

# Colorado Measures of Academic Success



## Grade 4

### English Language Arts/Literacy



Paper Practice Resource for Students



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The Colorado Measures of Academic Success (CMAS) is Colorado’s standards-based assessment program designed to measure the Colorado Academic Standards (CAS) in the content areas of science, social studies, English language arts, and mathematics. The sample items included in this resource provide students with an opportunity to become familiar with the format of test items that appear in the paper-based test books.

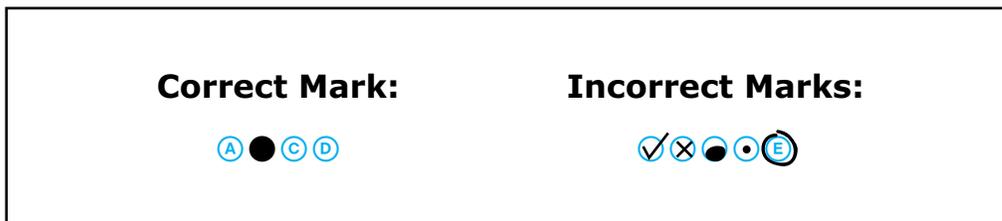
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

The sample item sets in the CMAS Practice Resources are not intended to be representative of a complete unit or test, nor are they intended to cover all assessed content or item types. To view assessment frameworks, high level blueprints, scoring rubrics, evidence statements and standards for the CMAS assessments, visit: [https://www.cde.state.co.us/assessment/cmas\\_testdesign](https://www.cde.state.co.us/assessment/cmas_testdesign).

### Item Types:

#### Selected Response Items

Selected response items are multiple choice questions. To respond, the student indicates their response by filling in the circle(s) next to their answer choice.



#### Constructed Response Items

Constructed response items are questions or prompts that require an independent, written response. To respond, the student writes his or her answer in the response box in the test book.

## **Converted Online Technology-Enhanced Item Types**

Online technology-enhanced items converted to the paper testing format may ask students to:

- Circle the correct answer
- Complete a table with checkmarks, Xs, or letters from a list of answer choices
- Fill in the blank
- Draw lines from boxes to correct answers
- Complete a bar graph or histogram

# ITEM SET 1

**Today you will read a passage from *The Brilliant Fall of Gianna Z.* and a passage from *President of the Whole Fifth Grade.* As you read, you will gather information and answer questions so you can write a response.**

Read the passage from *The Brilliant Fall of Gianna Z.* Then answer questions 1 and 2.

from *The Brilliant Fall of Gianna Z.*

by Kate Messner

- 1 I take a deep breath and jog down the driveway. The air feels like little needles pricking into my lungs, but it's a good cold—a wake-up kind of cold—and when I exhale, my breath makes puffy white clouds in front of my face.
- 2 “Hi, Mrs. Warren!” I call across the street, where my neighbor has stepped out in her pajamas to get the newspaper. “I really like that tree in your front yard. Do you know what kind it is?”
- 3 “Why yes!” She looks up at it, pleased. “It’s a Japanese maple.” So is she, I decide. She’s ornamental and decorative in her pink flowered nightshirt and satin pajama pants. She takes her paper inside, and I dart up onto the lawn to snatch a leaf.
- 4 At the corner, I pass Mr. Webster, the old man whose heart surgeon told him last summer that he has to go for a walk every day to get some exercise.
- 5 “Morning, Miss Zales,” he says, and I wave and slow down a little. He’s an oak, like Zig.
- 6 But there’s no Zig yet today. Just old Mr. Webster.
- 7 “Mr. Webster, do you know what this tree is with the really huge leaves and the long pods?”
- 8 “Catalpa!” He shouts because he has trouble hearing and thinks everyone else does too. I grab one of the leaves that’s fallen in the road and keep running.
- 9 Catalpa, catalpa. Japanese maple and catalpa. I have the key to identify them later, but this way I’ll be sure.
- 10 I pull my hands inside my sleeves and look up at the streetlight. A few sparkly little snowflakes are starting to fall. October snow!

- 11 Zig would love this. I wonder if he's running late.
- 12 I turn the next corner. No Zig. But the snowflakes get bigger. They're the huge, fluffy ones that fall slowly like little white parachutes. I open my mouth, hoping some will fall in, but they all seem to land on my cheeks instead. I figure out I have to aim better, so I start watching individual flakes, tracking them on the way down so I can be in the right place when they get to mouth level. Weaving back and forth and ducking once in a while, I manage to catch five flakes on my tongue.
- 13 I look down in time to swerve so I don't crash into Mr. Nelson and Mr. Collins walking their dogs.
- 14 "Hey, Mr. Nelson, do you know what kind of tree this is?" I jog up and point at a tree with feathery leaves. The dogs lunge forward and growl. They're Pomeranians—like fluffy white rats, only louder. They pull at their leashes and snarl like pit bulls every day when I run by, and every time, Mr. Nelson gasps in surprise.
- 15 "Care Bear! Snuggles! What's gotten into you?" he says as he pulls the dogs away from me and looks up at his tree. "It's a Kentucky coffee tree. Isn't it a beauty?"
- 16 "Yeah," I say.
- 17 "No, it's not." Mr. Collins squints up at the tree and frowns. "That's a honey locust."
- 18 "No, James, that's a Kentucky coffee tree. I remember that nice realtor lady, Bertha Jane Hemingway, telling us about it when she sold us the house."
- 19 "Well, Bertha Jane Hemingway lied, because that's not a Kentucky coffee tree."
- 20 "It most certainly is. And Bertha Jane would absolutely flip her wig if she heard you say that."
- 21 "That she lied? Or that it's not a coffee tree?"
- 22 "Well, both, probably."
- 23 "Well, she better get flipping, because it's a honey locust, and she lied if she told you anything else. Come on, Care Bear." He takes the leash and walks off down the sidewalk.

- 24 “Honestly . . .” Mr. Nelson pulls a few leaves from the tree and hands them to me. “Kentucky coffee tree,” he whispers. “Write it down.”
- 25 I nod and wave as he and Snuggles run to catch up. I’ll double-check it in my book later.
- 26 Now it’s snowing really hard—hard enough that my sweatshirt gets coated with a feathery layer of white that I have to brush off every few minutes. It’s so quiet, except for my sneakers thumping dark prints into the new snow. I tip my head up to watch the big flakes drift in the streetlights. This was worth getting up for.

From *THE BRILLIANT FALL OF GIANNA Z.* by Kate Messner, published by Walker Publishing Company, Inc. Copyright © 2009 by Kate Messner. All rights reserved.

**1. Part A**

Why does the author compare the snowflakes to “white parachutes” in paragraph 12 of the passage from *The Brilliant Fall of Gianna Z.*?

- A They are difficult to follow as they get closer to the ground.
- B They are growing larger as they get closer to the ground.
- C They seem to float in the wind.
- D They blend in with the sky.

**Part B**

Which detail from paragraph 12 **best** supports the answer to Part A?

- A “. . . get bigger . . .”
- B “. . . fluffy ones that fall slowly . . .”
- C “. . . all seem to land on my cheeks . . .”
- D “. . . tracking them . . .”

## 2. Part A

What is a theme of the passage from *The Brilliant Fall of Gianna Z.*?

- Ⓐ Neighbors can provide helpful information.
- Ⓑ Simple things can bring people happiness.
- Ⓒ Differences of opinion can be confusing.
- Ⓓ Spending time on a hobby can be fun.

## Part B

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

- Ⓐ “‘Why yes!’ She looks up at it, pleased. ‘It’s a Japanese maple.’” (paragraph 3)
- Ⓑ “I have the key to identify them later, but this way I’ll be sure.” (paragraph 9)
- Ⓒ “‘Well, she better get flipping, because it’s a honey locust, and she lied if she told you anything else.’” (paragraph 23)
- Ⓓ “I tip my head up to watch the big flakes drift in the streetlights. This was worth getting up for.” (paragraph 26)

Read the passage from *President of the Whole Fifth Grade*. Then answer questions 3 through 5.

## from *President of the Whole Fifth Grade*

by Sherri Winston

- 1 Butter.
- 2 The sweet, soft scent of butter was all around me. I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar. Rectangles of cream cheese blocks softened to room temperature, their silver foil packaging glinting off bright overhead lights.
- 3 I yawned. Through the skylight I saw navy blue sky and few stars. It was so early in the morning, I could barely see at all. Who knew that to make it as a world-famous cupcake chef you had to get up at 5:00 a.m. The only thing I was used to seeing at this time of morning was my dream of becoming a chef.
- 4 Last night, after dinner, Mom and Dad came to my room. They told me they were happy that I'd be getting a chance to be a real chef at Mrs. Wetzel's bakery. Then they laid down the law. "If your grades slip one bit, young lady, we're pulling the plug."
- 5 They'd both given me the stern face and told me I'd still be expected to keep up with my schoolwork, homework, and chores.
- 6 I should have been having the time of my life. I was baking cupcakes in a professional kitchen, preparing to sell them. It was my dream come true!
- 7 Instead of jumping for joy, all I could think about was tomorrow's big trivia competition.
- 8 I HAD TO WIN!
- 9 And I was thinking about something else, too. The cafeteria. Lunch with the It Squad. I kept thinking how most of the kids who were running were only interested in doing it because they were popular, not because they thought they'd make a good president.
- 10 That wasn't like me at all, was it?

- 11 Blades whirred. Chunks of sweet Red Delicious apples and tart green Granny Smith apples churned and ground and blended in the food processor. Were Sara and Lauren right? Had I let the idea of beating Jasmine Moon become more important than anything?
- 12 Was that the only reason I wanted to be president? I pushed the Stop button and silenced the grinding blades. Then I felt a hand on my shoulder.
- 13 "Aaaaargh!" I shrieked, spinning around.
- 14 "My goodness, child. Why so jumpy?" It was Mrs. Wetzel. I took a deep breath, then blew out a sigh.
- 15 "Sorry," I said.

From PRESIDENT OF THE WHOLE FIFTH GRADE by Sherri Winston, published by Little, Brown and Company. Copyright © 2010 by Sherri Winston.

### 3. Part A

What does the word **barely** mean as it is used in paragraph 3 of the passage from *President of the Whole Fifth Grade*?

- A clearly
- B gradually
- C hardly
- D possibly

### Part B

Which idea from the passage helps the reader understand the meaning of the word **barely**?

- A The narrator does not want to work.
- B The lights in the kitchen are bright.
- C The narrator is still dreaming.
- D The sun has not fully risen.

#### 4. Part A

What is the result of the narrator's discussion with her parents in the passage from *President of the Whole Fifth Grade*?

- Ⓐ The narrator realizes her job depends on continuing with her other responsibilities.
- Ⓑ The narrator hopes they will help her find the work she has always wanted to do.
- Ⓒ The narrator realizes she has to pay less attention to the school competition.
- Ⓓ The narrator becomes worried that her feelings about baking may change.

#### Part B

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

- Ⓐ "Who knew that to make it as a world-famous cupcake chef you had to get up at 5:00 a.m." (paragraph 3)
- Ⓑ "They told me they were happy that I'd be getting a chance to be a real chef at Mrs. Wetzel's bakery." (paragraph 4)
- Ⓒ "They'd both given me the stern face and told me I'd still be expected to keep up with my schoolwork, homework, and chores." (paragraph 5)
- Ⓓ "Had I let the idea of beating Jasmine Moon become more important than anything?" (paragraph 11)

5. What does the narrator enjoy in the passage from *President of the Whole Fifth Grade*, and what worries her? Write the letter for **each** detail from the passage in the correct box. Details will be used only once.

**Details**

- A. ". . . silver foil packaging glinting off bright overhead lights." (paragraph 2)
- B. ". . . baking cupcakes in a professional kitchen . . ." (paragraph 6)
- C. ". . . tomorrow's big trivia competition." (paragraph 7)
- D. "The cafeteria. Lunch with the It Squad." (paragraph 9)

**Things the Narrator Enjoys**

\_\_\_\_\_

**Things That Worry the Narrator**

\_\_\_\_\_

Refer to the passages from *The Brilliant Fall of Gianna Z.* and *President of the Whole Fifth Grade*. Then answer question 6.

**6. Part A**

How does the point of view in the passage from *The Brilliant Fall of Gianna Z.* compare to the point of view in the passage from *President of the Whole Fifth Grade*?

- Ⓐ The passage from *The Brilliant Fall of Gianna Z.* has a first-person narrator who shares only her own thoughts, while the passage from *President of the Whole Fifth Grade* has a third-person narrator who shares the thoughts of more than one character.
- Ⓑ The passage from *The Brilliant Fall of Gianna Z.* has a third-person narrator who shares all the characters' thoughts, while the passage from *President of the Whole Fifth Grade* has a first-person narrator who shares only her own thoughts.
- Ⓒ Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a third-person narrator who shares the thoughts of all the characters.
- Ⓓ Both the passage from *The Brilliant Fall of Gianna Z.* and the passage from *President of the Whole Fifth Grade* have a first-person narrator who shares only her own thoughts.

## Part B

Which **two** details from the passages **best** support the answer to Part A? Select **one** from each passage.

- Ⓐ "I look down in time to swerve so I don't crash into Mr. Nelson and Mr. Collins walking their dogs." (from *The Brilliant Fall of Gianna Z.*, paragraph 13)
- Ⓑ "Mr. Collins squints up at the tree and frowns." (from *The Brilliant Fall of Gianna Z.*, paragraph 17)
- Ⓒ "He takes the leash and walks off down the sidewalk." (from *The Brilliant Fall of Gianna Z.*, paragraph 23)
- Ⓓ "I inhaled and let my mind float away on a buttery cloud sprinkled with finely granulated sugar." (from *President of the Whole Fifth Grade*, paragraph 2)
- Ⓔ "Chunks of sweet Red Delicious apples and tart green Granny Smith apples churned and ground and blended in the food processor." (from *President of the Whole Fifth Grade*, paragraph 11)
- Ⓕ "Were Sara and Lauren right?" (from *President of the Whole Fifth Grade*, paragraph 11)



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Read the passage from *The First Railroads*. Then answer questions 8 through 14.

## from *The First Railroads*

by Sally Senzell Isaacs

### **Railroad Fever**

- 1 By the 1830s, factory workers in the East were producing large quantities of cloth, glass, and iron. Miners were digging up coal. Thousands of immigrants from other countries came to the United States to find jobs in the factories and mines. Towns grew into busy cities.
- 2 As the nation grew, settlers started moving west to less crowded places. By the 1840s, thousands were moving all the way to Oregon and California. As distances to travel increased, so did the need for better transportation. Factories had to send their products to market. Farmers had to send their crops to cities. People wanted to travel across the country faster than a horse and wagon could take them. Some businesspeople started forming railroad companies. These companies invested a great deal of money building bigger and better locomotives and thousands of miles of tracks. By 1840, there were almost 3,000 miles of track. All 26 states had railroads.

### **The First Tracks**

- 3 The railroad companies started with small strips of track. Some tracks ran from coal or iron mines to canals and rivers, where boats took the freight<sup>1</sup> farther away. Other lines led from factory towns to larger cities. In 1835, Boston and Philadelphia were centers of the nation's railroads. Most of the lines covered no more than 45 miles.
- 4 In 1834, the Allegheny Portage Railroad covered 345 miles through the steep Allegheny Mountains to connect Philadelphia and Pittsburgh, Pennsylvania. For part of the trip, freight and passengers were unloaded from the train and sent by boat on a canal. Then they boarded another train. This trip took almost four days, which was seventeen days shorter than the trip by wagon.

<sup>1</sup>freight—things for sale that are carried to stores

## **Trains and Tracks**

- 5 In 1857, there were 51,000 miles of railroad tracks in the world. Almost half of them were in the United States. The growing railroad business provided hundreds of jobs. Workers were needed to build trains, to lay tracks, and to keep the trains moving.
- 6 Trains traveled from city to city. Between the cities, there were hills, mountains, forests, and rivers. They were not easy places to lay railroad tracks. Some workers were surveyors. They hiked through the woods and mountains to choose a route for the railroad. Then workers called graders started digging out the road to make it level for the tracks.
- 7 One of the hardest jobs was laying the tracks. First, workers set pieces of wood, called ties, in the ground. Then they lay iron rails on top of the ties. With heavy sledgehammers, they pounded metal spikes into the rails to keep the rails in place. Workers blasted tunnels through the mountains. They built bridges over rivers. If the land was flat, workers could lay 4 miles of track a day.

## **Working on the Trains**

- 8 Railroad workers had exciting but dangerous jobs. The engineer sat high in the cab of the locomotive and drove the train down the tracks. He blasted the train whistle if he saw animals on the track or when the train approached a town. The fireman stood by the engineer, shoveling wood or coal to make steam.
- 9 The flagman stood in the caboose, the last car on the train. If the train broke down, he walked down the tracks waving a flag or lantern to warn the next train to stop. Brakemen stood on top of the train and turned the brake wheels to stop the train. The switchmen had to go between the train cars and hitch or unhitch them. Sometimes they did this when the train was moving.

From THE FIRST RAILROADS by Sally Senzell Isaacs. Copyright © 2004 Heinemann Library, a division of Reed Elsevier Inc. All rights reserved.

**8. Part A**

What is the meaning of **level** as it is used in paragraph 6?

- Ⓐ direct
- Ⓑ flat
- Ⓒ safe
- Ⓓ steady

**Part B**

According to the information in paragraphs 6–7, how does **level** land **most** help workers?

- Ⓐ They can hammer spikes into the rails more forcefully.
- Ⓑ They can move iron rails into place more carefully.
- Ⓒ They can create tunnels more easily.
- Ⓓ They can lay tracks more quickly.

**9. Part A**

How does the author support the main idea of the section **Railroad Fever**?

- Ⓐ by describing how people migrated to new territories
- Ⓑ by explaining how railroad companies were formed
- Ⓒ by discussing the reasons why trains were needed
- Ⓓ by listing the goods that were made in factories

**Part B**

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

- Ⓐ “. . . cloth, glass, and iron.” (paragraph 1)
- Ⓑ “. . . to find jobs in the factories . . .” (paragraph 1)
- Ⓒ “Towns grew into busy cities.” (paragraph 1)
- Ⓓ “Farmers had to send their crops to cities.” (paragraph 2)
- Ⓔ “. . . wanted to travel across the country faster . . .” (paragraph 2)

## 10. Part A

How does the author organize the information in the section **Railroad Fever**?

- (A) by listing the steps involved in starting a railroad company
- (B) by contrasting life before and after railroads were built
- (C) by explaining reasons why railroads were needed
- (D) by identifying the effects of railroad companies

## Part B

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

- (A) "Miners were digging up coal." (paragraph 1)
- (B) "Thousands of immigrants from other countries came to the United States. . . ." (paragraph 1)
- (C) ". . . settlers started moving west to less crowded places." (paragraph 2)
- (D) "As distances to travel increased, so did the need for better transportation." (paragraph 2)
- (E) ". . . businesspeople started forming railroad companies." (paragraph 2)
- (F) "By 1840, there were almost 3,000 miles of track." (paragraph 2)

## 11. Part A

Why did railroad companies build tracks between small towns and big cities?

- Ⓐ to make it easier for factories to send goods to buyers
- Ⓑ to recover the enormous costs of making trains
- Ⓒ to help people find new places to live
- Ⓓ to help people start new businesses

## Part B

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

- Ⓐ “. . . had to send their products to market.” (paragraph 2)
- Ⓑ “. . . a great deal of money building bigger and better locomotives . . .” (paragraph 2)
- Ⓒ “. . . ran from coal or iron mines to canals and rivers . . .” (paragraph 3)
- Ⓓ “. . . seventeen days shorter than the trip by wagon.” (paragraph 4)

**12.** Write the letter of the steps into the boxes to show the steps workers followed to build a railroad. Not all steps will be used.

- A.
- B.
- C.
- D.
- E.
- F.

<b>First</b>	_____
<b>Second</b>	_____
<b>Then</b>	_____
<b>Next</b>	_____
<b>Last</b>	_____

### 13. Part A

How does the author support the statement that it was difficult to lay tracks between the cities?

- Ⓐ by explaining what events created the need for railroads
- Ⓑ by providing examples of the type of work people did
- Ⓒ by explaining why many workers were needed
- Ⓓ by describing the process that was used

### Part B

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

- Ⓐ paragraph 1
- Ⓑ paragraph 5
- Ⓒ paragraph 7
- Ⓓ paragraph 8

**14.** Write the letter of the reason for each railroad worker's action in the table. Each reason will be used only once.

- A.
- B.
- C.
- D.

<b>Action</b>	<b>Reason</b>
The brakeman turned wheels.	_____
The engineer blew a whistle.	_____
The fireman shoveled coal.	_____
The flagman waved a flag.	_____

**This is the end of Item Set 1.**



