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INTRODUCTION

This bulletin provides specific information about the *Alabama Reading and Mathematics Test* (ARMT*). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT* is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT*. Multiple-choice and open-ended items assess student performance on the ARMT* in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

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DEFINITION OF READING MATERIALS

**Literary/recreational** reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

**Informational/textual** reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

**Functional** reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.
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| TOTAL POINTS POSSIBLE | 72 |
PASSAGES WITH ITEMS

These are the directions given to students.

**DIRECTIONS:**

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your answer in the answer document.
Lemonade Stand

Laura was a leader, a take-charge kind of person. One summer, she and her best friend, Judy, were trying to think of ways they could make some money. Laura said she would make a plan. Laura thought about it. She took some notes, and she thought about it some more.

Laura’s idea for earning money was to set up a lemonade stand at the end of her driveway. Not a lot of cars went by on the road, but those that did were mostly friendly neighbors. Laura decided they would charge 25 cents a cup. If enough thirsty neighbors drove by, they could earn a lot of money!

Laura found two garbage cans in her parents’ garage. She also found an old door that no one was using. She and Judy carried the garbage cans to the end of the driveway and placed the door on top of them. It looked like a bridge. Laura borrowed an old, yellow tablecloth from her mother and spread it over the door. Now it looked like a table.

Laura and Judy made the lemonade and brought it to the stand in a pitcher. Judy got cups and ice, and Laura made a sign: Fresh, Cold Lemonade! Only 25¢! The girls stepped back to admire their work. It looked like a real lemonade stand. Laura’s mother sat down in a lawn chair on the porch to supervise.

Three cars stopped right away.
““This is going to be great,” declared Laura.

But Laura’s younger brother, Jack, had been watching. He was like a shadow who liked to do exactly what his sister was doing. He went next door to his best friend Dan’s house, and soon, the two of them emerged. They appeared to be making some kind of stand of their own at the end of Dan’s driveway.

Laura and Judy watched the two boys work. They were a little worried because Dan’s driveway was closer to the street corner than Laura’s was, and if the boys were thinking of selling lemonade, too, their prime location would give them an advantage. Laura frowned in her little brother’s direction.

Soon, Dan’s mother appeared. She was carrying a plate of something covered with plastic wrap. Laura and Judy looked to see, but they soon understood when Jack put up his sign: Brownies for 25¢! That was a pretty good idea, Laura had to admit.

Suddenly, she had an idea of her own. “Where’s the marker?” she demanded. “We have to change our sign!”

Judy handed the marker to Laura. Laura wrote: Brownies and lemonade go great together! Have one of each!
A car stopped at the boys’ stand, and the girls watched as Mr. Campbell bought a brownie. Next, Mr. Campbell would have to drive past the lemonade stand. Laura and Judy held their breath and waited. Mr. Campbell took his time eating his brownie and then got into his car again. He drove down the street toward Laura’s driveway. Mr. Campbell slowed and looked at the sign on the lemonade stand. He stopped the car and got out.

“Well, now a glass of lemonade sure does sound good after that brownie,” Mr. Campbell greeted the girls. Judy dipped a cup into the ice, and Laura poured a glass of lemonade. Mr. Campbell handed a quarter to Judy and drank his lemonade in one long gulp.

Just then, Dan’s dog Sparky got out of the yard and ran down the street toward Laura’s house. “Oh, no,” the girls cried together, but it was too late. Sparky jumped up and put his front paws on the lemonade stand. The pitcher fell over, and lemonade went everywhere.

Dan and Jack ran over to help. While Dan took Sparky home, Jack and the girls cleaned up the mess. Soon, Laura had made another pitcher of lemonade, and the girls were back in business. “I’m sorry,” said Dan, bringing a brownie for each of the girls.

“That’s okay,” said Laura, offering the boys some lemonade.

For the remainder of the afternoon, the brownie stand and the lemonade stand worked together. All four kids had a good time as they waited on customers. At the end of the day, both stands sold everything, and the really amazing part was that they both made the same amount of money!

1. Who is the main character in the story?
   A Jack 
   B Judy 
   C Laura 
   D Dan

2. Which sentence best describes the main problem in the story?
   A Sparky gets out of the yard.
   B Laura and Judy want to earn money.
   C Jack and Dan earn the most money.
   D Mr. Campbell does not like lemonade.
3. Which sentence uses the word *dipped* in the same way as the story?

A The young children *dipped* their toes into the cool ocean.
B The flag *dipped* suddenly in the wind.
C The candlemaker *dipped* a wick into hot wax.
D The farmer *dipped* a cup of water out of the bucket.

4. How are the mothers in the story alike?

A Both are angry about the mess Sparky causes.
B Both tell the children what to do to earn money.
C Both help with the children’s plans to earn money.
D Both are unhappy about what the children are doing.

5. Write a summary of “Lemonade Stand.”

Use details from the story to support your summary.

Write your answer in the answer document.
The Golden Peanut

The fourth graders at Lewis Elementary School had just finished studying about peanuts. They learned that peanuts grow underground and that peanuts have funny names like “goober” or “groundnut.” They also learned that George Washington Carver discovered more than 300 uses for peanuts. They found out that peanuts are an important crop in Alabama.

“I don’t think there’s anything about peanuts we haven’t studied,” said Najara with a sigh.

Mrs. Dexter smiled. “We’ll see,” she said. “Tomorrow we are having our own Fourth-Grade Peanut Day. We will have different contests as part of this special day. The winning class gets to keep the Golden Peanut statue for the whole year. Mr. Long’s class has won the last three years.”

“Not this year,” Ella boasted. “We know so much. We could be peanut professionals. We could get jobs talking about peanuts! We’ll win this year.”

“You bet!” agreed Ted.

“I hope so,” said Mrs. Dexter.

The first event was the peanut facts quiz. All three classes had studied hard, so the score was very close. Ms. Frank’s class had nine points, and Mrs. Dexter’s and Mr. Long’s classes were tied with eight points each.

The second event was peanut math. Each team measured, weighed, and figured.

The principal announced the scores.

“Mrs. Dexter’s class, sixteen. Ms. Frank’s class, fourteen. Mr. Long’s class, thirteen.”

“It’s close,” said Ella. “I’m worried.”

“Don’t be discouraged,” insisted Najara. “We’ll be fine.”

Next came peanut butter cracker-stacking. Ms. Frank’s class had a disappointment when their tower fell. They only got four points. But Mr. Long’s class must have practiced—they stacked fourteen crackers! Mrs. Dexter’s class only stacked eleven, so they were tied again!

The last event was the peanut race. The teams had to use a straw and blow a peanut along a path to the finish line.

“Go!” shouted Mr. Long. Najara and Ted carefully blew through their straws at both ends of the peanut so it would roll straight along the line. Ms. Frank’s team didn’t blow hard enough, so their peanut was slow. Mr. Long’s team blew too hard, and their peanut rolled far away across the floor.

“Yea! We win!” cheered Ella.

For lunch, each student made a peanut butter sandwich with jelly, marshmallow spread, or sliced banana. Ted put everything on his sandwich!

“You’re making a mess!” Ella said.

“I know, but it’s delicious!” answered Ted. The Golden Peanut statue, with its smile, stood in the middle of the table.
1. Which Golden Peanut event is most like a TV game show?
   A. Peanut butter sandwich eating
   B. Peanut facts quiz
   C. Peanut counting
   D. Peanut math

4. After the second event, why was Ella worried?
   A. The tall cracker tower she built fell.
   B. It was time for the last event in the contest.
   C. Her class did not know much about peanuts.
   D. She wanted her class to win the contest.

2. Which word best describes Ella in paragraph 4?
   A. Angry
   B. Confident
   C. Silly
   D. Relieved

5. In the story, professionals are most like —
   A. scientists
   B. athletes
   C. experts
   D. children

3. What does the word discouraged mean in the story?
   A. To have little hope
   B. To be joyful
   C. To be angry
   D. To look scared

6. Read the sentence from the story.
   All three classes had studied hard, so the score was very close.
   Which sentence uses the word close in the same way as the passage?
   A. Ellen and Susan are very close friends.
   B. The dark blue sweater is close to black.
   C. The boats formed a close group.
   D. Matt guessed a number close to ten.
7. Explain why Mrs. Dexter's team won the last event and the other teams did not win.

Use details from the story to support your answer.

Write your answer in the answer document.

8. According to the story, what had the fourth-grade students learned about peanuts?

Use details from the story to support your answer.

Write your answer in the answer document.

9. What is the main idea of the story?

Use details from the story to support your answer.

Write your answer in the answer document.
Parrot in the Pine Tree

On Monday I looked out the window at dawn
And saw pretty oranges, and yellows with red,
A parrot’s tail feathers spilled like paint from the pine
Then it turned its bright green head.

I saw its chocolate-colored beak as it turned
And looked at me like it was lost,
Its long claws were wrapped round the elegant pine
And tightly held a walnut that had been tossed.

On Friday some blue jays had taken its place
With cardinals lined up like before,
The tree branches looked like a clothesline that day
With T-shirts drying galore.

I imagined the parrot was looking for home
Maybe back to the jungle he flew,
Or maybe to the deep and very dark forest
Behind the library he knew.

I hoped that the parrot had found its place
Somewhere it could finally rest,
It needed to relax and settle down for a while
And build its very own nest.
1. Which sentence is the best summary of the poem?

A. A child reflects on a parrot seen outside a window.
B. A child wishes a parrot would come back to the tree.
C. A parrot eats a snack it has found in a tree.
D. A parrot becomes friends with a cardinal.

2. What does the speaker see on Friday?

A. A library
B. Some parrots
C. Some cardinals
D. A jungle

3. Read the lines from the poem.

It needed to relax and settle down for a while
And build its very own nest.

What does the speaker mean?

A. The parrot would like to have many friends.
B. The speaker should visit the parrot more.
C. The parrot should find a place to make a home.
D. The speaker would like to set the parrot free.

4. Why did the author write the poem?

A. To explain how to best care for a parrot
B. To tell what a parrot likes to eat
C. To describe what a parrot looks like
D. To share a unique observation of a parrot
5. What conclusion can the reader draw about the speaker’s feelings toward the parrot?

Use details from the story to support your answer.

Write your answer in the answer document.

6. Read the lines from the poem.

The tree branches looked like a clothesline that day
With T-shirts drying galore

Explain what the *simile* means.

Use details from the poem to support your answer.

Write your answer in the answer document.
The Sun and the Moon

A long time ago, the Sun and the Moon shared a home deep in a cave. Because they were hidden away, the only light that shone in the sky came from the twinkling stars.

After a while, the Sun and the Moon grew tired of living together in the small cave. The Sun, whose fiery personality made him *impatient* and sometimes bossy, said, “I need to live by myself in this cave. Go find a new home for yourself.”

The Moon, who was gentle and patient, said, “Where can I possibly go?”

“Just go in the sky,” answered the Sun. “There is plenty of room there.”

The Moon felt a bit sad and scared as she left the cave, but she bravely set out to live in the sky. Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky. Everyone began talking about how beautiful she was and how much they enjoyed her soft light.

Hearing this, the jealous Sun became very angry. Running out of the cave, the Sun jumped into the sky.

When the Moon saw the Sun coming up into the blue sky, she ran away. She kept looking back at the Sun. After a while, nobody saw the Moon.

Now the Sun had the whole sky to himself. He proudly sent his bright sunlight in all directions. The Sun warmed the cold Earth and helped the green plants and beautiful flowers grow. People began to praise the Sun, and he became boastful.

But soon, he became very lonely with no one to talk to. So the Sun decided to look for the Moon.

The Moon felt it was safe to hide in the cave. As the Sun came near the cave, the Moon ran out. She leaped into the sky.

“Oh, Moon,” shouted the Sun.

“Please wait. I’m sorry.”

The Moon did not trust the Sun, for he had been unkind to her. When the Sun came into the sky, the Moon hid in the cave.

Even now, the Sun cannot catch up with the Moon. The Moon hides in the cave when the Sun is up in the sky. She jumps into the sky only after the Sun comes back to the cave.
1. If you wanted to know more about why the moon appears to change throughout a month, what would be the best question to ask?

A  How close is the moon to the Earth?
B  Why are parts of the moon dark at certain times?
C  When was the first time people traveled to the moon?
D  Why is the moon sometimes visible during the daytime?

2. If you wanted to understand how the Moon feels at the beginning of the story, you should think about —

A  how it feels when someone else is boastful and bossy
B  why the sun warms the Earth and helps the plants grow
C  why the shape of the moon changes each night
D  how it feels when someone is lonely

3. According to the story, the Sun could best be compared to a —

A  shy, young child
B  proud peacock
C  busy, little bee
D  sweet mouse

4. What does the word impatient mean in the story?

A  Peaceful
B  Bashful
C  Restless
D  Bossy
5. What clues help the reader know that the Sun is not nice?

A. The Sun sends his shining light in all directions.
B. The Sun warms the cold Earth and helps plants grow.
C. The Sun is described as being boastful.
D. The Sun jumps into the sky after the Moon goes in the cave.

6. Why did the Sun jump into the sky?

A. He was jealous of the attention the Moon was getting.
B. He wanted to warm the Earth and help the plants grow.
C. He no longer felt safe hiding inside the dark cave.
D. He was shy and wanted to hide behind the clouds.

7. Read the sentences from the story.

Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky.

What do the sentences describe about the moon?

A. The color of the moon
B. The distance of the moon from the Earth
C. The changes of the moon over a month
D. The beauty of the moon
8. What does the story try to explain?

A  Why there are four different seasons of the year
B  Why the sun always shines brighter than the moon
C  Why the sun warms the Earth and helps the plants grow
D  Why the sun and moon are seen at different times of the day

9. Contrast the personalities of the Sun and the Moon.

   Use details from the story to support your answer.

   Write your answer in the answer document.

10. Describe the Moon and a person in your life who is like the Moon.

   Use details from the story to support your answer.

   Write your answer in the answer document.
Birdhouse Gourds

Birds are not always a farmer’s best friends. Some farmers put up scarecrows to protect their crops from the hungry birds. They know that as soon as they put down the seeds, there will be birds there to eat, and as the crop grows, other birds will be there. Farmers have to work hard to protect their crops from birds. But there is a bird that farmers are happy to see arriving each spring: the beautiful purple martin.

The male purple martin has dark blue and black feathers, and the female is pale gray. The purple martin is an insect eater. Some farmers think that the purple martin eats enough bugs each day to equal the bird’s weight. Having purple martins in your neighborhood could mean fewer flying insects at your next picnic and fewer bugs eating crops.

Long ago purple martins built their nests in hollow trees, but Native Americans discovered how helpful purple martins could be. They began to hang hollow gourds near their homes. The purple martins discovered the gourds and built nests in them. Now they will only build in a human-made or human-grown home. In the southern United States, many people offer the purple martins nesting places using birdhouse gourds.

Birdhouse gourds are best grown where the summers are long and warm. It takes many months from the time a seed is planted to the time the gourd house can be hung. The gourd should be ten inches around to be a roomy home for a family of martins.

Purple martins like to live in large groups, so it is best to suspend several gourds together. The gourds need to be hung as high as a second-story window and away from trees and wires. The round opening should be near the top of the gourd so the babies don’t fall out and turned away from the wind so the babies stay warm and dry.

If the gourds are hung from a short piece of wire, they will swing gently as the birds enter and leave the circular doorway. Purple martins don’t mind the swinging. Other birds do, so they leave the gourds alone.

Watching the purple martins dive and swoop after insects is fun. Their early morning songs are a beautiful way to wake up. Purple martins depend on humans for safe nesting places, but they help humans so much in return.
1. To learn more about birdhouse gourds, you should use —
   A a thesaurus
   B an encyclopedia
   C a dictionary
   D an atlas

2. Why did the author most likely write the passage?
   A To give information about birdhouse gourds
   B To tell a funny story about birdhouse gourds
   C To convince the reader to make a birdhouse gourd
   D To describe for the reader where to buy a birdhouse gourd

3. Read the sentence from the passage.
   Purple martins like to live in large groups, so it is best to suspend several gourds together.
   What does the word suspend mean in the passage?
   A Hang
   B Remove
   C Purchase
   D Admit

4. Write a brief summary of the passage.
   Use details from the passage to support your summary.
   Write your answer in the answer document.

5. If you were going to make a birdhouse from a gourd, what steps would you have to take?
   Use details from the passage to support your answer.
   Write your answer in the answer document.
Homes of the Early Settlers

The voyage across the Atlantic from England to the New World was difficult and dangerous. Although early settlers from the Old World were probably tired from the journey, they did not have time to relax when they reached land. They had to build their own homes. First, a home site had to be cleared of its thick forest. Settlers tried to choose a site on a hill so that the cellar would not flood during rainstorms. After the cellar was dug, its walls were made from stones found in the rocky soil. Then the wooden frame was constructed after logs and boards were cut from the plentiful trees.

The early settlers’ homes were simple one-room dwellings with big stone chimneys at one end. There was often a sleeping loft with wooden stairs leading up to it. Interior walls were made from woven supports of split wood and saplings. A mixture made from wet clay, sand, and straw was plastered over the woven supports. The outside of the house was clapboard: long, narrow boards made from oak or pine trees. The finishing touch was the thatched roof made from reeds. The roof was steep so snow would slide off instead of piling up.

Inside, the house was not what people today would consider comfortable. The cold New England winters sent windy drafts through cracks in the boards. The fireplace, used for cooking and heating, made the air smoky. Since glass was very expensive, windows were tiny, making it gloomy inside. There were no windows on the chilly north-facing side of the house, only on the south side. At night the only light came from the fireplace or from candles and lamps that burned animal fat. Furniture was simple and made of hard wood.

Once the house was completed, there was still little chance to rest. Wood had to be cut, split, and stacked for heating and cooking. Clothes had to be sewn. Gardens had to be planted and tended. Even taking a bath was a chore. Water had to be hauled in from a spring and heated over a wood fire! Early settlers struggled to survive even after their long journey across the sea was over.
1. According to the passage, in order for the settlers to take a bath, —
   A water had to be carried from the spring
   B leaves needed to be removed from the well
   C the fireplace had to be cleaned
   D cracks in the walls needed to be plugged

2. Read the sentences from the passage.
   The cold New England winters sent windy drafts through cracks in the boards. The fireplace, used for cooking and heating, made the air smoky.

   Which persuasive technique is used in the sentences?
   A Bandwagon
   B Snob appeal
   C Testimonial
   D Emotional appeal

3. Summarize what the settlers had to do when they arrived in the New World.
   Use details from the passage to support your answer.
   Write your answer in the answer document.

4. Compare and contrast the early settlers’ houses to your house.
   Give at least two similarities and two differences.
   Use details from the passage to support your answer.
   Write your answer in the answer document.
Westbrook Eagles School Store!  
Now Open!

Located next to the Computer Lab, opposite the library. 
Open every day during lunch period. 
Also open break period and from dismissal time until 3:45 P.M.

• Pencils  
• Pens  
• Notebooks  
• Folders  
• Gym bags — choose from small and large sizes  
• Water bottles  
• School pennants  
• New!!! Key chains  
• Eagle mascot T-shirts — S, M, L, XL
  Heather gray with navy blue letters: “Westbrook”  
  Navy blue with gold letters: “Westbrook Eagles”  
  Navy blue with Eagle mascot

We must sell our stock of last year’s T-shirts to make room for the large selection of great new styles and colors! This means BIG savings for you! Come in and check out the clearance section. Sizes are limited. All profits benefit the classroom supply fund.

• Don’t forget to enter your name in our Lucky Eagle Drawing. You may win a voucher that can be exchanged for free School Store products.

LUCKY EAGLE DRAWING

Name ____________________________________________ Grade _________

Place entry in the box by the front office.
1. Which sentence from the selection is an opinion?

A “Come in and check out the clearance section."
B “All profits benefit the classroom supply fund."
C “This means BIG savings for you!"
D “Don’t forget to enter your name in our Lucky Eagle Drawing."

2. Explain what stock means as it is used in the selection.

Use details from the selection to support your answer.

Write your answer in the answer document.

3. Explain why some of the text is larger and darker than the rest of the selection.

Use details from the selection to support your answer.

Write your answer in the answer document.

4. What in the selection convinces the reader to visit the school store?

Use details from the selection to support your answer.

Write your answer in the answer document.
ITEMS NOT ASSOCIATED WITH A PASSAGE
These are the directions given to students.

DIRECTIONS:
Read each question and choose the best answer. Then mark the space for the answer you have chosen.

1. Which word is a compound word?
   - A gentleman
   - B flavor
   - C invention
   - D assist

2. Which word is a compound word?
   - A pepper
   - B flashlight
   - C stampede
   - D consume

These are the directions given to students.

DIRECTIONS:
Read each question and choose the best answer. Then mark the space for the answer you have chosen.

3. In which word does “re” mean again?
   - A reflect
   - B rebuild
   - C request
   - D reveal

4. In which word does “mis” mean wrong?
   - A misread
   - B misery
   - C mister
   - D mission
5. The “un” in unlock is like the “un” in —
   A. under  B. undo  C. uncle  D. until

8. What does “cycle” mean in the words unicycle, bicycle, and tricycle?
   A. rider  B. wheel  C. car  D. turn

6. The “or” in actor is like the “er” in —
   A. paper  B. deer  C. helper  D. ever

9. Which word has the same number of syllables as atmosphere?
   A. assistance  B. approve  C. anchor  D. astronomy

7. In which word does “co” mean to do together?
   A. cowrite  B. cost  C. count  D. collar

10. Which two words form the contraction must’ve?
    A. must of  B. must do  C. must not  D. must have
These are the directions given to students.

**DIRECTIONS:**

Read each question and choose the best answer. Then mark the space for the answer you have chosen.

11. One opposite meaning of *quickly* is —
   - A happily
   - B slowly
   - C wisely
   - D sadly

12. Read the beginning of a *simile* below.
   
   Mary hit the baseball —  

   Which phrase *best* completes the *simile*?
   - A out of the sports park
   - B to her father in the outfield
   - C so hard it cracked the bat
   - D like lightning striking a tree

13. Which sentence is a *simile*?
   - A Jackie’s sneeze was powerful and noisy.
   - B Jackie’s sneeze could be heard in the next room.
   - C Jackie’s sneeze was as strong as a gust of wind.
   - D Jackie’s sneeze startled the neighbor’s cat.
ITEMS BY CONTENT STANDARD
Content Standard 1

Demonstrate word recognition skills, including structural analysis.

Examples: structural analysis – root words, prefixes, suffixes

- Producing common word parts
- Reading multisyllable words
- Reading compound words, contractions, possessives, and inflectional endings

Item Type

Multiple-choice

Additional Information

Items not associated with a passage
Items associated with a passage

Sample Multiple-Choice Items

The items below reference “Items Not Associated with a Passage” on pages 26–28.

1. Which word is a compound word?
   A gentleman *
   B flavor
   C invention
   D assist

2. Which word is a compound word?
   A pepper
   B flashlight *
   C stampede
   D consume
ARMT* GRADE 4 READING

The items below reference “Items Not Associated with a Passage” on pages 26–28.

3. In which word does “re” mean again?
   A reflect  
   B rebuild *  
   C request  
   D reveal

6. The “or” in actor is like the “er” in —
   A paper  
   B deer  
   C helper *  
   D ever

4. In which word does “mis” mean wrong?
   A misread *  
   B misery  
   C mister  
   D mission

7. In which word does “co” mean to do together?
   A cowrite *  
   B cost  
   C count  
   D collar

5. The “un” in unlock is like the “un” in —
   A under  
   B undo *  
   C uncle  
   D until

8. What does “cycle” mean in the words unicycle, bicycle, and tricycle?
   A rider  
   B wheel *  
   C car  
   D turn
9. Which word has the same number of syllables as atmosphere?

A assistance *
B approve
C anchor
D astronomy

10. Which two words form the contraction must‘ve?

A must of
B must do
C must not
D must have *
Content Standard 2

Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.

- Using context clues
- Reading multiple-meaning words
- Increasing the number of sight words

Item Type

Multiple-choice

Additional Information

Items not associated with a passage
Items associated with passages

Sample Multiple-Choice Items

The item below references “Lemonade Stand” on page 6.

1. Which sentence uses the word *dipped* in the same way as the story?

   A) The young children *dipped* their toes into the cool ocean.
   B) The flag *dipped* suddenly in the wind.
   C) The candlemaker *dipped* a wick into hot wax.
   D) The farmer *dipped* a cup of water out of the bucket. *

The item below references “The Golden Peanut” on page 9.

2. In the story, *professionals* are *most* like —

   A) scientists
   B) athletes
   C) experts *
   D) children
3. Read the sentence from the story.

All three classes had studied hard, so the score was very close.

Which sentence uses the word close in the same way as the passage?

A Ellen and Susan are very close friends.
B The dark blue sweater is close to black.
C The boats formed a close group.
D Matt guessed a number close to ten. *

4. Read the sentence from the passage.

Purple martins like to live in large groups, so it is best to suspend several gourds together.

What does the word suspend mean in the passage?

A Hang *
B Remove
C Purchase
D Admit

5. One opposite meaning of quickly is —

A happily
B slowly *
C wisely
D sadly
Sample Open-Ended Items

The item below references “Westbrook Eagles School Store!” on page 23.

1. Explain what stock means as it is used in the selection.
   
   Use details from the selection to support your answer.
   
   Write your answer in the answer document.
Content Standard 3

Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences to comprehend fourth-grade literary/recreational materials in a variety of genres.

Examples: novels, short stories, poetry, trade books

- Skimming passages
- Summarizing
- Comparing and contrasting
- Using sentence structure and context
- Self-monitoring for understanding (rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences)
- Using vocabulary knowledge
- Reading fluently with expression and attention to punctuation
- Using prior knowledge and experience
- Drawing conclusions
- Asking and answering questions
- Relating events, ideas, and characters to specific life experiences

Item Type
Multiple-choice
Open-ended

Additional Information
Items associated with literary/recreational passages

Sample Multiple-Choice Items

The item below references “Lemonade Stand” on page 6.

1. How are the mothers in the story alike?

A Both are angry about the mess Sparky causes.
B Both tell the children what to do to earn money.
C Both help with the children’s plans to earn money. *
D Both are unhappy about what the children are doing.

The item below references “The Golden Peanut” on page 9.

2. Which Golden Peanut event is most like a TV game show?

A Peanut butter sandwich eating
B Peanut facts quiz *
C Peanut counting
D Peanut math

3. What does the word discouraged mean in the story?

A To have little hope *
B To be joyful
C To be angry
D To look scared

4. After the second event, why was Ella worried?

A The tall cracker tower she built fell.
B It was time for the last event in the contest.
C Her class did not know much about peanuts.
D She wanted her class to win the contest. *

The items below reference “Parrot in the Pine Tree” on page 12.

5. Which sentence is the best summary of the poem?

A A child reflects on a parrot seen outside a window. *
B A child wishes a parrot would come back to the tree.
C A parrot eats a snack it has found in a tree.
D A parrot becomes friends with a cardinal.

6. Read the lines from the poem.

It needed to relax and settle down for a while
And build its very own nest.

What does the speaker mean?

A The parrot would like to have many friends.
B The speaker should visit the parrot more.
C The parrot should find a place to make a home. *
D The speaker would like to set the parrot free.
7. If you wanted to know more about why the moon appears to change throughout a month, what would be the best question to ask?

A  How close is the moon to the Earth?
B  Why are parts of the moon dark at certain times? *
C  When was the first time people traveled to the moon?
D  Why is the moon sometimes visible during the daytime?

9. According to the story, the Sun could best be compared to a —

A  shy, young child
B  proud peacock *
C  busy, little bee
D  sweet mouse

8. If you wanted to understand how the Moon feels at the beginning of the story, you should think about —

A  how it feels when someone else is boastful and bossy *
B  why the sun warms the Earth and helps the plants grow
C  why the shape of the moon changes each night
D  how it feels when someone is lonely

10. What does the word *impatient* mean in the story?

A  Peaceful
B  Bashful
C  Restless *
D  Bossy
The items below reference “The Sun and the Moon” on page 15.

11. What clues help the reader know that the Sun is not nice?

A. The Sun sends his shining light in all directions.
B. The Sun warms the cold Earth and helps plants grow.
C. The Sun is described as being boastful. *
D. The Sun jumps into the sky after the Moon goes in the cave.

12. Why did the Sun jump into the sky?

A. He was jealous of the attention the Moon was getting. *
B. He wanted to warm the Earth and help the plants grow.
C. He no longer felt safe hiding inside the dark cave.
D. He was shy and wanted to hide behind the clouds.

13. Read the sentences from the story.

Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky.

What do the sentences describe about the moon?

A. The color of the moon
B. The distance of the moon from the Earth
C. The changes of the moon over a month *
D. The beauty of the moon
Sample Open-Ended Items

The item below references “Lemonade Stand” on page 6.

1. Write a summary of “Lemonade Stand.”
   Use details from the story to support your summary.
   Write your answer in the answer document.


2. Explain why Mrs. Dexter’s team won the last event and the other teams did not win.
   Use details from the story to support your answer.
   Write your answer in the answer document.

3. According to the story, what had the fourth-grade students learned about peanuts?
   Use details from the story to support your answer.
   Write your answer in the answer document.

The item below references “Parrot in the Pine Tree” on page 12.

4. What conclusion can the reader draw about the speaker’s feelings toward the parrot?
   Use details from the story to support your answer.
   Write your answer in the answer document.

The items below reference “The Sun and the Moon” on page 15.

5. Contrast the personalities of the Sun and the Moon.
   Use details from the story to support your answer.
   Write your answer in the answer document.

6. Describe the Moon and a person in your life who is like the Moon.
   Use details from the story to support your answer.
   Write your answer in the answer document.
Content Standard 4

Identify literary elements and devices, including characters, important details, and similes, in literary/recreational materials and identify important details in textual/informational materials.

- Identifying main idea
- Identifying author’s purpose

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with literary/recreational passages
Items associated with informational/textual passages
Items not associated with a passage

Sample Multiple-Choice Items

The items below reference “Lemonade Stand” on page 6.

1. Who is the main character in the story?
   
   A  Jack
   B  Judy
   C  Laura *
   D  Dan

2. Which sentence best describes the main problem in the story?
   
   A  Sparky gets out of the yard.
   B  Laura and Judy want to earn money. *
   C  Jack and Dan earn the most money.
   D  Mr. Campbell does not like lemonade.
The item below references “The Golden Peanut” on page 9.

3. Which word best describes Ella in paragraph 4?

A  Angry  
B  Confident * 
C  Silly  
D  Relieved

The item below references “Parrot in the Pine Tree” on page 12.

4. What does the speaker see on Friday?

A  A library  
B  Some parrots  
C  Some cardinals * 
D  A jungle

The item below references “Parrot in the Pine Tree” on page 12.

5. Why did the author write the poem?

A  To explain how to best care for a parrot  
B  To tell what a parrot likes to eat  
C  To describe what a parrot looks like  
D  To share a unique observation of a parrot *
6. What does the story try to explain?

A Why there are four different seasons of the year
B Why the sun always shines brighter than the moon
C Why the sun warms the Earth and helps the plants grow
D Why the sun and moon are seen at different times of the day *

8. According to the passage, in order for the settlers to take a bath, —

A water had to be carried from the spring *
B leaves needed to be removed from the well
C the fireplace had to be cleaned
D cracks in the walls needed to be plugged

7. Why did the author most likely write the passage?

A To give information about birdhouse gourds *
B To tell a funny story about birdhouse gourds
C To convince the reader to make a birdhouse gourd
D To describe for the reader where to buy a birdhouse gourd
9. Read the beginning of a simile below.

Mary hit the baseball —

Which phrase best completes the simile?

A out of the sports park
B to her father in the outfield
C so hard it cracked the bat
D like lightning striking a tree *

10. Which sentence is a simile?

A Jackie’s sneeze was powerful and noisy.
B Jackie’s sneeze could be heard in the next room.
C Jackie’s sneeze was as strong as a gust of wind. *
D Jackie’s sneeze startled the neighbor’s cat.
Sample Open-Ended Items

The item below references “The Golden Peanut” on page 9.

1. What is the main idea of the story?
   Use details from the story to support your answer.
   Write your answer in the answer document.

The item below references “Parrot in the Pine Tree” on page 12.

2. Read the lines from the poem.
   The tree branches looked like a clothesline that day
   With T-shirts drying galore

   Explain what the simile means.
   Use details from the poem to support your answer.
   Write your answer in the answer document.
Content Standard 5

Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade functional and textual/informational reading materials.

- Determining sequence of events
- Distinguishing fact from opinion
- Summarizing passages
- Comparing and contrasting
- Self-monitoring text understanding (rereading, using context clues, adjusting speed, accessing prior knowledge and experiences)
- Using text features to gain meaning (titles, headings, glossary, boldface print, index, table of contents, tables, charts, graphs)
- Previewing and predicting
- Highlighting, note taking and outlining
- Detecting obvious bias
- Recognizing persuasive techniques (sources – advertisements, Internet, speeches, newspaper editorials)

Item Type

Multiple-choice
Open-ended

Additional Information

Items associated with informational/textual passages

Sample Multiple-Choice Items

The item below references “Birdhouse Gourds” on page 19.

1. To learn more about birdhouse gourds, you should use —

A  a thesaurus
B  an encyclopedia *
C  a dictionary
D  an atlas
The item below references “Homes of the Early Settlers” on page 21.

1. Read the sentences from the passage.

The cold New England winters sent windy drafts through cracks in the boards. The fireplace, used for cooking and heating, made the air smoky.

Which persuasive technique is used in the sentences?

A Bandwagon
B Snob appeal
C Testimonial
D Emotional appeal *

The item below references “Westbrook Eagles School Store!” on page 23.

2. Which sentence from the selection is an opinion?

A “Come in and check out the clearance section.”

B “All profits benefit the classroom supply fund.”

C “This means BIG savings for you!” *

D “Don’t forget to enter your name in our Lucky Eagle Drawing.”
Sample Open-Ended Items

The items below reference “Birdhouse Gourds” on page 19.

1. Write a brief summary of the passage.
   Use details from the passage to support your summary.
   Write your answer in the answer document.

2. If you were going to make a birdhouse from a gourd, what steps would you have to take?
   Use details from the passage to support your answer.
   Write your answer in the answer document.

The item below references “Homes of the Early Settlers” on page 21.

3. Summarize what the settlers had to do when they arrived in the New World.
   Use details from the passage to support your answer.
   Write your answer in the answer document.

4. Compare and contrast the early settlers’ houses to your house.
   Give at least two similarities and two differences.
   Use details from the passage to support your answer.
   Write your answer in the answer document.

The item below references “Homes of the Early Settlers” on page 21.

5. Explain why some of the text is larger and darker than the rest of the selection.
   Use details from the selection to support your answer.
   Write your answer in the answer document.

The items below reference “Westbrook Eagles School Store!” on page 23.

6. What in the selection convinces the reader to visit the school store?
   Use details from the selection to support your answer.
   Write your answer in the answer document.
ANSWER KEY
“Lemonade Stand” (pages 6–8)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
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<td>2.</td>
<td>B</td>
<td>4</td>
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<tr>
<td>3.</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>C</td>
<td>3</td>
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5. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
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<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough understanding of a summary for the story using details from the story for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• Laura and her friend Judy think about ways to earn money.</td>
</tr>
<tr>
<td></td>
<td>• Laura and Judy set up a lemonade stand.</td>
</tr>
<tr>
<td></td>
<td>• Steps for building the stand</td>
</tr>
<tr>
<td></td>
<td>- Used 2 garbage cans</td>
</tr>
<tr>
<td></td>
<td>- Used a door for the table</td>
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<tr>
<td></td>
<td>- Used a yellow tablecloth</td>
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<tr>
<td></td>
<td>• They sell lemonade for $0.25.</td>
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<tr>
<td></td>
<td>• Three cars stopped right away.</td>
</tr>
<tr>
<td></td>
<td>• Soon Laura’s brother Jack and his friend Dan set up a stand next door selling brownies.</td>
</tr>
<tr>
<td></td>
<td>• Jack and Dan’s stand is closer to the corner.</td>
</tr>
<tr>
<td></td>
<td>• At first Laura is worried, but she quickly realizes the brownie stand can help her and Judy. She changes her sign to read “Brownies and lemonade go great together!”</td>
</tr>
<tr>
<td></td>
<td>• The dog, Sparky, knocks the pitcher of lemonade over.</td>
</tr>
<tr>
<td></td>
<td>• Judy makes more lemonade.</td>
</tr>
<tr>
<td></td>
<td>• They trade lemonade and brownies.</td>
</tr>
<tr>
<td></td>
<td>• At the end of the day, both stands make the same amount of money.</td>
</tr>
<tr>
<td></td>
<td>• All four kids had a good time.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general understanding of a summary for the story, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding of a summary for the story using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
**“The Golden Peanut” (pages 9–11)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
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</thead>
<tbody>
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<td>1.</td>
<td>B</td>
<td>3</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>A</td>
<td>3</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
<td>D</td>
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</table>

7. **Content Standard 3**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough explanation of why Mrs. Dexter’s team won the last event and the others did not win using details from the story for support. Details may include, but are not limited to, the following:  
- Mrs. Dexter’s team was careful in how they blew their peanut so it was not too much or too little air.  
- Mrs. Dexter’s team blew through their straws at both ends of the peanut so the peanut rolled in a straight line.  
- Ms. Frank’s team did not blow the peanut hard enough, so their peanut was too slow.  
- Mr. Long’s team blew the peanut too hard, so their peanut rolled too far away across the floor. |
| 2           | demonstrate a general explanation of why Mrs. Dexter’s team won the last event and the others did not win, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited explanation of why Mrs. Dexter’s team won the last event and the others did not win using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
ANSWER KEY

“The Golden Peanut” (continued)

8. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough understanding of what the fourth graders learned about peanuts using details from the story for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• Peanuts grow underground.</td>
</tr>
<tr>
<td></td>
<td>• Peanuts have funny names like “goober” or “groundnut.”</td>
</tr>
<tr>
<td></td>
<td>• George Washington Carver discovered more than 300 uses for peanuts.</td>
</tr>
<tr>
<td></td>
<td>• Peanuts are an important crop in Alabama.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general understanding of what the fourth graders learned about peanuts, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding of what the fourth graders learned about peanuts using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
“The Golden Peanut” (continued)

9. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the main idea of the story using details from the story for support. Details may include, but are not limited to, the following:  
  • Teamwork brings success.  
    - Mrs. Dexter’s class came up with a plan and worked together to allow the peanut to roll along a line.  
  • Positive thinking helps everyone progress toward a goal.  
    - All the students were excited about the contests, and this helped them to complete each task.  
  • Being prepared helps you be successful in any task.  
    - All the students had studied their peanut facts, so they all did well on the peanut fact quiz.  
  • Working brings rewards.  
    - Mrs. Dexter’s students had studied, worked together, and stayed focused; therefore, they won the contest. |
| 2           | demonstrate a general understanding of the main idea of the story, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the main idea of the story using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
## “Parrot in the Pine Tree” (pages 12–14)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>4</td>
</tr>
</tbody>
</table>

### 5. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough explanation of the speaker’s feelings toward the parrot using details from the poem as support. Details may include, but are not limited to, the following:  
  - The speaker is concerned about the parrot.  
    - The speaker sees the parrot on Monday and says that the parrot looks like it is lost.  
    - On Friday, the parrot is gone from the tree.  
  - The speaker thinks the parrot has gone home.  
    - The parrot flew back to the jungle.  
    - The parrot went back to the forest behind the library.  
  - The speaker is hoping that the parrot has found its place.  
    - The speaker hopes the parrot has found a place to rest and make a home.  
  - The speaker thinks the parrot is colorful and beautiful.  
    - The parrot has many pretty colors.  
    - The many feathers of the parrot hang down from the tree. |
| 2           | demonstrate a general explanation of the speaker’s feelings toward the parrot, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the speaker’s feelings toward the parrot using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“Parrot in the Pine Tree” (continued)

6. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough explanation of the meaning of the simile using details from the poem as support. Details may include, but are not limited to, the following:  
  • The tree branch was very straight and narrow, like a clothesline.  
  • The tree branch was long and thin.  
  • The birds were lined up on the tree branch like shirts on a clothesline.  
  • The cardinals and blue jays looked like colorful T-shirts on a clothesline.  
  • The birds looked like T-shirts with their tails hanging off the tree the way that the sleeves of a T-shirt hang off the clothesline. |
| 2           | demonstrate a general explanation of the meaning of the simile, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the simile using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
# ANSWER KEY

“What the Sun and the Moon” (pages 15–18)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>D</td>
<td>4</td>
</tr>
</tbody>
</table>
ANSWER KEY

“The Sun and the Moon” (continued)

9. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough understanding that the Sun has a different personality than the Moon using details from the story for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• The Sun is impatient and bossy because he wants his own space and wants it immediately. He is jealous because when he sees how everyone loves the Moon, he comes out and takes over. He shows that he is unkind because he speaks cruelly to the Moon.</td>
</tr>
<tr>
<td></td>
<td>• The Moon is gentle because she speaks kindly to the Sun, even when he is rude to her. Unlike the Sun, she does not boldly show herself but reveals herself a little at a time to Earth. She is saddened by the Sun’s treatment of her and becomes afraid when he joins her in the sky. Because of her fear, she continues to run away from him.</td>
</tr>
<tr>
<td></td>
<td>• The Sun is proud and boastful. He has the whole sky to himself and proudly shines his light. When people praise him, he becomes boastful. The Moon is patient and easygoing, and she puts up with the bad treatment from the Sun. She even allows him to force her out of the cave and into the sky.</td>
</tr>
<tr>
<td></td>
<td>• The Sun becomes lonely in the sky with no one to talk to and tries to find the Moon, but the Moon does not want to talk to the Sun because he had been unkind to her. The bad treatment of the Moon by the Sun has made the Moon distrustful.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general understanding that the Sun has a different personality than the Moon, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding that the Sun has a different personality than the Moon using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
“The Sun and the Moon” (continued)

10. Content Standard 3

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of the Moon’s qualities and compare them to another person in the student’s life who is like the Moon using details from the story for support. Details may include, but are not limited to, the following:  
  - The Moon is patient (plus personal comparison).  
  - The Moon is gentle (plus personal comparison).  
  - The Moon is shy (plus personal comparison). |
| 2           | demonstrate a general understanding of the Moon’s qualities and compare them to another person in the student’s life who is like the Moon, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the Moon’s qualities and compare them to another person in the student’s life who is like the Moon using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
ANSWER KEY

“Birdhouse Gourds” (pages 19–20)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
<td>2</td>
</tr>
</tbody>
</table>

4. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough summarization of the passage using details from the passage for support. Details may include, but are not limited to, the following:  
  • Farmers try to protect crops from birds.  
  • Farmers like the purple martin because it eats insects harmful to their crops.  
  • Martins only build nests in human-made homes such as those from gourds.  
  • Gourds must be constructed and hung in a specific manner.  
  • Native Americans hung hollow gourds near their homes, and purple martins built nests in them.  
  • Birdhouse gourds are grown best where summers last a long time. |
| 2           | demonstrate a general summarization of the passage, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited summarization of the passage using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
5. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough list of steps one would take to make a birdhouse from a gourd using details from the passage for support. Details may include, but are not limited to, the following:  
  - Find or grow a gourd ten inches in circumference.  
  - Cut a hole high in the gourd.  
  - Attach a wire to hang the gourd.  
  - Hang the gourd two-stories high.  
  - Hang the gourd with other gourds in a group. |
| 2           | demonstrate a general list of steps one would take to make a birdhouse from a gourd, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited list of steps one would take to make a birdhouse from a gourd using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“Homes of the Early Settlers” (pages 21–22)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>D</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding by summarizing what the settlers had to do when they arrived in the New World using details from the passage for support. Details may include, but are not limited to, the following:  
  - Settlers had to build their own homes.  
  - Settlers had to clear a site of trees to make a space for a house.  
  - Settlers dug the basement first.  
  - Settlers used the rocks they found to make the basement walls of their homes.  
  - Settlers used trees to cut logs and then built the walls from these logs.  
  - Settlers used clay, sand, and straw to cover the wooden beams inside the house. |
| 2           | demonstrate a general understanding by summarizing what the settlers had to do when they arrived in the New World, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding by summarizing what the settlers had to do when they arrived in the New World using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |


**“Homes of the Early Settlers” (continued)**

4. **Content Standard 5**

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>demonstrate a thorough understanding of at least two similarities and two differences between the settlers’ houses and the student’s house using details from the passage for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• The settlers had small houses (plus personal comparison).</td>
</tr>
<tr>
<td></td>
<td>• The settlers’ houses were made of wood (plus personal comparison).</td>
</tr>
<tr>
<td></td>
<td>• The settlers used their fireplaces for cooking and heating (plus personal comparison).</td>
</tr>
<tr>
<td></td>
<td>• The settlers’ houses had few windows, which were very small (plus personal comparison).</td>
</tr>
<tr>
<td></td>
<td>• The settlers had no electricity in their houses (plus personal comparison).</td>
</tr>
<tr>
<td></td>
<td>• The settlers had no running water in their houses (plus personal comparison).</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>demonstrate a general understanding of at least two similarities and two differences between the settlers’ houses and the student’s house, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>demonstrate a limited understanding of at least two similarities and two differences between the settlers’ houses and the student’s house using little or no support.</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
ANSWER KEY

“Westbrook Eagles School Store!” (pages 23–24)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough explanation of the meaning of *stock* as it is used in the selection using details from the selection for support. Details may include, but are not limited to, the following:  
- The word means items to be sold in the store. The ad says that they must “sell our stock of last year’s T-shirts to make room for . . . new styles and colors.”  
- The word means a store’s supply of things for selling to customers. The store needs to clear out its supply of older items to make room for new items. |
| 2           | demonstrate a general explanation of the meaning of *stock* as it is used in the selection, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of the meaning of *stock* using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“Westbrook Eagles School Store!” (continued)

3. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | demonstrate a thorough understanding of why some text is larger and darker using details from the selection for support. Details may include, but are not limited to, the following:  
  • The title is larger and darker to catch the attention of the reader.  
  • The supplies are larger and darker in order to emphasize the supplies that the store offers since selling them is the purpose of the flier.  
  • The words Lucky Eagle Drawing are larger and darker to show that it is part of the raffle ticket entry and to set it apart from the rest of the advertisement. |
| 2           | demonstrate a general understanding of why some text is larger and darker, but the support is less in-depth and complete than a score point 3 answer. |
| 1           | demonstrate a limited understanding of why some text is larger and darker using little or no support. |
| 0           | demonstrate no attempt to address the prompt. |
“Westbrook Eagles School Store!” (continued)

4. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>demonstrate a thorough explanation of how the author convinces the reader to visit the school store using details from the selection for support. Details may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• The use of exclamation points makes the reader eager to visit the store.</td>
</tr>
<tr>
<td></td>
<td>• The possibility of winning a prize in the drawing convinces people to visit the store.</td>
</tr>
<tr>
<td></td>
<td>• The use of the words “BIG savings” convinces people to visit the store since they would think they could get a deal on an item.</td>
</tr>
<tr>
<td></td>
<td>• The posting of the times the store is open may convince the reader of how convenient it is to visit the store.</td>
</tr>
<tr>
<td></td>
<td>• The notice that the profits benefit a fund may convince people to buy something since the money is going to a good cause.</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate a general explanation of how the author convinces the reader to visit the school store, but the support is less in-depth and complete than a score point 3 answer.</td>
</tr>
<tr>
<td>1</td>
<td>demonstrate a limited understanding of how the author convinces the reader to visit the school store using little or no support.</td>
</tr>
<tr>
<td>0</td>
<td>demonstrate no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
ANSWER KEY

“Items Not Associated with a Passage” (pages 26–28)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>B</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>D</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>C</td>
<td>4</td>
</tr>
</tbody>
</table>
SAMPLE RESPONSE FORMAT
SAMPLE RESPONSE: MULTIPLE-CHOICE

1 1 1 1
2 1 1 1
3 1 1 1
4 1 1 1
5 1 1 1

6 1 1 1
7 1 1 1
8 1 1 1

9 1 1 1
10 1 1 1
SAMPLE RESPONSE: OPEN-ENDED

DO NOT WRITE OUTSIDE THE BOX.

Answer question ___ in this box.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.