



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.

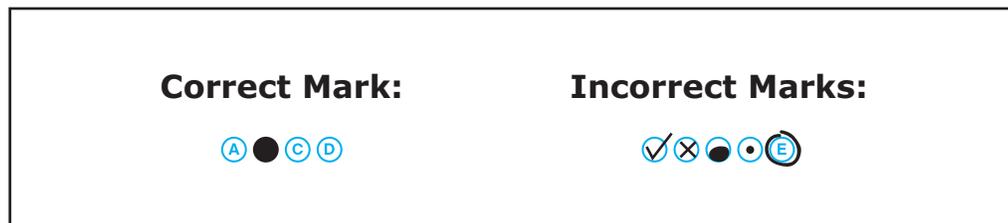
While the use of the sample items is not required, it is strongly encouraged to help ensure students are familiar with the types of items they may encounter while taking the paper-based test.

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.

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 *Pickle Impossible*. As you read, pay close attention to the characters and events so you can answer the questions and write a narrative response.

Read the passage from *Pickle Impossible*. Then answer questions 1 through 5.

from *Pickle Impossible*

by Eli Stutz

- 1 With a jolt, he launched himself down the track, pumping his arms back and forth, moving his legs as fast as they would go.
- 2 He was aware of the other boys on his left and right—he was in the middle lane, as usual.
- 3 *Just this once, let it be different*, he said to himself. *Just this once.*
- 4 The dust flew from his feet. The wind rushed past his face. He forced himself to go faster.
- 5 The finish line came into view.
- 6 There were cheers erupting from the stands—the other grades, on recess, were watching. Were they cheering him?
- 7 As the white tape approached, he clearly saw two of the other runners pull ahead of him. His chest hurt. He gave one last push.
- 8 The tape broke.
- 9 The race was over. The crowd was on its feet. But not for him.
- 10 He was a few steps behind. As always.
- 11 The gym teacher walked over to tell each of the runners their times.
- 12 He knew what he would hear before he was told.
- 13 “14.25 seconds, Pierre, exactly the class average. Good try.”
- 14 The boy collapsed on the earth, breathing hard.
- 15 Each time it was the same.

- 16 But far off, past the stands, just over the fence and behind a hedge, a girl was watching. She lowered her high-powered surveillance camera and spoke into a walkie-talkie.
- 17 “He doesn’t look like much of a threat, Grandfather. Do you want me to keep following him?”

From PICKLE IMPOSSIBLE by Eli Stutz, Bloomsbury Books for Young Readers. Copyright © 2010 by Eli Stutz. All rights reserved.

1. Part A

Which sentence **best** represents Pierre's thoughts in paragraphs 1–7 of the passage from *Pickle Impossible*?

- Ⓐ He is worried about what people think of him.
- Ⓑ He knows he is faster than other runners.
- Ⓒ He hopes he may actually win the race.
- Ⓓ He is afraid of running in the race.

Part B

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

- Ⓐ paragraph 2
- Ⓑ paragraph 3
- Ⓒ paragraph 4
- Ⓓ paragraph 6

2. Circle the correct phrase in each box to complete an explanation of what the details in the passage show about Pierre’s character.

The gym teacher’s comments in paragraph 13 show that _____.

- people think Pierre sets a good example
- people do not expect much from Pierre
- Pierre does not try hard enough to win
- Pierre is not satisfied with how he did

This same view is supported by _____.

- how Pierre runs in paragraph 4
- how the crowd reacts to the race in paragraph 6
- what the girl is holding in paragraph 16
- what the girl says about Pierre in paragraph 17

3. Part A

Which sentence **best** describes the girl in the passage from *Pickle Impossible*?

- Ⓐ She is disappointed in how Pierre runs the race.
- Ⓑ She goes against her grandfather's wishes.
- Ⓒ She is observing a particular runner.
- Ⓓ She hopes Pierre will win the race.

Part B

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

- Ⓐ "Each time it was the same." (paragraph 15)
- Ⓑ "She lowered her high-powered surveillance camera . . ." (paragraph 16)
- Ⓒ ". . . and spoke into a walkie-talkie." (paragraph 16)
- Ⓓ "'Do you want me to keep following him?'" (paragraph 17)

4. Part A

Which phrase **best** describes the setting of the passage from *Pickle Impossible*?

- Ⓐ on a playground
- Ⓑ at a track
- Ⓒ on a field
- Ⓓ in a gym

Part B

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

- Ⓐ “. . . he was in the middle lane. . . .” (paragraph 2)
- Ⓑ “. . . dust flew from his feet.” (paragraph 4)
- Ⓒ “The gym teacher walked over . . .” (paragraph 11)
- Ⓓ “. . . just over the fence and behind a hedge . . .” (paragraph 16)

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A large rectangular area with an orange border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across most of the width of the page.

Today you will read passages from “Pond Family” and from *The Beaver’s Lodge* to learn how beavers build dams.

Read the passage from “Pond Family.” Then answer questions 6 through 8.

from “Pond Family”

by Buffy Silverman

- 1 Mother Beaver climbs out of her pond. Using her large tail to balance, she stands on her hind legs and gnaws on a small tree. Her sharp front teeth chisel through the tree’s trunk. After a few minutes of chomping, the tree falls. Mother Beaver drags it to the water.
- 2 She holds the tree in her mouth and front paws. She paddles with her powerful hind feet and steers with her tail. The tree floats on the water’s surface as Mother Beaver swims to her dam.
- 3 Dragging the tree out of the water, Mother Beaver waddles up to the top of the dam. She pushes the tree in between other logs. Her mate has brought a large stone. He sets it at the bottom of the dam, where it braces the logs and branches.
- 4 The beavers’ kits help with the dam too. They dive to the bottom of the pond and scoop up mud, then they swim back to the surface. They climb onto the dam and pat mud over the logs and branches. The gooey mud seals the dam tight.
- 5 Several years ago, the beavers changed this landscape by building a dam across a stream. The strong dam slowed the flow of water. Water collected behind it and flooded across the land, creating the pond.
- 6 The beaver family works hard to preserve the pond. When they hear running water, they know they must repair a leak. They bring trees, stones, and mud to plug the hole. They have several dams along the stream, and they make sure all of them hold water.
- 7 A hungry black bear wanders near the pond. Mother Beaver slaps her wide, flat tail on the water to warn of danger. Her kits and mate hear the loud *splash!* They dive down to a ditch or channel on the pond bottom. The family has dug many of these underwater channels in and around the pond to make swimming from place to place easier.
- 8 Safe underwater, the beavers can hold their breath for 15 minutes. By the time they swim back to the surface, the bear has gone.

9 Now the beavers are ready to eat. They munch on cattail roots near the shore. Mother Beaver shows her kits how to strip leaves off a nearby willow tree. They peel off tree bark and eat it. They cut branches and chomp the sweet wood beneath the bark.

From "Pond Family" by Buffy Silverman from CLICK MAGAZINE, March 2016. Copyright © 2016 by Carus Publishing dba Cricket Media. All rights reserved.

6. Part A

What does the word **chisel** mean as it is used in paragraph 1 of the passage from "Pond Family"?

- Ⓐ cut
- Ⓑ peel
- Ⓒ pull
- Ⓓ shove

Part B

Which sentence provides the **best** support for the answer to Part A?

- Ⓐ "After a few minutes of chomping, the tree falls." (paragraph 1)
- Ⓑ "Mother Beaver drags it to the water." (paragraph 1)
- Ⓒ "She paddles with her powerful hind feet and steers with her tail." (paragraph 2)
- Ⓓ "She pushes the tree in between other logs." (paragraph 3)

7. Part A

According to the passage from "Pond Family," which statement is true?

- Ⓐ Beavers build dams to keep themselves apart from other animals.
- Ⓑ Beavers use dams to help them move around more easily.
- Ⓒ Beavers build dams so they can have a place to swim.
- Ⓓ Beavers take great care when building their dams.

Part B

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

- Ⓐ "He sets it at the bottom of the dam, where it braces the logs and branches." (paragraph 3)
- Ⓑ ". . . the beavers changed this landscape by building a dam across a stream." (paragraph 5)
- Ⓒ ". . . underwater channels in and around the pond to make swimming from place to place easier." (paragraph 7)
- Ⓓ "By the time they swim back to the surface, the bear has gone." (paragraph 8)

8. Part A

In the passage from "Pond Family," how does the author **mainly** show the importance of Mother Beaver?

- Ⓐ by describing how Mother Beaver slaps her tail on the water
- Ⓑ by describing how Mother Beaver drags trees to the dam
- Ⓒ by describing how kits learn to eat from Mother Beaver
- Ⓓ by describing the different jobs Mother Beaver has

Part B

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

- Ⓐ "Mother Beaver climbs out of her pond." (paragraph 1)
- Ⓑ "Her sharp front teeth chisel through the tree's trunk." (paragraph 1)
- Ⓒ "Her mate has brought a large stone." (paragraph 3)
- Ⓓ "When they hear running water, they know they must repair a leak." (paragraph 6)
- Ⓔ "Mother Beaver slaps her wide, flat tail on the water to warn of danger." (paragraph 7)
- Ⓕ "Now the beavers are ready to eat." (paragraph 9)

Read the passage from *The Beaver's Lodge*. Then answer question 9 and 10.

from *The Beaver's Lodge*

by Adam Reingold

- 1 A beaver family, or colony, usually needs a pond where it can build its home. Most of the time, beavers don't go out and look for ponds. Instead, they make them using water from a river or stream. To do that, they first need to build a dam.
- 2 Beavers make a dam out of branches, logs, and mud. The dam stops the flow of water from a river or stream. The blocked water behind the dam spreads out over the nearby land and forms a pond. Now the busy animals can start their next project—building the family's home, or lodge.

Home at the Lodge

- 3 To stay safe from land predators, beavers often build their home in the middle of a pond. They carefully construct their dome-shaped lodge using the same materials they use to build dams—branches, logs, and mud. They pile up the materials until they are higher than the surface of the water. When the busy builders are done, the finished lodge can rise more than 6 feet (1.8 m) above the pond.
- 4 Inside the lodge, a beaver colony lives in one large room, or chamber, that sits above the water. Tiny holes in the lodge's roof let fresh air into the chamber. The colony sleeps in this room during the day. The resting beavers huddle together in warm, dry nests made from grass and tree bark. They also raise their young in this room.

Meet the Family

- 5 Each beaver colony is made up of one male and one female adult and their young, called kits. In the spring, the adult female gives birth to between one and four tiny kits. Over the years, a colony can grow to have as many as ten beavers.

6 Beavers work hard for their family. The adult female cares for kits that are less than a year old. Both adults work with older kits to gather leaves and tree bark for food. Older kits and adults also have another very important responsibility. They repair holes to make sure the dam doesn't leak and the lodge doesn't flood.

From THE BEAVER'S LODGE: BUILDING WITH LEFTOVERS by Adam Reingold. Copyright © 2010 Bearport Publishing Company, Inc. All rights reserved.

9. Part A

In the passage from *The Beaver's Lodge*, what is the main idea of the section **Home at the Lodge**?

- Ⓐ Beaver colonies use branches and mud for their lodges.
- Ⓑ Beavers make their lodges to avoid predators on land.
- Ⓒ Beaver colonies live and work together in their lodges.
- Ⓓ Beavers sleep in their lodges during the day.

Part B

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

- Ⓐ “. . . beavers often build their home in the middle of a pond.” (paragraph 3)
- Ⓑ “They pile up the materials until they are higher than the surface . . .” (paragraph 3)
- Ⓒ “Inside the lodge, a beaver colony lives in one large room. . . .” (paragraph 4)
- Ⓓ “The resting beavers huddle together in warm, dry nests . . .” (paragraph 4)

10. Circle the correct choice in each box to complete a summary of the passage from *The Beaver's Lodge*.

A beaver family, also known as a _____, builds a dam by gathering

- colony
- group
- tribe

branches, logs, and mud.

The blocked water behind the dam forms a _____.

- pond
- river
- stream

Next, the family builds a _____ to stay safe from predators.

- cave
- lodge
- nest

The _____, where the beaver family sleeps, sits above the water.

- chamber
- floor
- roof

Beavers work hard raising their young, gathering materials, and repairing _____ to prevent leaks in the lodge.

- branches
- holes
- nests

Refer to the passages from "Pond Family" and *The Beaver's Lodge*. Then answer question 11.

- 11.** Write an **X** in the correct column to show which ideas are found in the passage from "Pond Family," which ideas are found in the passage from *The Beaver's Lodge*, or which ideas are found in **both** passages.

Idea	"Pond Family"	Both	<i>The Beaver's Lodge</i>
Beavers protect themselves from predators.			
Beavers gnaw on trees to make them fall.			
Beavers work together to finish a job.			
Lodges are important to beavers.			

Refer to the passages from “Pond Family” and *The Beaver’s Lodge*. Then answer question 12.

12. Part A

Which behavior of beavers is described in **both** the passage from “Pond Family” and the passage from *The Beaver’s Lodge*?

- Ⓐ Beavers go underwater to hide from predators.
- Ⓑ Beavers sleep near one another to stay warm.
- Ⓒ Beavers are excellent swimmers.
- Ⓓ Beavers are hard workers.

Part B

Write an **X** in the correct column to indicate whether each sentence supports or does not support the answer to Part A.

Text Evidence	Supports	Does Not Support
"She paddles with her powerful hind feet and steers with her tail." (from "Pond Family," paragraph 2)		
"They bring trees, stones, and mud to plug the hole." (from "Pond Family," paragraph 6)		
"They dive down to a ditch or channel on the pond bottom." (from "Pond Family," paragraph 7)		
"Instead, they make them using water from a river or stream." (from <i>The Beaver's Lodge</i> , paragraph 1)		
"They pile up the materials until they are higher than the surface of the water." (from <i>The Beaver's Lodge</i> , paragraph 3)		
"The resting beavers huddle together in warm, dry nests . . ." (from <i>The Beaver's Lodge</i> , paragraph 4)		

This is the end of Item Set 1.

ITEM SET 2

Today you will read a passage from *The Lemonade War*. As you read, pay attention to the characters and events so you can answer the questions and write a narrative response.

Read the passage from *The Lemonade War*. Then answer questions 1 through 5.

from *The Lemonade War*

by Jacqueline Davies

- 1 Evan lay on his back in the dark, throwing the baseball up in a straight line and catching it in his bare hands. *Thwap. Thwap.* The ball made a satisfying sound as it slapped his palm. His legs flopped in a V. His arms stretched up to the ceiling. And the thought that if he missed he'd probably break his nose made the game *just* interesting enough to keep going.
- 2 On the floor above he heard footsteps—his mother's—and then a long, loud scraping-groaning sound. He stopped throwing the ball to listen. His mother was dragging something heavy across the kitchen floor. Probably the broken air conditioner.
- 3 A week ago, right at the beginning of the heat wave, the air conditioner in his mother's attic office had broken. The man from Sears had installed a brand-new one but left the old one sitting right in the middle of the kitchen floor. The Treskis¹ had been walking around it all week.
- 4 *Scra-a-a-ape.* Evan stood up. His mom was strong, but this was a two-person job. Hopefully she wouldn't ask him why he was hiding in the dark basement. And hopefully Jessie wouldn't be in the kitchen at all. He'd been avoiding her for two days now, and it was getting harder by the minute. The house just wasn't that big.
- 5 Evan had his hand on the railing when the scraping noise stopped. He heard footsteps fading to silence. She'd given up. *Probably the heat,* he thought. It was that kind of weather: giving-up kind of weather.
- 6 He went back to lying on the floor.
- 7 *Thwap. Thwap.*
- 8 Then he heard the basement door open. *Psssshhh.* Evan caught the ball and froze.

¹Treskis—Treski is the family's last name.

- 9 “Evan?” Jessie’s voice sounded echo-y in the darkness. “Evan? You down there?”
- 10 Evan held his breath. He lay completely still. The only thing that moved was the pins-and-needles prickling in his fingers.
- 11 He heard the door start to close—*long breath out*—but then it stopped and opened again. Footsteps on the carpeted stairs. A black outline of Jessie standing on the bottom step with daylight squirting all around her. Evan didn’t move a muscle.

From THE LEMONADE WAR by Jacqueline Davies, published by Houghton Mifflin Harcourt. Copyright © 2007 by Jacqueline Davies. All rights reserved.

1. Part A

In the passage from *The Lemonade War*, what do Evan's actions tell the reader about his character?

- Ⓐ The way Evan is silent when Jessie is at the stairs shows that he does not want to talk to her.
- Ⓑ The way Evan throws a baseball shows that he is trying to improve his throwing skills.
- Ⓒ The way Evan thinks about his mother shows that he does not want to help her.
- Ⓓ The way Evan acts in the basement shows that he is afraid of Jessie.

Part B

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

- Ⓐ "His arms stretched up to the ceiling." (paragraph 1)
- Ⓑ "He stopped throwing the ball to listen." (paragraph 2)
- Ⓒ "He heard footsteps fading to silence." (paragraph 5)
- Ⓓ "Evan held his breath." (paragraph 10)

2. Circle the word or phrase in each box that **best** completes the description of the basement in Evan's house.

Evan is spending his time in the basement because it is the best spot in the house to _____ .

toss the baseball
stay out of sight
avoid the heat

It is a good location because not only is it _____ ,

chilly
empty
peaceful

but it is _____ as well.

dark
messy
warm

3. Part A

Which statement **best** explains the reason Evan stops moving when he hears the basement door open?

- Ⓐ He wants his mother to leave him alone, so he can continue playing.
- Ⓑ He does not want his mother to know he can hear her.
- Ⓒ He does not want Jessie to know he is there.
- Ⓓ He wants to surprise Jessie in the darkness.

Part B

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

- Ⓐ “. . . and then a long, loud scraping-groaning sound.” (paragraph 2)
- Ⓑ “He’d been avoiding her for two days now, and it was getting harder by the minute.” (paragraph 4)
- Ⓒ ““Evan? You down there?”” (paragraph 9)
- Ⓓ “. . . standing on the bottom step with daylight squirting all around her.” (paragraph 11)

4. Write **one** letter for the sentence that states the theme of the passage in the Theme box. Then write the numbers for the **three** details from the passage that **best** support this theme in the Supporting Details box.

Theme

Supporting Details

_____ _____ _____

Theme

A. Every member of a family plays an important part.

B. Avoiding a problem is no way to solve it.

Details

1. "His mother was dragging something heavy across the kitchen floor." (paragraph 2)
2. "The Treskis had been walking around it all week." (paragraph 3)
3. "Hopefully she wouldn't ask him why he was hiding in the dark basement." (paragraph 4)
4. "She'd given up. *Probably the heat*, he thought." (paragraph 5)
5. "'Evan? You down there?'" (paragraph 9)
6. "He heard the door start to close—*long breath out*—but then it stopped and opened again." (paragraph 11)

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Read the passage from *The First Railroads*. Then answer questions 6 through 12.

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 freight¹ 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.

¹freight—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.

6. 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.

7. 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)

8. Part A

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

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

Part B

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

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

9. 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)

10. 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.

First	_____
Second	_____
Then	_____
Next	_____
Last	_____

11. 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

12. 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.

Action	Reason
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 2.

ITEM SET 3

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.*?

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

Part B

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

- Ⓐ “. . . get bigger . . .”
- Ⓑ “. . . fluffy ones that fall slowly . . .”
- Ⓒ “. . . all seem to land on my cheeks . . .”
- Ⓓ “. . . 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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A large rectangular frame with an orange border. Inside the frame, there are 20 horizontal blue lines, evenly spaced, intended for writing.

A large rectangular area with an orange border, containing 20 horizontal blue lines for writing. The lines are evenly spaced and extend across most of the width of the page.

Read the passage from “12 Seconds That Changed the World.” Then answer questions 8 through 11.

from “12 Seconds That Changed the World”

by Mike Weinstein

1 **12 Seconds!** That’s how long the Wright brothers’ plane stayed in the air. . . . The plane looked like a giant kite with propellers. It jerked wildly in the strong breeze. But it stayed aloft for 12 seconds! This flight stunned the world. . . .

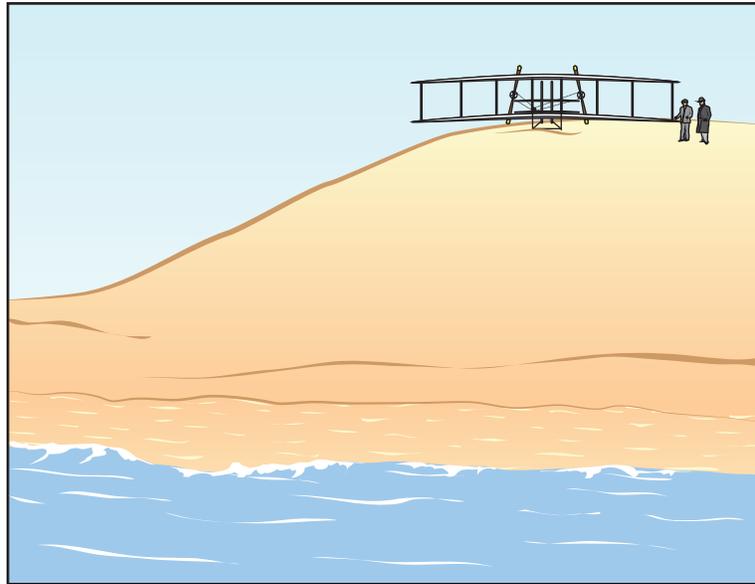
Years of Work

2 It was an exciting day at Kitty Hawk, North Carolina. It came after years of hard work and many failures. The brothers kept trying new ideas. They never stopped experimenting. . . . But they knew how machines worked. And they were very curious. They shared and discussed their ideas with each other. Their collaboration produced brilliant answers to difficult problems.

Bicycles and More

3 The Wright brothers were good at building machines and fixing them. As teenagers, they designed and built their own printing press. They became experts at repairing and building bicycles. When they needed an engine for their airplane, they built it themselves. The propellers were connected to the engine with a bicycle chain and gears.

4 The brothers even sewed the cotton cloth to cover the wings. They taught themselves the science of flying. They drew inspiration from watching vultures. When designing wings for their airplanes, they tried to copy the wing movements of birds.

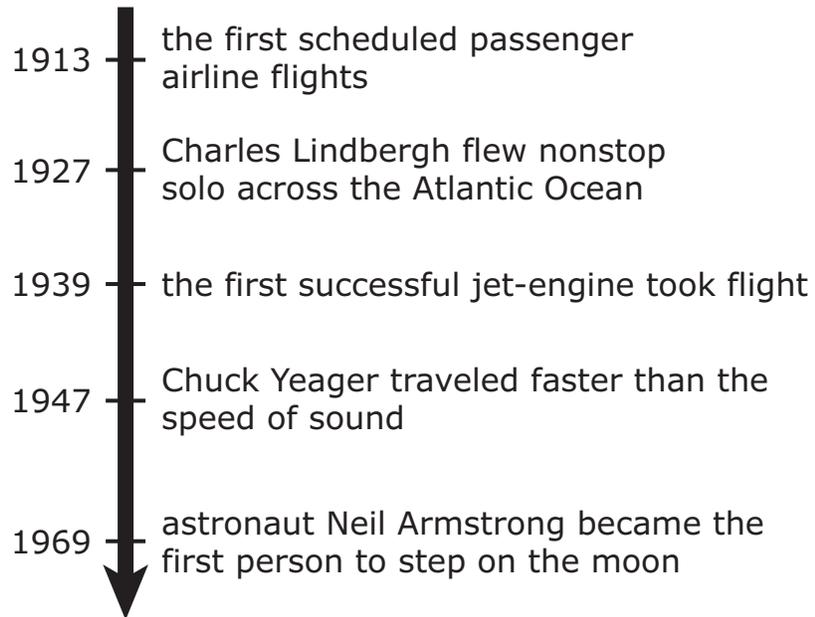


The Wright brothers tested their glider in Kitty Hawk, NC.

Testing, Testing

- 5 Wilbur and Orville designed and built a machine to test their wing designs. Basically, it was a large fan blowing air through a rectangular box. It was called a wind tunnel. After several months of testing, the Wright brothers became experts on airplane design.
- 6 The brothers realized the importance of controlling the airplane once it got into the air. At first, they built large kites and controlled them from the ground with strings. Once they mastered kites from the ground, they experimented with gliders. Gliders are aircraft that soar in the air without engines. In all, the Wrights made about one thousand successful flights in three gliders. . . .
- 7 In 1900, they were ready to test their first airplane. The brothers chose Kitty Hawk for its wind, open spaces, and soft sand. There were mishaps, crashes, and disappointments. But each visit to Kitty Hawk added to the Wrights' knowledge. And their persistence paid off. After four years of testing at Kitty Hawk, they flew for 12 seconds. They had perfected a system of airplane control that is still used today on modern jets.

Wilbur died in 1912, but Orville lived to see many significant firsts in flight.



Adapted from "Air Travel Takes Off" by Mike Weinstein from COBBLESTONE, July 2009. Copyright © 2009 Cricket Media. All rights reserved.

8. Part A

What does the word **collaboration** mean in paragraph 2 of the article?

- A growth
- B interest
- C system
- D teamwork

Part B

Which evidence from paragraph 2 supports the answer to Part A?

- A "an exciting day"
- B "many failures"
- C "new ideas"
- D "with each other"

9. Part A

How does the timeline contribute to an understanding of the passage?

- Ⓐ It shows that the Wright brothers' success led to many other types of aircraft.
- Ⓑ It shows that the Wright brothers' aircraft was less useful than later aircraft.
- Ⓒ It shows that new ways of flying improved the lives of passengers.
- Ⓓ It shows that inventing new ways of flying is easy.

Part B

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

- Ⓐ "The plane looked like a giant kite with propellers." (paragraph 1)
- Ⓑ "They became experts at repairing and building bicycles." (paragraph 3)
- Ⓒ "When designing wings for their airplanes, they tried to copy the wing movements of birds." (paragraph 4)
- Ⓓ "They had perfected a system of airplane control that is still used today on modern jets." (paragraph 7)

10. Show the effects of the actions taken by the Wright brothers by writing **one** letter for **each** effect in the correct row in the table. Not all effects will be used. Each letter can be used only once.

- A. They could test the designs of their wings.
- B. They found a good location for testing.
- C. They learned how to design the wings of their airplanes.
- D. They could control their airplane once it got into the air.
- E. They learned how to build an airplane engine by themselves.
- F. They learned that even crashes could give valuable information.

Action Taken	Effect
They fixed and created machines.	_____
They watched how birds flew in the air.	_____
They created a wind tunnel.	_____
They flew kites and gliders.	_____

11. Part A

How does the author support the idea that the Wright brothers' flight was the result of hard work?

- Ⓐ by showing how the Wright brothers acted as a team while building
- Ⓑ by describing the things the Wright brothers were good at fixing
- Ⓒ by listing the many experiments the Wright brothers performed
- Ⓓ by explaining the effect the Wright brothers had on others

Part B

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

- Ⓐ "This flight stunned the world." (paragraph 1)
- Ⓑ "They shared and discussed their ideas. . . ." (paragraph 2)
- Ⓒ ". . . they designed and built their own printing press." (paragraph 3)
- Ⓓ ". . . made about one thousand successful flights in three gliders." (paragraph 6)

This is the end of Item Set 3.

