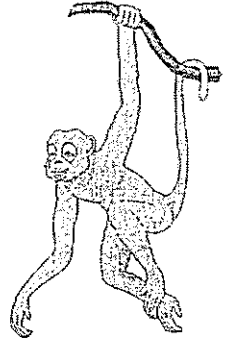
They started moving back up the path. But Laurel stopped again almost immediately. She squatted and peered at the ground. “Daddy!” she called again. “Come see!”

6 It was the funniest thing. A parade of ants was marching by the side of the path. Each ant looked like it was wearing a green leaf hat on its head. The ants didn’t turn left and they didn’t turn right. They just trooped forward with their



green hats, looking for all the world like the cartoon ants in one of Laurel’s favorite movies.

Mom and Daddy squatted to look, too. “Leafcutter ants,” Daddy announced. “They climb clear up to the tops of the trees to bite off pieces of leaves, then carry them all the way down to their underground home. Then the ants make a moldy kind of garden with their leaves, and that’s what they eat.”



It sounded yucky. “But still—That’s a long walk,” Laurel said.

“Yep,” Daddy agreed. “Kind of like if you climbed all the way to the top of the Statue of Liberty with a piano on your head.”

Laurel laughed. She looked around the leafy green shade of the rainforest. Three brilliant blue butterflies sat fanning their wings on a vine just above her head. Then one—two—three—they fluttered those delicate wings and took off, circling Laurel’s head before disappearing into the shadows.

Laurel sighed, entranced. “Daddy?” she asked. “Would you mind if we didn’t go all the way to your platforms today? There’s too much to see right here!”



Infer the purpose of the text to expand comprehension. (2006= passage one # 3 passage two # 16)

3. What will Laurel **most** likely do the next day?

- A. travel back home
- B. go back to touch the frog
- \* C. climb up to the platforms
- D. spend the day resting in the research station

Use inferences to expand understanding of the content knowledge. (2006= passage one # 2,6  
Passage three # 18,20,22)

6. The reader can tell that during the day the rainforest is
- A. cold.
  - B. dark.
  - C. dry.
  - \* D. noisy.
2. Which of the following from the passage shows that Laurel is far from home?
- A. "It's not called a rainforest for nothing--once it rained 14 times in the same day!"
  - \* B. "All day yesterday she and her mom had been on airplanes and buses and bumpy vans."
  - C. "Would you mind if we didn't go all the way to your platforms today? There's too much to see right here!"
  - D. "Now they were finally at the rainforest research station where her father was a visiting scientist."

Read a text for variety of purposes. (2006= passage one # A open response  
passage three # 23)

- A. Think what it might be like to visit a rainforest.
1. Explain what things you might do there, as well as what you might see, hear, or touch there.
  2. Use four details from the passage to support your answer.

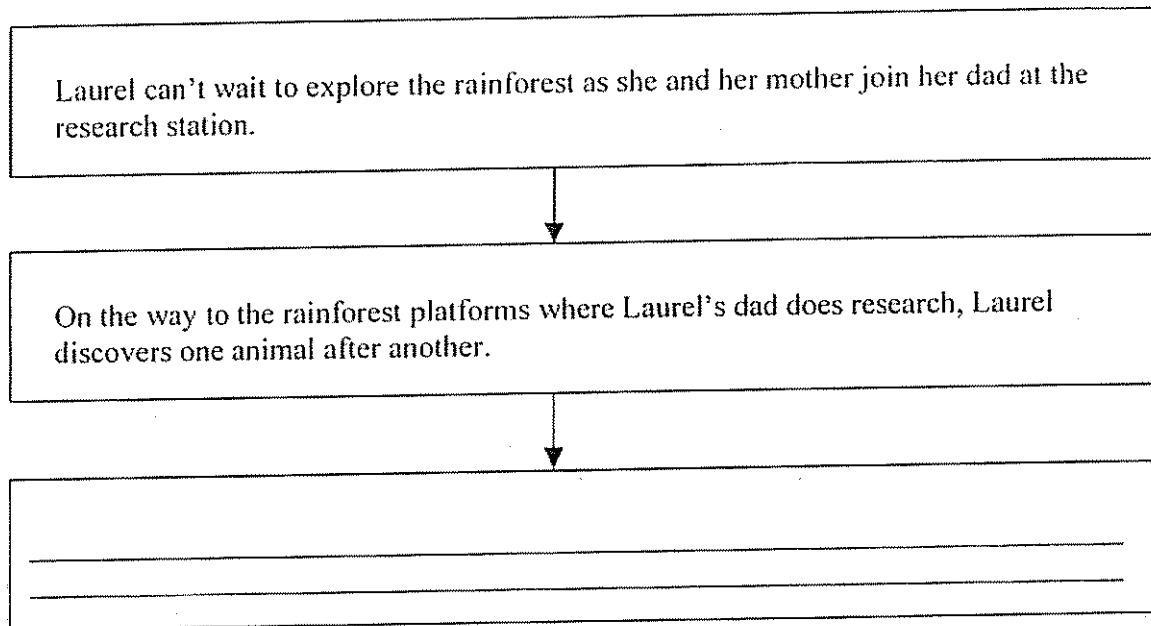
BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

### RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The response clearly and thoroughly describes the things a person could experience, both literally and with their senses, when visiting a rain forest using accurate and relevant information and multiple details from the passage. The response provides evidence of comprehensive and thorough understanding.
3	The response adequately describes the things a person could do, see, hear, and feel/touch when visiting a rainforest using relevant information and some detail. The response may include some minor misinterpretation, but it provides evidence of general understanding.
2	The response uses limited information from the passage to describe the things a person could do, see, hear, and feel/touch when visiting a rain forest. There are few, if any specifics, and there may be major misinterpretations. The response demonstrates only basic understanding.
1	The response only vaguely describes the things a person could do, see, hear, or feel/touch in the rainforest. The student uses no detail and little or no relevant information from the passage, and that information may be incorrect.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank – No Response. A score of "B" will be reported as "NA." (No attempt to answer the item. Score of "0" assigned for the item.)

Summarize content of selection, identifying important details and providing details for each important idea. (2006= passage one # 8 passage three # C open response)

8. Read the chart below that summarizes the passage.



Which of the following would best complete the summary?

- A. Laurel finds a frog with red eyes and orangy green feet on a tree vine.
- \* B. Laurel decides that she wants to stay on the rainforest floor and continue exploring there.
- C. As Laurel and her family walk, she notices all of the many different noises coming from the rainforest.
- D. Laurel is surprised to find out that leafcutter ants climb all the way to the top of the tall rainforest trees to get leaves and then walk all the way back down to the ground.

Identify and compare the story elements of mysteries and realistic fiction.  
(2006= passage one # 7)

7. Read the chart below.

Poetry	Mystery	Tall Tale	Realistic Fiction

Under which heading would this passage be listed?

- A. Poetry
- B. Mystery
- C. Tall Tale
- \* D. Realistic Fiction

Identify language and literary devices, including tone. (2006= passage one # 1)

1. How is Laurel most likely feeling in paragraph 9?

- A. bored
- B. amused
- \* C. excited
- D. worried

VOCABULARY, WORD STUDY, AND FLUENCY

Use context clues to determine the precise meaning of new words. (2006= passage one # 4  
Passage two #13)

4. In paragraph 26, which word helps the reader better understand the word trooped?
- A. turn
  - B. looked
  - C. wearing
  - \* D. marching

Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words. (2006= passage one #5)

5. Read the dictionary entry for the word trunk.

**trunk**    *noun*

the main stem of a tree  
a body part of an elephant  
a large chest used for carrying clothes  
when traveling  
short pants or trousers

Which meaning best fits the way trunk is used in paragraph 14?

- \* A. meaning 1
- B. meaning 2
- C. meaning 3
- D. meaning 4

Read this passage. Then, answer multiple-choice questions 9 through 16 and open-response question B.

## How to Stay Fit for Life

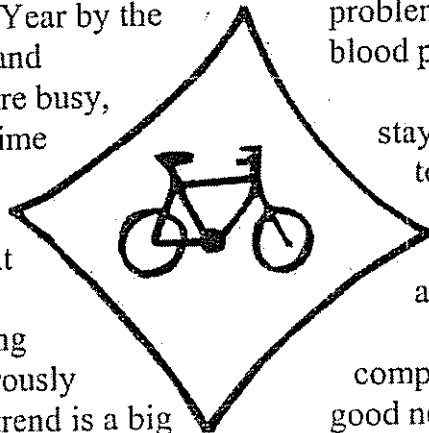
by Rita Upadhyay

**Getting the right amount of exercise is key to staying healthy.**

You know this fact better than anyone else does: kids are busier than ever before. The amount of homework has increased, and so has involvement in after-school activities. Kids feel pressure to do well in school and to keep up with music lessons and other activities. But health experts say most kids' hectic schedules leave out one of the most important activities: exercise.

- 2 "It's a myth that kids get enough physical activity," says gym teacher Andy Schmidt, who was named Teacher of the Year by the National Association for Sport and Physical Fitness. "Kids' lives are busy, but they don't get the exercise time needed to stay healthy."

Alarming reports released last year by the U.S. Department of Health and Human Services show that nearly half of all young people in America are not vigorously active on a regular basis. This trend is a big factor in the rising rate of obesity among kids. School budget cuts and more emphasis on preparing for tests have led many schools to cut down on gym and recess time. Now more



than 25% of students get no physical education in school.

### GOOD FOR YOUR MIND AND BODY



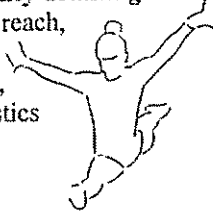
Staying fit is a key element to maintaining your health. "We only get one body, so we have to learn to take care of it at an early age," says Dr. Charles Capetta, a pediatrician at the Dartmouth Hitchcock Clinic in Nashua, New Hampshire. Exercise helps build and maintain healthy bones, muscles, and joints. It also prevents or delays the development of health problems that affect adults, including high blood pressure and heart disease.

Besides yielding medical benefits, staying fit means you have more energy to keep up with your packed daily schedule. Exercise can also help you relax, respond better to stress, and build self-confidence.

It's not necessary to be involved in competitive sports to stay in shape. The good news: riding bikes or Rollerblading with your friends count too. "Have fun, and do what you enjoy," says Schmidt. "If you find an activity you really enjoy, you will stick with it."

# A formula for staying fit

*Different parts of our bodies require different types of exercise. Read below to find out what combination you need to stay strong and flexible.*

EXAMPLE	BENEFIT	AMOUNT
<b>Aerobic Exercise</b> Jumping rope, basketball, running, biking 	Aerobic exercise increases your heart rate, making you breathe harder. This strengthens your heart and lungs and improves the delivery of oxygen and blood throughout your body.	Thirty minutes a day, five days a week
<b>Strength Training</b> Pull-ups, sit-ups, weightlifting, tugs-of-war, push-ups 	Muscle strength refers to the amount of work your muscles are able to do without getting tired. Endurance is the amount of time your muscles can work. Building both improves overall fitness.	Two or three days a week
<b>Flexibility Training</b> Sit and reach, yoga, Tai Chi, gymnastics 	Flexibility is important because it allows you to move joints and stretch muscles in a full range of motion. Stretching before and after exercise helps protect you from injury.	Before and after any workout

## COMPREHENSION

Organize prior knowledge and new information to make meaning of a text.  
 (2006= passage two #15, passage three #17)

15. In which category of the chart below would "How to Stay Fit for Life" best fit?

Letter	Instructions	Journal Entry	Magazine Article

- A. Letter
- B. Instructions
- C. Journal Entry
- \* D. Magazine Article

Generate questions that reflect active engagement in the text.  
(2006= passage two # 9,10,14, B open response)

9. According to the chart, how often should you do aerobic exercises?
- \* A. five days a week
  - B. three days a week
  - C. twenty minutes a week
  - D. thirty minutes a week
10. According to the chart, which of the following is a benefit of strength training?
- A. greater flexibility
  - B. increased heart rate
  - C. protection from injury
  - \* D. improved overall fitness

14. According to the passage, why are children so busy?

- A. They exercise all the time.
- B. They play competitive sports.
- \* C. Their homework has increased.
- D. Their parents give them chores.

B. The author says that “kids are busier than ever before,” so they do not have enough time to exercise.

1. Identify two reasons why kids are busier.
2. Describe two effects of kids not exercising.

Use information from the passage to support your answers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

SCORE	DESCRIPTION
4	The response clearly and thoroughly describes two or more reasons why kids are busier and correctly relates at least two effects of kids not exercising using accurate and relevant information from the passage. The response demonstrates comprehensive understanding of the task.
3	The response adequately describes ways in which kids are busier as well as the effects of not exercising. The response uses relevant information from the passage but may omit some details or contain minor misinterpretations demonstrating general, but not thorough, comprehension.  OR The response demonstrates comprehensive understanding of one part of the task but does not address the other part or does so inadequately.
2	The response uses limited information from the passage to address the questions of why kids are busier and the effects of not exercising. There is little or no detail, and the response may contain major misinterpretations demonstrating only basic understanding of the questions.  OR The response demonstrates general understanding of one part of the task but does not address the other part or does so inadequately.
1	The response inadequately addresses the questions of why kids are busier and/or the effects of not exercising. It contains little relevant information from the text, and some information may be incorrect.  OR The response provides limited, basic information to address one part of the task, but does not address the other part.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Infer the purpose of the text to expand comprehension. (2006= passage one # 3 passage two # 16)

16. The author most likely wrote this passage in order to
- A. teach kids how to do aerobic exercises.
  - B. tell an interesting story about exercise and our bodies.
  - C. compare strength training and flexibility training exercises.
  - \* D. inform kids about the many ways that exercise is good for the body.

Sort relevant and irrelevant information based on the purpose of reading. (2006= passage two # 11,12)

11. Which idea from the passage lets the reader know that some students are leading less active lives than ever before?
- A. Exercise can build self-confidence and help you relax.
  - B. We only get one body, so we have to learn to take care of it.
  - \* C. Kids' hectic schedules leave out one important activity: exercise.
  - D. It is important to stretch before and after you exercise to help protect you from injury.
12. A main idea supported by this passage is that kids should
- A. prepare more for tests at school.
  - \* B. make time to exercise five days a week.
  - C. spend more time after school doing homework.
  - D. read reports about the rising number of kids who are overweight.

#### VOCABULARY, WORD STUDY, AND FLUENCY

Use context clues to determine the precise meaning of new words. (2006= passage one # 4 Passage two #13)

13. As used in paragraph 2, the best definition for the word myth is
- A. a type of exercise.
  - B. a way to stay healthy.
  - C. something that is a fact.
  - \* D. something that is untrue.

Read this passage to learn how to make a dream catcher. Then, answer multiple-choice questions 17 through 24 and open-response question C.

# Chippewa Dream Catcher



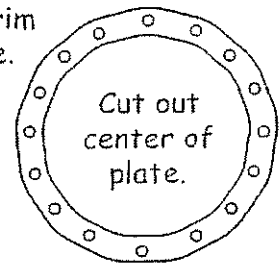
The Chippewa, and other Native Americans like the Cherokee, believe good and bad dreams float around at night. They make a dream catcher out of a wood hoop with a web and feathers that hangs above the bed of a newborn baby or a newly married couple. The bad dreams get tangled in the web and disappear when the sun comes up. The good dreams float through the web, down the feather, and onto the sleeping person in bed. Some Chippewa women still make dream catchers.

## Materials

White paper plate, 9"	Masking tape
Yarn, about 12"	Pencil
Beads, store-bought or homemade	Scissors
Feather	Hole punch

1. Draw a large ring inside the rim of a paper plate.
2. Cut out the center of the plate to the inner edge of ring. Then cut off the outside rim of the plate, leaving the ring.
3. Punch about 16 holes around the ring.

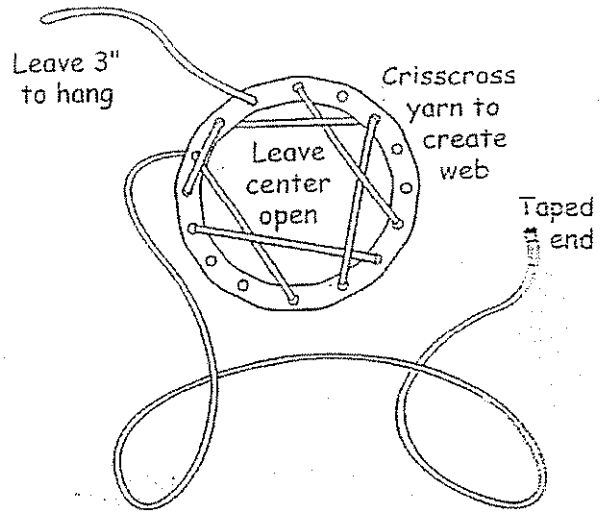
Cut off  
outside rim  
of plate.



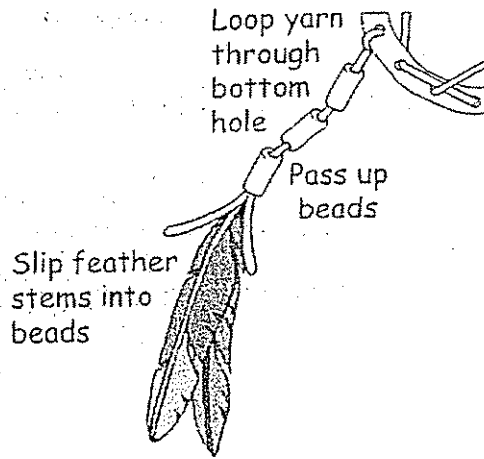
Punch about  
16 holes around  
remaining ring.

PART II Released Reading Items – 2006 Benchmark Grade 4

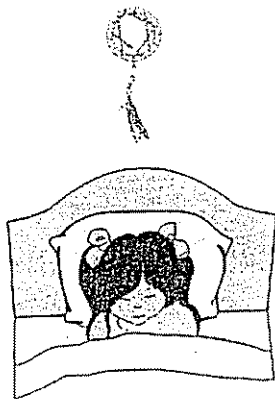
4. Wrap masking tape around one end of the yarn. Poke the taped end of the yarn into the top hole and pull through, leaving about 3" at the end.
5. Begin creating a web by crisscrossing the yarn to fill up all the holes around the ring. Leave the center of the web open.
6. End by bringing the taped end of the yarn back to the top hole, and tying this end to the other end.



7. Cut a piece of yarn about 8" long. Loop it through the bottom hole and even the ends. Pass several beads up the yarn, and slip a feather into the beads. Knot the ends of the yarn.



8. Hang finished dream catcher over your bed.



COMPREHENSION

Organize prior knowledge and new information to make meaning of a text.  
(2006= passage two #15, passage three #17)

17. According to the passage, what does a dream catcher do with bad dreams?
- A. holds them in the beads
  - B. sends them to the feather
  - C. catches them in the wooden ring
  - \* D. keeps them in the web until morning

Describe how the author's purpose determines the choice of language and information in a text.  
(2006= passage three # 21)

21. The author organizes the information in the "Materials" section by
- A. telling a story about a dream catcher.
  - B. describing how a dream catcher looks.
  - \* C. listing the items needed and the directions to make a dream catcher.
  - D. comparing the Chippewa dream catcher to a Cherokee dream catcher.

Use inferences to expand understanding of the content knowledge. (2006= passage one # 2,6  
Passage three # 18,20,22)

18. When making a dream catcher, how is the web created?
- A. by drawing a ring on a paper plate
  - B. by slipping a feather into the beads
  - C. by knotting the ends of the yarn
  - \* D. by crisscrossing the yarn to fill up the holes
20. According to the passage, what causes the bad dreams to leave the dream catcher?
- \* A. the sun
  - B. the web
  - C. the hoop
  - D. the moon
22. Based on the information in the passage, why would someone **most** likely hang a dream catcher over a baby's bed?
- A. to help the baby go to sleep faster
  - B. to keep the baby from having dreams
  - C. to give the baby something to look at
  - \* D. to keep the baby safe from bad dreams

Read a text for variety of purposes. (2006= passage one # A open response  
passage three # 23)

23. Why would a student **most** likely read this passage?
- \* A. to learn how to make a dream catcher
  - B. to get information about what dreams mean
  - C. to write a report on the Cherokee Native Americans
  - D. to make a list of what to do if you have a bad dream

Summarize content of selection, identifying important details and providing details for each important idea. (2006= passage one # 8 passage three # C open response)

C. Think about the information in the passage.

1. Explain what the Chippewa believe is the purpose of a dream catcher.
2. Describe in detail what a finished Chippewa dream catcher would look like.

Use information from the passage to support your answers.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

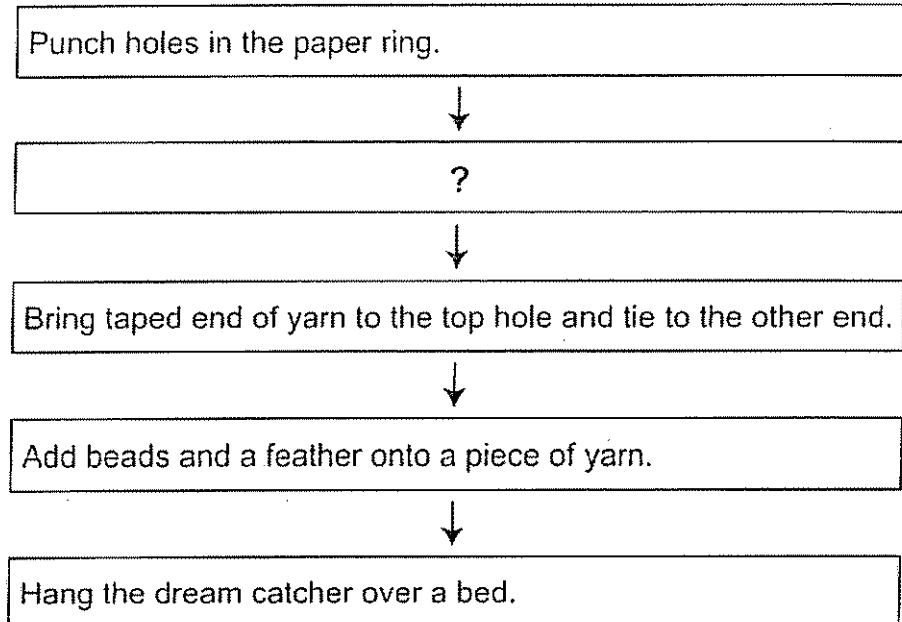
**RUBRIC FOR READING OPEN-RESPONSE ITEM C**

SCORE	DESCRIPTION
4	The response clearly and thoroughly explains the purpose of a Chippewa Dream Catcher as well as what a dream catcher looks like using ample details from the passage. The response provides evidence of comprehensive understanding of the task.
3	<p>The response adequately explains the purpose of a Chippewa dream catcher and what a dream catcher looks like using relevant information from the passage. Some details may be omitted or show minor misinterpretation. The response shows general understanding of the task.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response comprehensively addresses one part of the task but does not address the other or does so inadequately.</p>
2	<p>The response uses some information from the passage explaining the purpose of the dream catcher and describing what it looks like, but it may contain major misinterpretations and/or little or no detail. The response demonstrates only basic understanding.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response adequately addresses one part of the task, but does not address the other or does so incorrectly.</p>
1	The response provides minimal evidence from the text explaining the purpose of the dream catcher and/or describing what it looks like, and that information may be incorrect. It may or may not address both parts of the task but, either way, does so inadequately. The response demonstrates minimal understanding.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

VARIETY OF TEXTS

Use graphic organizers, including main idea/detail maps and outlines, to make meaning of the reading selection. (2006= passage three # 24)

24. Read the chart below of steps from the passage.



Which of the following belongs in the empty box?

- A. Draw a ring on a paper plate.
- B. Leave the center of the web open.
- C. Cut out the center of the paper plate.
- \* D. Pull yarn through the holes to create a web.

Utilize functional texts, including brochures, newspaper articles, and magazines, to accomplish tasks. (2006= passage three # 19)

19. According to the passage, why is it important to include a feather on a dream catcher?

- A. to hold the beads in place
- B. to make the dream catcher look pretty
- C. to catch the bad dreams floating around at night
- \* D. to allow the good dreams to slide down to someone sleeping

VOCABULARY, WORD STUDY, AND FLUENCY:

Use context to determine the meaning of multiple-meaning words. (2006= passage one #7, passage three #18)

7. Based on its use in paragraph 29, what does cringed mean?
- A. felt proud
  - B. laughed loudly
  - C. grew frightened
  - \* D. got embarrassed

Identify and explain idioms and comparisons such as analogies, metaphors, and similes, to infer the literal and figurative meaning of phrases. (2006= passage one #3, passage three C open response)

3. What is the effect of the simile "I was as nervous as a free-throw shooter in the last seconds of a tie game" in paragraph 30?
- A. It adds humor to a tense moment.
  - \* B. It describes the tension Brian feels before the performance.
  - C. It indicates that Brian would rather be playing in a championship game.
  - D. It emphasizes how Brian dislikes his sister's fame as a basketball player.

VOCABULARY, WORD STUDY, AND FLUENCY:

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