

Colorado Measures of Academic Success



Grade 4

Reading and Writing English Language Arts



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.

Correct Mark:

A B C D

Incorrect Marks:

✓ ✗ ● ○ E

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 *Gravity Buster: Journal #2 of a Cardboard Genius*. Pay close attention as you read so that you can answer questions and write a narrative based on the passage.

Read the passage from *Gravity Buster: Journal #2 of a Cardboard Genius*. Then answer questions 1 through 5.

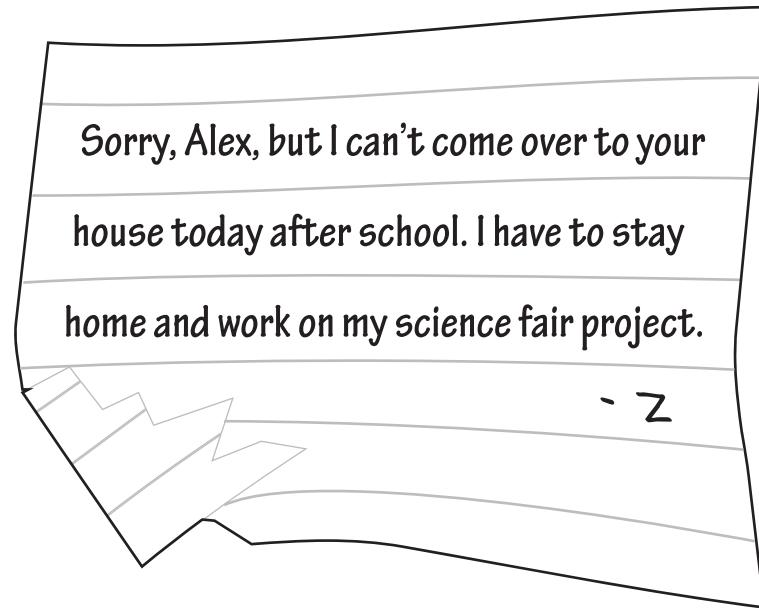
from *Gravity Buster: Journal #2 of a Cardboard Genius*

by Frank Asch

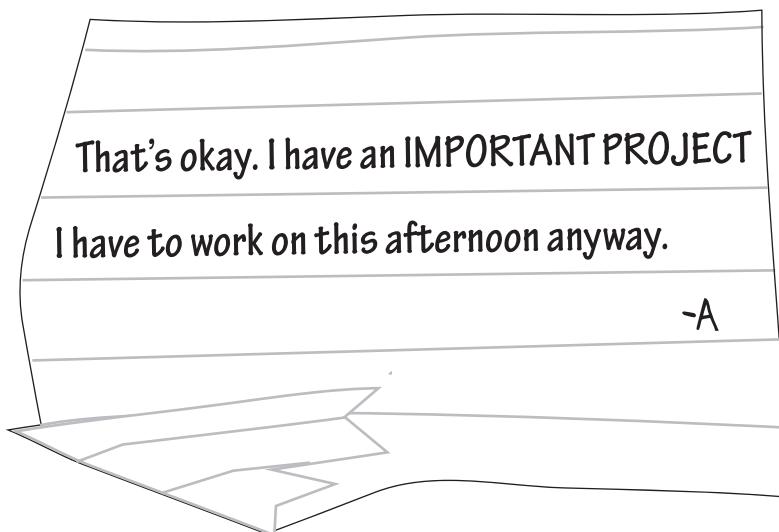
- 1 Right now I'm in study hall. The kid at the desk beside me is drawing motorcycles on the dust jacket¹ of his math book. The kid behind me is memorizing a vocabulary list and tapping his foot on the leg of my chair. (So annoying!) And I'm writing with a leaky pen in a notebook I bought at Cheap-Mart for less than a dollar. I know what I'm doing doesn't look very important, but you can take my word for it: this journal is destined to become part of the most monumental manuscript in the history of mankind! Someday when it's in a museum behind bulletproof glass, even the wealthiest billionaire in the world won't be able to afford the period at the end of this sentence.

¹dust jacket—a removable cover that protects a book from damage

2 Zoe Breen, the girl who sits in front of me, just dropped a crumpled scrap of notebook paper near my left foot. After checking to make sure Mr. Howard, the study hall teacher, isn't looking in my direction, I quickly bend down and pick it up:



3 My note back to Zoe is written on a tiny slip of paper that I slide into an empty ballpoint pen and ease onto the floor so it rolls near her desk.



- 4 Last year Zoe won first place in the statewide Science Fair with her study of the drinking habits of guinea pigs. This year she's working with gray squirrels. She's going to offer them three different kinds of peanut butter: one salty, one plain and one sweet, and see which they like best and how it affects their health.
- 5 That's the kind of science Zoe likes. I'm more into astrophysics and space travel.
- 6 In my first notebook, *Star Jumper: Journal of a Cardboard Genius*, I described how I designed and built the world's first intergalactic spaceship. Unfortunately, I also had to give a blow-by-blow account of how that amazing spacecraft was destroyed in a senseless pillow fight with my little brother, Jonathan. That's the bad news. The good news is that in the past two weeks I've been working on a new and improved Star Jumper. And it's almost finished!

From GRAVITY BUSTER: JOURNAL #2 OF A CARDBOARD GENIUS by Frank Asch, Kids Can Press. Copyright © 2007 by Frank Asch. All rights reserved.

1. Part A

Based on the information in the passage, what is the difference between the events recorded in Alex's first journal and his second?

- (A) The first journal contained information about the destruction of the spacecraft.
- (B) The first journal focused mainly on drawings of the spacecraft.
- (C) The first journal explained how the spacecraft would operate.
- (D) The first journal included fewer details about the spacecraft.

Part B

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

- (A) ". . . writing with a leaky pen in a notebook I bought at Cheap-Mart for less than a dollar." (paragraph 1)
- (B) ". . . destined to become part of the most monumental manuscript in the history . . ." (paragraph 1)
- (C) ". . . how I designed and built the world's first intergalactic spaceship." (paragraph 6)
- (D) ". . . a blow-by-blow account of how that amazing spacecraft was destroyed . . ." (paragraph 6)

2. Based on the information in the passage, circle the correct phrase in each box to show how Alex and Zoe are the same and how they are different.

Alex and Zoe are alike when it comes to _____.

- how much they enjoy drawing in their journals
- how cleverly they disguise their notes
- how creative their projects are
- how they feel about school

They are different when it comes to _____.

- the plans they have after school
- the time spent on their projects
- the science fairs they attended
- the type of science they enjoy

3. Part A

Which statement **best** expresses a theme of the passage?

- Ⓐ It is necessary to accept differences in others.
- Ⓑ It is important to have confidence in yourself.
- Ⓒ It is important to put forth your best effort.
- Ⓓ It is necessary to make good plans.

Part B

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

- Ⓐ “The kid behind me is memorizing a vocabulary list and tapping his foot on the leg of my chair.” (paragraph 1)
- Ⓑ “. . . even the wealthiest billionaire in the world won’t be able to afford the period at the end of this sentence.” (paragraph 1)
- Ⓒ “I have to stay home and work on my science fair project.” (paragraph 2)
- Ⓓ “She’s going to offer them three different kinds of peanut butter. . . .” (paragraph 4)

4. Write the letter for **one** statement that expresses a theme of the passage in the box labeled Theme. Then write the numbers for **two** details that support the theme in the box labeled Supporting Details.

Possible Themes

- A. A setback can lead to a greater achievement.
- B. Working with animals gets the best results.

Details

- 1. A pillow fight causes the destruction of the first intergalactic spaceship.
- 2. A study of guinea pig drinking habits wins first place in the statewide Science Fair.
- 3. A study of squirrels' eating habits can lead to a better understanding of their health.
- 4. A Star Jumper with a new design is nearly complete.

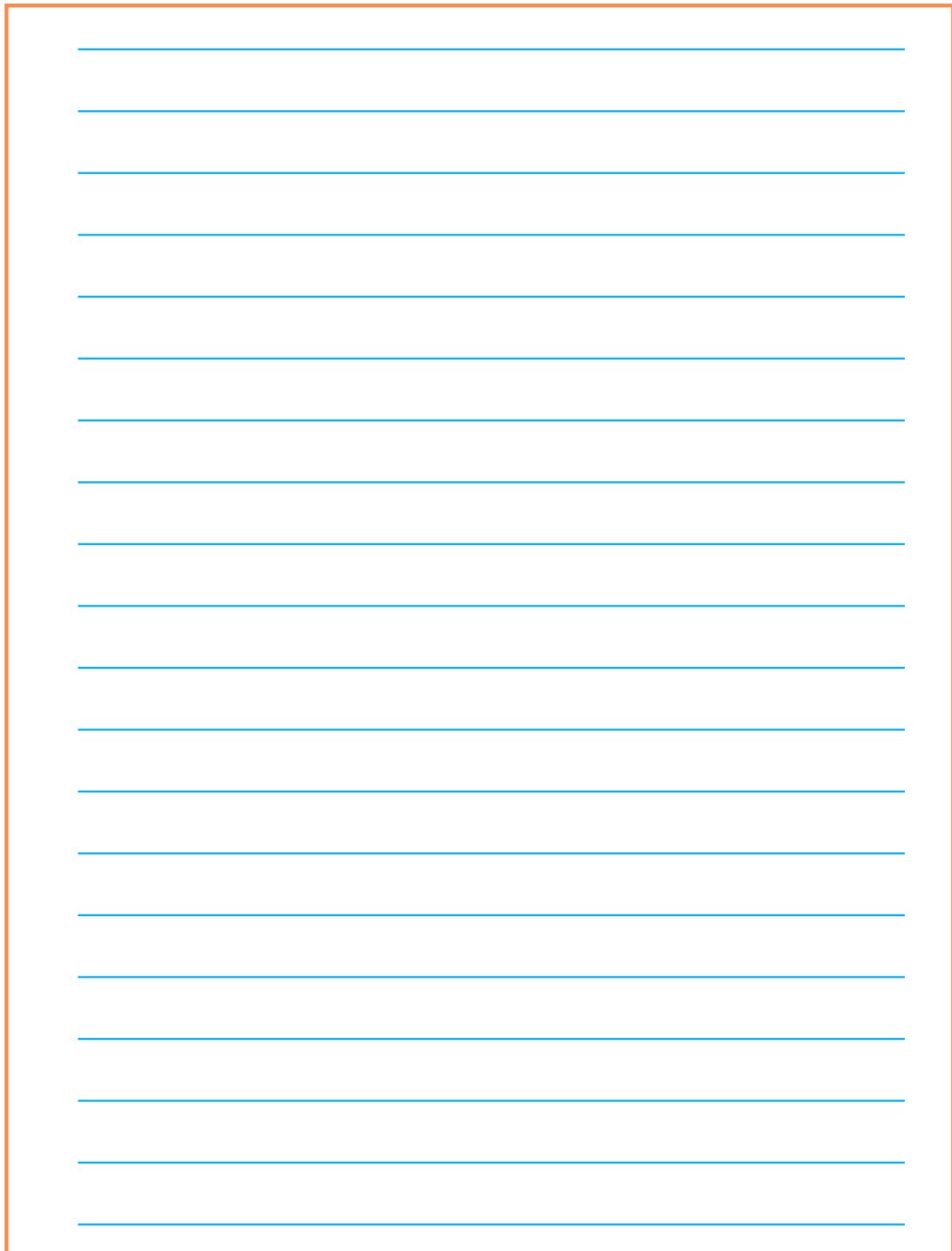
Theme

Supporting Details

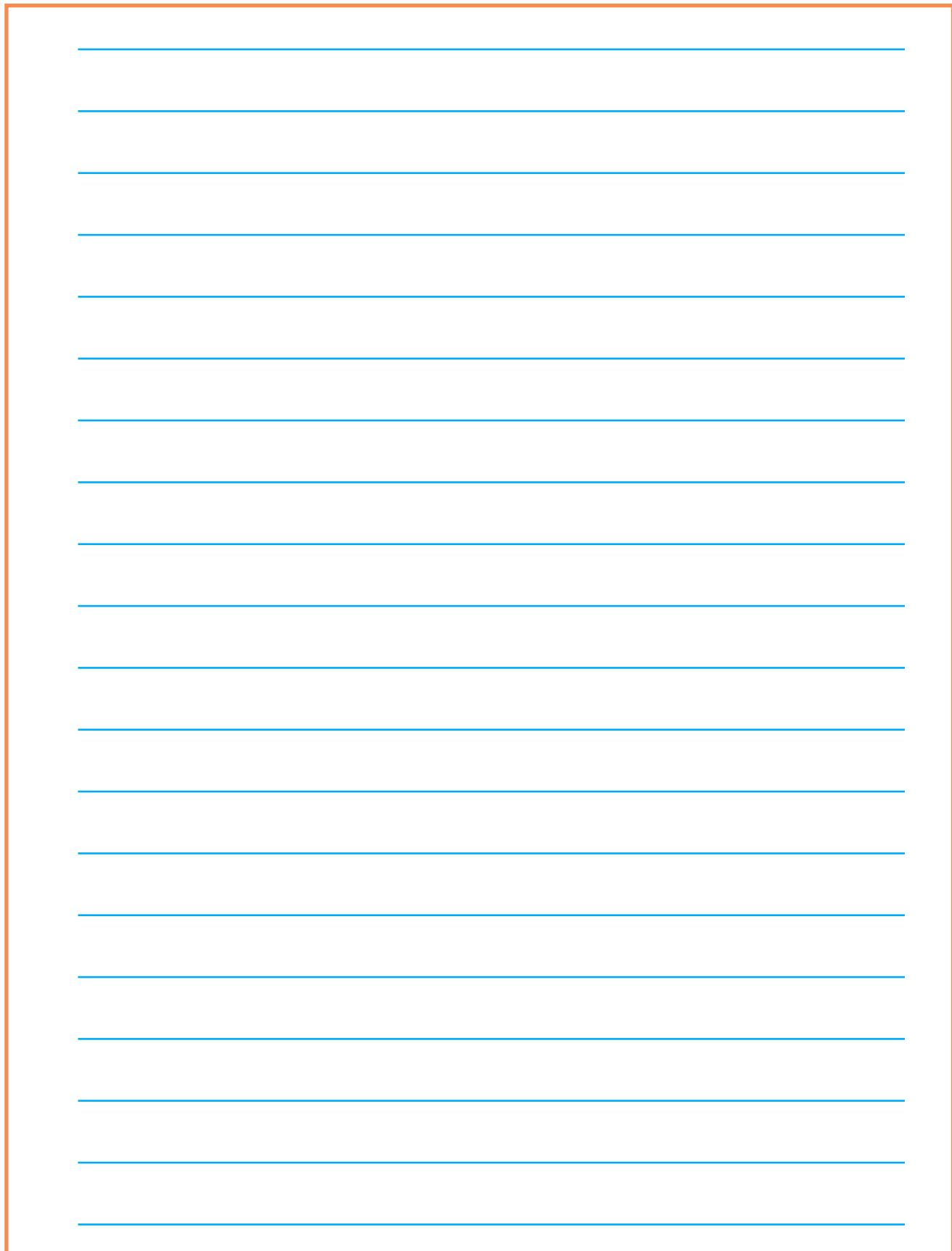
_____ _____

**TURN THE PAGE AND
CONTINUE WORKING**

5. Retell the story from Zoe's point of view and reveal her thoughts about Alex's intergalactic spaceship project. Be sure to use details from the passage to support your story.



The image shows a large orange rectangular frame. Inside this frame, there are 20 horizontal blue lines spaced evenly apart, intended for handwritten responses.



20 blank blue horizontal lines for writing, enclosed within a large orange rectangular frame.

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?

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

Part B

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

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

7. Part A

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

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

Part B

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

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

8. 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)

9. Part A

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

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

Part B

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

- (A) ". . . had to send their products to market." (paragraph 2)
- (B) ". . . a great deal of money building bigger and better locomotives . . ." (paragraph 2)
- (C) ". . . ran from coal or iron mines to canals and rivers . . ." (paragraph 3)
- (D) ". . . 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. Hammer metal spikes.
- B. Choose a good route.
- C. Position iron rails.
- D. Lay wooden ties.
- E. Dig out a path.
- F. Shovel coal.

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?

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

Part B

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

- (A) paragraph 1
- (B) paragraph 5
- (C) paragraph 7
- (D) 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. to stop another train
- B. to stop his own train
- C. to announce arrival
- D. to make steam

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 1.

ITEM SET 2

Today you will read “Market Day” and a passage from *Suki’s Kimono*. As you read these texts, you will gather information and answer questions about the passages so that you can write a response.

Read the passage “Market Day.” Then answer questions 1 and 2.

Market Day

by Sydney Salter Husseman

- 1 “Hurry, Balam (bah-LAM)!“
- 2 I struggled to catch up with my father. My neck ached from carrying the heavy basket of salt. Why did my brother get to carry the feathers? Thousands of people filled the canoes that would take us to the great Aztec market of Tlatelolco (tlah-tell-OHL-co).
- 3 When we arrived, my father gave me a handful of cacao beans¹ and ten *quetzal* (ket-ZAHL) feathers. “Buy a gift for your baby sister,” he told me. He and my brother went to trade jaguar furs, salt, feathers, and cloth for swords and copper axes.
- 4 The air smelled like ripe fruit, incense², and cooking. My stomach rumbled. I passed rows of avocados, beans, chilies, peanuts, pineapples, potatoes, squash, and tomatoes—a rainbow of colors. Next to a pile of turkeys, I spotted someone selling *tamales* (tah-MAHL-ace). I spent one cacao bean on my tasty snack.
- 5 I had never seen so many people from so many places. Some women wore their hair like little horns on top of their head; others had teeth stained red or black. A few people had lip and nose plugs. One man had jade in his teeth like my father did. Some people painted their faces, and others had tattoos. I saw clothes of every color and pattern.
- 6 I followed the sound of music through rows of baskets, clay pots, and little clay figures. People were listening to a man singing a story to the rhythm of a flute and a wooden gong.
- 7 A fight erupted³ at a nearby stand. Someone had tried to buy cloth with dirt-filled cacao beans. The market officers hustled the man to court.

¹cacao beans—a type of bean used to make chocolate

²incense—a substance that is burned for its nice smell

³erupted—suddenly happened

8 I spent the rest of my cacao beans on a cup of chocolate. The quetzal feathers would be enough to buy my sister's gift. I wanted to get her something special, something that could be found only at the great Aztec market of Tlatelolco. I walked past sellers of jade, gold, feather jewelry, [and] pottery. . . . And then I saw it: a necklace made of tiny copper beads. It was the perfect gift for my sister.

"Market Day" by Sydney Salter Husseman from APPLESEEDS, December 2003. Copyright © 2003 Cricket Media. All rights reserved.

1. Part A

Why does the author use the phrase **stomach rumbled** in paragraph 4 of the passage “Market Day”?

- (A) to show that Balam enjoys the different colors of the foods
- (B) to show that Balam likes how the foods are arranged
- (C) to show that Balam feels the need to eat some food
- (D) to show that Balam likes purchasing food

Part B

Which detail from paragraph 4 supports the answer to Part A?

- (A) “. . . ripe fruit, incense, and cooking.”
- (B) “. . . a rainbow of colors.”
- (C) “Next to a pile of turkeys . . .”
- (D) “I spent one cacao bean. . . .”

2. Part A

Which sentence is the **best** summary of “Market Day”?

- (A) Balam arrives at a market with his father and brother, but he is disappointed that he cannot remain with them.
- (B) Balam visits a market with his father and brother, and he then searches the market for a gift for his sister.
- (C) Balam visits a market with his father and brother, and he uses cacao beans to make different purchases.
- (D) Balam arrives at a market with his father and brother, but he becomes confused when he is on his own.

Part B

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

- (A) “Buy a gift for your baby sister. . . .” (paragraph 3)
- (B) “He and my brother went to trade jaguar furs. . . .” (paragraph 3)
- (C) “. . . women wore their hair like little horns. . . .” (paragraph 5)
- (D) “. . . saw clothes of every color and pattern.” (paragraph 5)

Read the passage from *Suki's Kimono*. Then answer questions 3 and 4.

from *Suki's Kimono*

by Chieri Uegaki

- 1 On the first day of school, Suki wanted to wear her kimono¹. Her sisters did not approve.
- 2 "You can't wear that," said Mari. "People will think you're weird."
- 3 "You can't wear that," said Yumi. "Everyone will laugh, and no one will play with you."
- 4 "You need something new, Suki."
- 5 "You need something cool."
- 6 But Suki shook her head. She didn't care for new. She didn't care for cool. She wanted to wear her favorite thing. And her favorite thing was her kimono.
- 7 Suki's obāchan² had given her the kimono. The first time Suki wore it, her obāchan took her to a street festival where they slurped bowls of slippery, cold sōmen noodles³ and shared a cone of crunchy, shaved ice topped with a sweet red bean sauce.
- 8 Under strings of paper lanterns, Suki joined her obāchan in a circle dance. She followed her and copied her movements, trying to be as light and as graceful. She watched the other women and children who danced, especially those who were dressed in cotton kimonos like her.
- 9 Later, Suki sat so close to the stage that when the taiko⁴ drummers performed, *bom-bom-bom-bom*, she felt like she'd swallowed a ball of thunder and her whole insides quaked and quivered.

¹kimono—the Japanese name for a loose wraparound robe with wide sleeves

²obāchan—a Japanese word for grandmother

³sōmen noodles—very thin Japanese noodles

⁴taiko—the name of a Japanese drum

- 10 Before they left the festival, Suki and her obāchan stopped at a souvenir stand. There were many things to choose from, but her obāchan found the prettiest thing of all—a handkerchief of pale pink linen, decorated with tiny maple leaves and cherry blossoms. When she gave it to Suki, she said, "This will help you remember our day."
- 11 Now, it was time for school. Mother checked Suki's obi⁵ one last time and took a picture of Mari, Yumi and Suki together by the front steps.
- 12 Then, as she watched, the three sisters made their way down the block to their school. Mari and Yumi stayed several paces ahead of Suki and pretended they didn't know her.
- 13 But Suki didn't mind.
- 14 She turned and waved to her mother before she clip-clopped along in her shiny red geta⁶, feeling very pleased in her fan-patterned blue kimono.

From SUKI'S KIMONO by Chieri Uegaki, published by Kids Can Press. Text copyright © 2003 Chieri Uegaki. All rights reserved.

⁵obi—a kimono sash or a wide belt

⁶geta—Japanese wooden clogs or shoes

3. Part A

What does the author suggest by using the metaphor **swallowed a ball of thunder** in paragraph 9 of the passage from *Suki's Kimono*?

- (A) Suki's interest in being a musician
- (B) Suki's fear of the musicians
- (C) the loudness of the music
- (D) the beauty of the music

Part B

Which detail from paragraph 9 supports the answer to Part A?

- (A) "to the stage"
- (B) "drummers performed"
- (C) "her whole insides"
- (D) "quaked and quivered"

4. Circle the correct choice in each box to complete each sentence.

Suki's sisters are _____ by Suki's choice of clothing.

delighted
disappointed

They want her to be _____.

happy
popular

Suki refuses to give in because the kimono is _____.

expensive
special

When it is time to go to school, Suki's mother _____.

waves goodbye
takes a picture

Suki and her sisters leave for school, and the sisters
_____ Suki.

choose not to walk with
finally understand

Refer to the passages from “Market Day” and from *Suki’s Kimono*. Then answer question 5.

5. Part A

How does the point of view in “Market Day” compare to the point of view in the passage from *Suki’s Kimono*?

- (A) A third-person narrator tells the story in “Market Day,” but Suki’s mother tells the story in the passage from *Suki’s Kimono*.
- (B) Balam’s father tells the story in “Market Day,” but a third-person narrator tells the story in the passage from *Suki’s Kimono*.
- (C) A third-person narrator tells the story in “Market Day,” but Suki tells the story in the passage from *Suki’s Kimono*.
- (D) Balam tells the story in “Market Day,” and a third-person narrator tells the story in the passage from *Suki’s Kimono*.

Part B

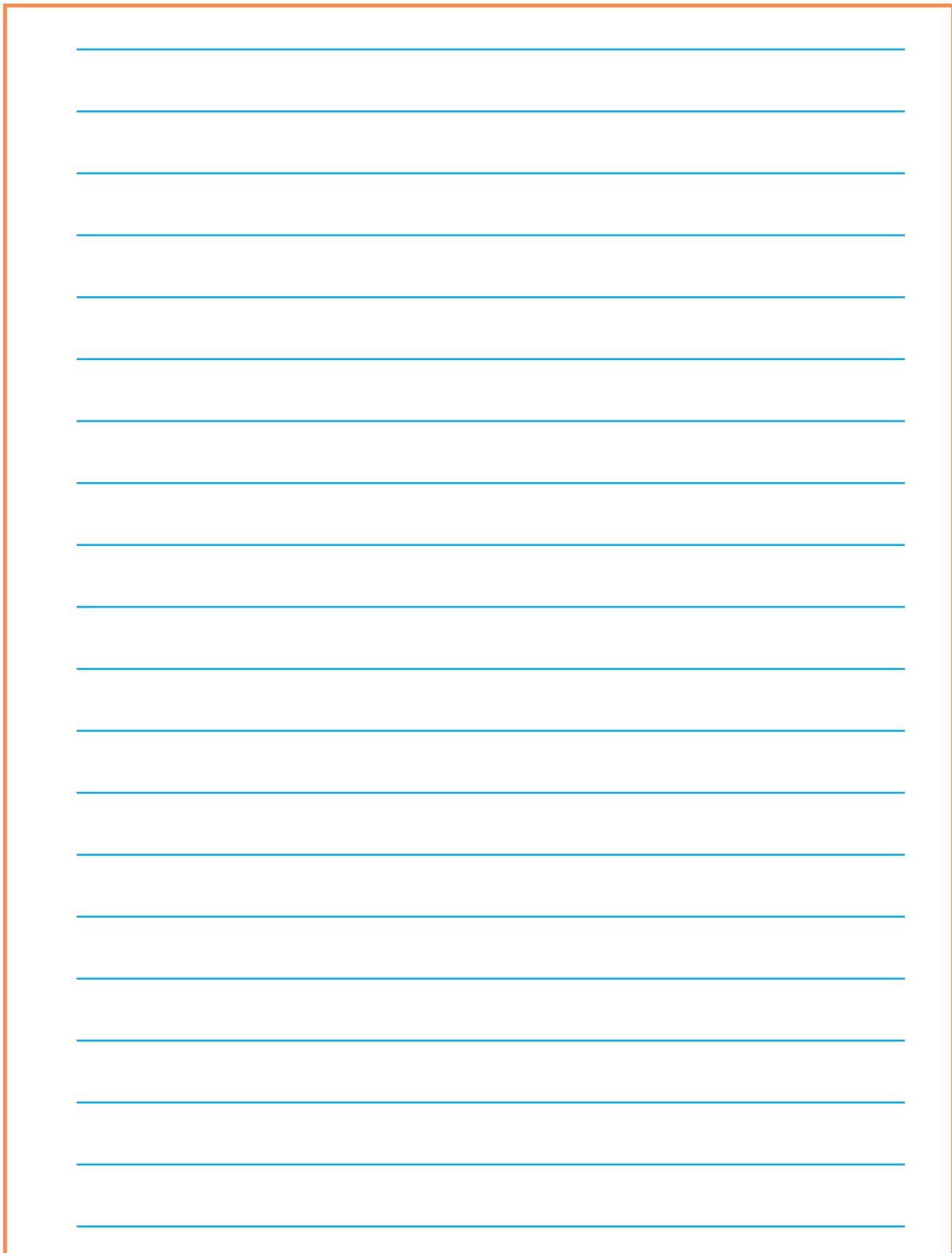
Select **one** detail from **each** passage that supports the answer to Part A. Select **two** total responses.

- (A) “Some people painted their faces, and others had tattoos.” (paragraph 5, “Market Day”)
- (B) “The market officers hustled the man to court.” (paragraph 7, “Market Day”)
- (C) “It was the perfect gift for my sister.” (paragraph 8, “Market Day”)
- (D) “Her sisters did not approve.” (paragraph 1, from *Suki’s Kimono*)
- (E) “You can’t wear that. . . .” (paragraph 2, from *Suki’s Kimono*)
- (F) “You need something cool.” (paragraph 5, from *Suki’s Kimono*)

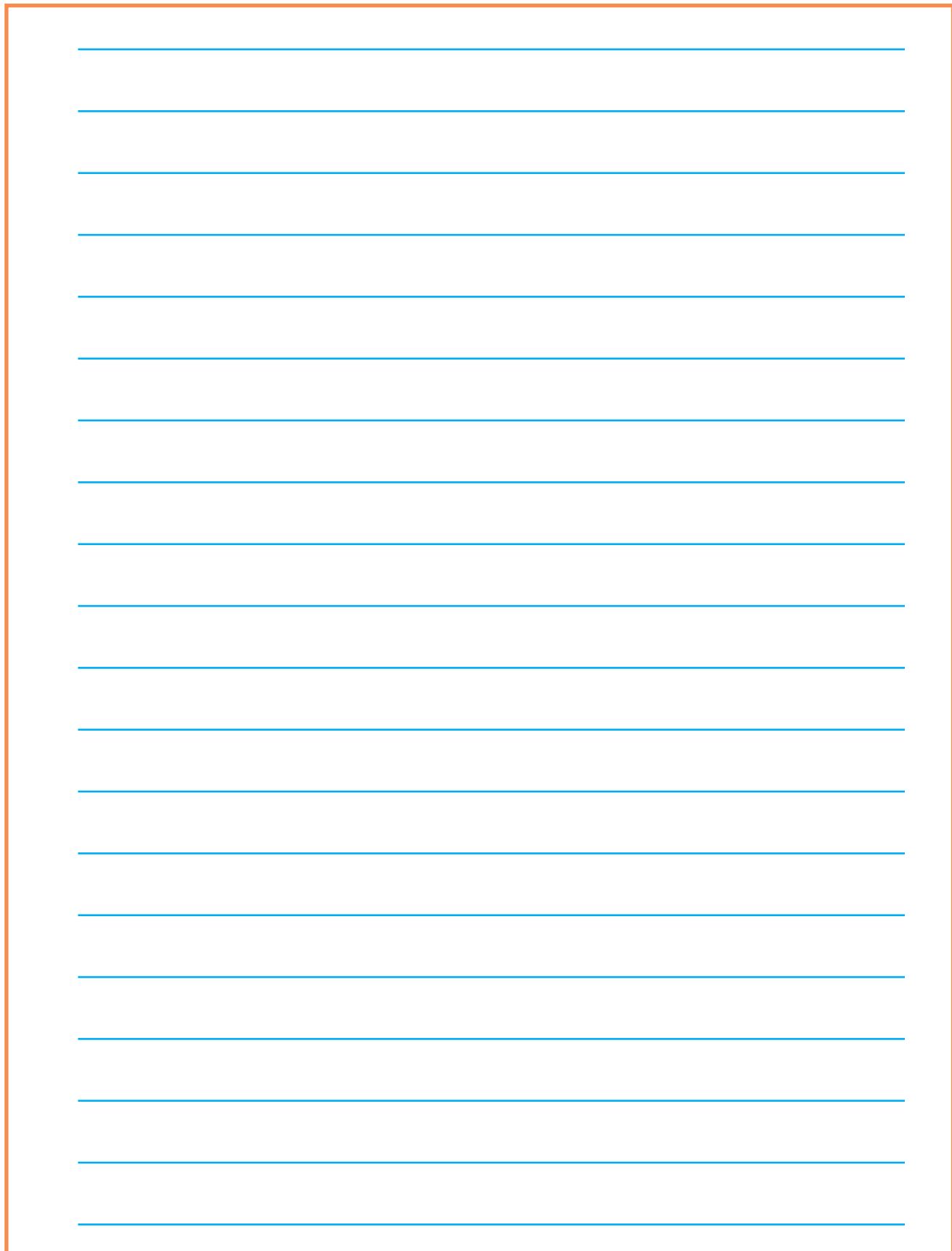
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CONTINUE WORKING**

Refer to the passages from "Market Day" and from *Suki's Kimono*. Then answer question 6.

6. The characters in the passage “Market Day” and the passage from *Suki’s Kimono* experience special events. Write a response explaining how the characters’ experiences during these special events are similar and how they are different. Be sure to use examples from **both** passages in your response.



The image shows a large orange rectangular frame. Inside this frame, there are 20 horizontal blue lines spaced evenly apart, intended for handwritten notes or responses.



The image shows a large, solid orange rectangular border. Inside this border, there are 20 evenly spaced, thin blue horizontal lines. These lines are intended for handwritten responses, such as a signature or a list of names. The blue lines are parallel and extend across the width of the orange frame.

Read the article “Eek! There’s a Bug in My Computer!” about the early days of computers. Then answer questions 7 through 11.

Eek! There’s a Bug in My Computer!

by Barbara Dell

- 1 These days when someone says a computer has a bug in it, usually they mean that there’s a problem with one of its programs. Maybe your computer has crashed when you were in the middle of a game. Or you got an error message when you tried to go to a website. Yep. Buggy all right.
- 2 But back in the early days of computers, a woman named Grace Hopper was part of the team that discovered the very first computer bug. Hopper was a mathematician. She’d been hired by the navy to help program the new Mark II computer. The Mark II’s job was to quickly solve the math problems ships and airplanes used to find their way.
- 3 The Mark II worked by reading instructions from a long strip of paper with holes punched in it. The computer translated the patterns of holes into the math problems it was supposed to solve.
- 4 One afternoon in 1947 Hopper and her team were running a program. But the computer wasn’t giving them the right results. What could be wrong? They finally ended up taking the Mark II apart, looking for problems. What did they find?
- 5 It was a dead moth! The moth was blocking some of the holes on the paper strip—no wonder the computer didn’t know what to do.
- 6 Hopper knew that the term “bug” had been used before when there were problems with machines. But this was the first time a *computer* had ever had one. She thought it was funny that it was a real bug. Some people think Hopper was the first person to use the word “debug” to mean “get rid of the problems in a computer.”
- 7 Her team kept a logbook of everything they did. They taped the moth onto the page for that day. The logbook, moth and all, is now in the Smithsonian National Museum of American History in Washington, D.C.

8 Grace Hopper worked with computers her whole life and went on to become a rear admiral¹ in the U.S. Navy. She was the first person to write a word-based computer language. This makes it easier for people to tell computers what to do. Some people called her “Grandma COBOL,” after one of the computer languages she helped develop. But to most she was just “Amazing Grace.”

“Eek! There’s a Bug in My Computer” by Barbara Dell from ASK: ARTS & SCIENCES FOR KIDS, September 2013. Copyright © 2013 Cricket Media. All rights reserved.

¹rear admiral—a rank in the U.S. Navy above captain and below vice admiral

7. Part A

What does the word **crashed** mean as it is used in paragraph 1?

- (A) added numbers together
- (B) made a connection
- (C) stopped working
- (D) sped up

Part B

Which phrase from paragraph 1 **best** supports the answer to Part A?

- (A) ". . . one of its programs."
- (B) ". . . in the middle of a game."
- (C) ". . . got an error message . . ."
- (D) ". . . tried to go to a website."

8. Write the letters of the steps that led to Grace Hopper's discovery of the first computer bug in the correct order in the table. Not all steps will be used. Each letter can be used only once.

- A. Hopper found a moth that was blocking holes on a paper strip in the Mark II computer.
- B. Hopper noticed that the Mark II computer was not giving correct information.
- C. Hopper and her team were running a program on the Mark II computer.
- D. Hopper kept a logbook about her work on the Mark II computer.
- E. Hopper took apart the Mark II computer.

Steps of Grace Hopper's Discovery

First	_____
Next	_____
Then	_____
Last	_____

9. Part A

What does the word **translated** mean as it is used in paragraph 3?

- (A) expressed in a new or different way
- (B) made a new or important discovery
- (C) went in the opposite direction
- (D) worked at a slow pace

Part B

Which phrase from paragraph 3 **best** supports the answer in Part A?

- (A) ". . . by reading instructions from a long strip of paper . . ."
- (B) ". . . with holes punched in it."
- (C) ". . . patterns of holes into the math problems . . ."
- (D) ". . . was supposed to solve."

10. Part A

According to the passage, which statement **best** explains why the solution to the computer's problem was special?

- (A) The people working on the computer problem took notes about what they did.
- (B) The team worked on the parts inside of the computer to fix it.
- (C) A computer read holes in strips of paper to get information.
- (D) An insect was the cause of the computer problem.

Part B

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

- (A) "The Mark II worked by reading instructions from a long strip of paper with holes punched in it." (paragraph 3)
- (B) "They finally ended up taking the Mark II apart, looking for problems." (paragraph 4)
- (C) "She thought it was funny that it was a real bug." (paragraph 6)
- (D) "Her team kept a logbook of everything they did." (paragraph 7)

11. Part A

How is the information in the passage **mainly** organized?

- Ⓐ by listing problems in order of importance
- Ⓑ by showing a series of causes and effects
- Ⓒ by comparing how two things are similar
- Ⓓ by explaining a problem and its solution

Part B

Which set of paragraphs from the passage supports the answer to Part A?

- Ⓐ paragraphs 1, 2, and 3
- Ⓑ paragraphs 3 and 4
- Ⓒ paragraphs 4 and 5
- Ⓓ paragraphs 5, 6, and 7

This is the end of Item Set 2.

ITEM SET 3

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*?

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

Part B

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

- (A) paragraph 2
- (B) paragraph 3
- (C) paragraph 4
- (D) 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*?

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

Part B

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

- (A) "Each time it was the same." (paragraph 15)
- (B) "She lowered her high-powered surveillance camera . . ." (paragraph 16)
- (C) ". . . and spoke into a walkie-talkie." (paragraph 16)
- (D) "'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*?

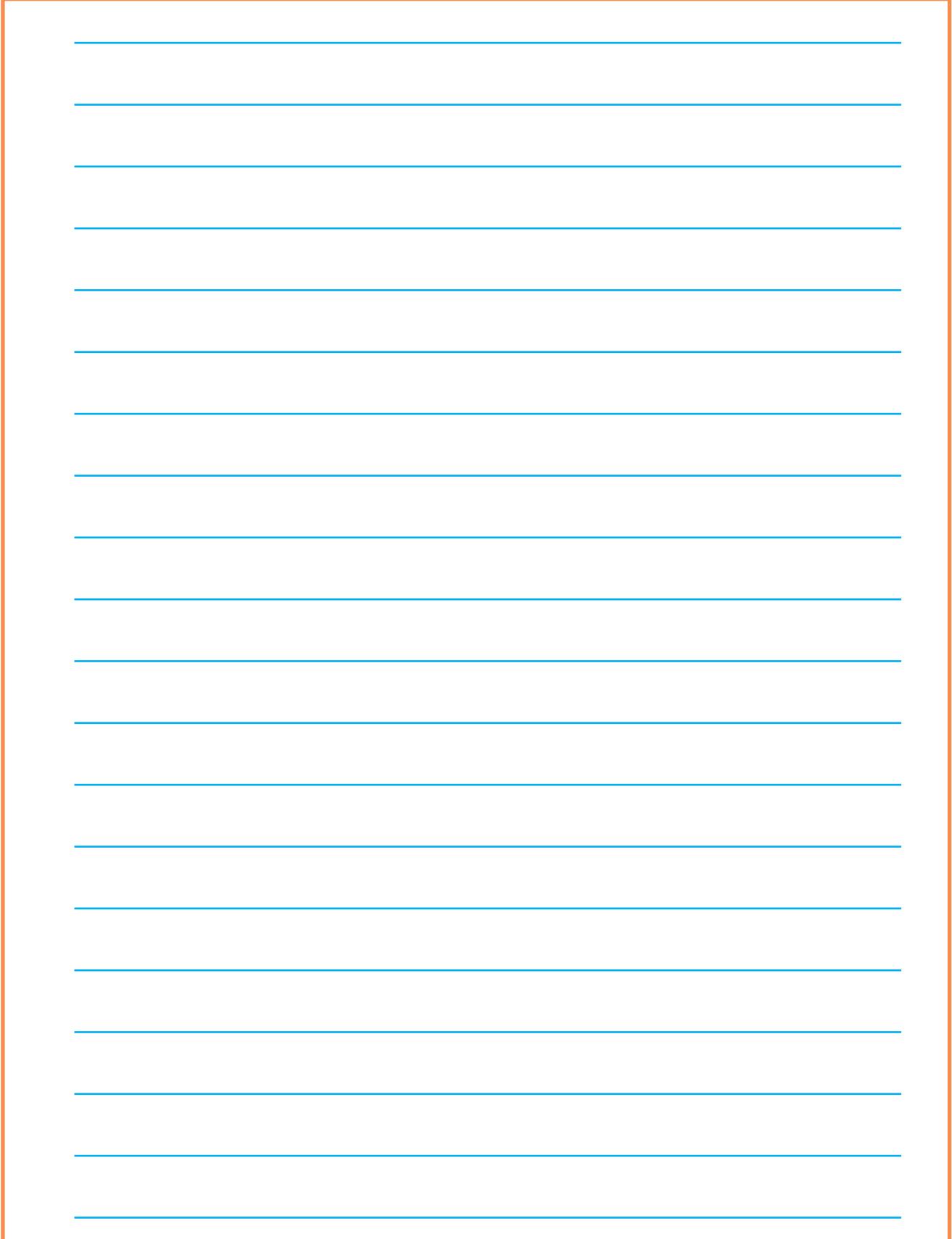
- (A) on a playground
- (B) at a track
- (C) on a field
- (D) in a gym

Part B

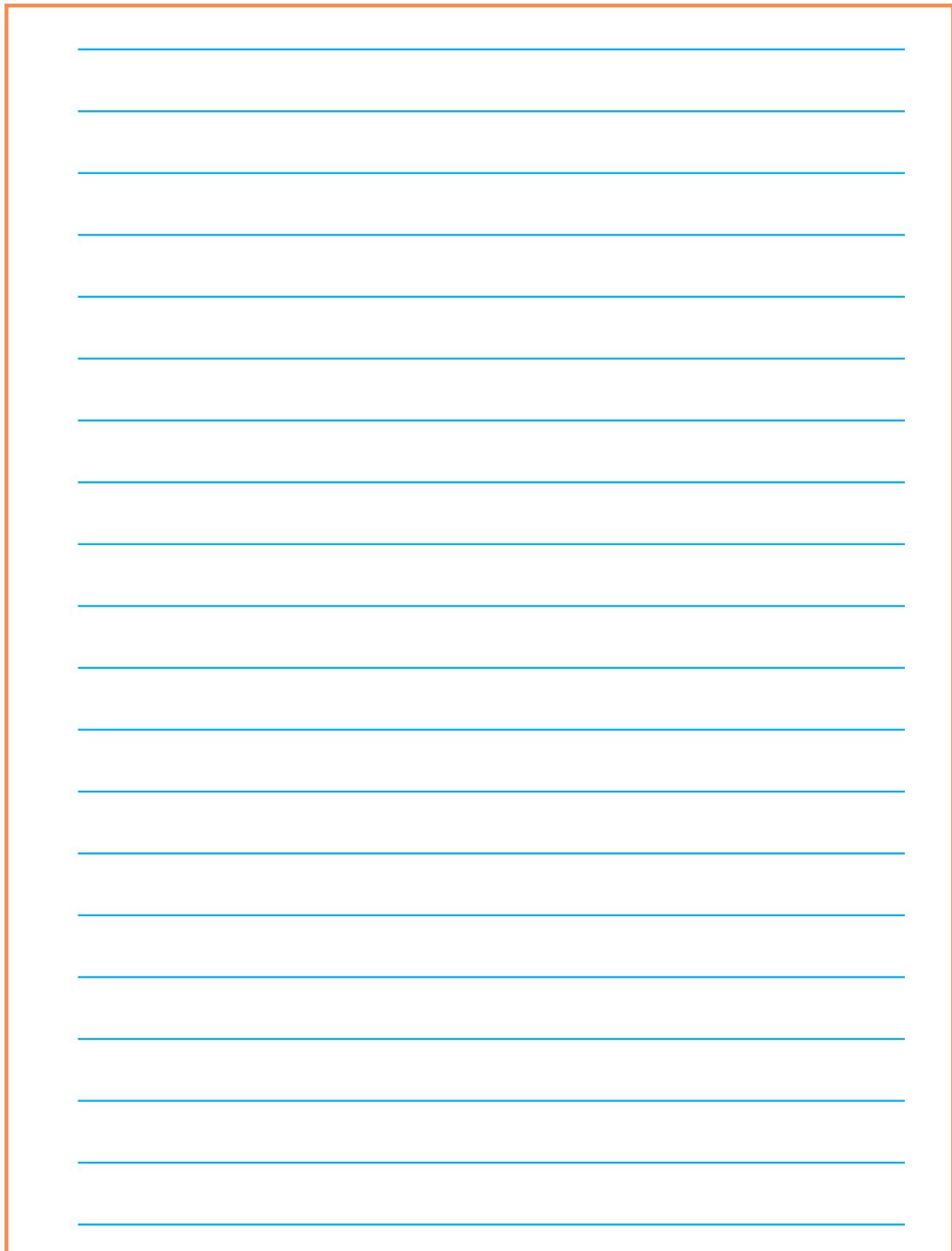
Which detail from the passage **best** supports the answer to Part A?

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

5. You have read about Pierre and an unnamed girl in the passage from *Pickle Impossible*. Think about the actions of Pierre and the girl at the end of the passage. Using details from the passage, continue the story and tell what might happen next.



This image shows a blank sheet of handwriting practice paper. It features a thick red border around the perimeter. Inside the border, there are 22 horizontal blue lines spaced evenly apart, intended for practicing letter formation and alignment.



This image shows a blank sheet of handwriting practice paper. It features a thick orange border around the perimeter. Inside, there are 22 horizontal blue lines spaced evenly down the page, intended for practicing letter formation and alignment.

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”?

- (A) cut
- (B) peel
- (C) pull
- (D) shove

Part B

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

- (A) “After a few minutes of chomping, the tree falls.” (paragraph 1)
- (B) “Mother Beaver drags it to the water.” (paragraph 1)
- (C) “She paddles with her powerful hind feet and steers with her tail.” (paragraph 2)
- (D) “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?

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

Part B

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

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

Read the passage from *The Beaver's Lodge*. Then answer questions 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**?

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

Part B

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

- (A) ". . . beavers often build their home in the middle of a pond." (paragraph 3)
- (B) "They pile up the materials until they are higher than the surface . . ." (paragraph 3)
- (C) "Inside the lodge, a beaver colony lives in one large room. . . ." (paragraph 4)
- (D) "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*?

- (A) Beavers go underwater to hide from predators.
- (B) Beavers sleep near one another to stay warm.
- (C) Beavers are excellent swimmers.
- (D) 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 3.

