



**Grade 4**

**Think Smart  
for Smarter Balanced Assessments**

# **Benchmark Assessments**



**Assessing the California  
Common Core State Standards**



## SESSION 1

Read the passage. Then answer the questions.

### Cinder the Crow

Cinder was an American crow, and, like most crows, she was very sociable and hated to be alone. But Cinder was also quite shy. She lived in a large group, and she never told another crow what to do. She liked to hear good gossip, but she never cawed first.

Most of Cinder's crow friends were brave and bold. They ventured into other crow communities, searching for new sources of food. They were clever about getting into closed garbage containers where humans threw away such delicious morsels! When enemy birds approached, these crows chased them away. They were brave, even when facing birds that were a lot larger than they were, like hawks or herons.

Cinder stayed close to home and fed quietly on insects. Her favorite time of the day was just before bedtime because that's when all of her friends and family would gather in the boughs of a big tree. They would exchange news before falling asleep.

Cinder did not have a husband or children of her own. She was a helper crow. She happily helped raise the young of her sister, Smoke, and Smoke's husband Night.

Each spring, when it was time to build a new nest, Cinder and Smoke would find a nice, tall tree in their group's territory. Then they would gather big sticks and use them to construct the nest's outer ring. Next, they would line the nest with soft materials, such as leaves. Smoke would lay her eggs, and they would wait. Cinder looked forward to the moment when the first shell would crack open. A tiny pink creature would emerge that needed much food and attention to survive!

Cinder observed the young ones growing bigger in the nest. She saw their first flights. Then she watched the young crows play with acorns and stones. She knew these games would one day help the young gather food for themselves.

Life for Cinder was good until she was seven. Then something strange and terrible began to happen.

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Large numbers of crows started to get sick. Many of them died. Luckily, Cinder and Smoke stayed healthy, and so did Smoke's children. But it was sad to lose so many good friends. When it was time to roost at night, the tree was no longer full of dozens of crows, loudly talking over the events of the day. It was half-empty and much too quiet.

Then Night disappeared. Smoke was sure he had died of the mysterious sickness. She sat sadly on a bough, refusing to move. Cinder brought her delicious bugs. She even stole some snacks from a picnic, but Smoke was much too sad to eat.

Cinder was very worried. She had to find a way to get her sister interested in living again. As she flew around in circles, trying to think, Cinder heard a sad cawing from a field below. She landed to see what was wrong.

Two baby crows sat next to a puddle. Their wings looked dusty and droopy. Their eyes were as dull as pebbles.

"Are you sick?" Cinder asked them gently.

"No," one of them answered. "Just hungry and lonely. Everyone in our community got sick except us, and now we are alone."

"You cannot stay here by yourself," cawed Cinder in a firm voice. "Follow me."

Cinder flew with strong, steady wing beats to the tree where her sister was staying. The little crows followed.

"Smoke," said Cinder. "I would like you to meet the two new members of our family, Ashes and Pepper. You and I need to find them food right away."

At the word *food*, Pepper got so excited he almost fell out of the tree! Smoke gave a small, crowish smile and flew off in search of provisions.

Cinder found families for other lost and lonely orphans. She met with leaders of neighboring crow communities to deal with the problem they all faced. She even moved her family to a safer area.

The next year, the sickness went away as mysteriously as it had arrived. New crows were born, and, once more, the skies were full of the clever black birds. Cinder married a handsome crow named Jet, and, for the first time, she had a nest full of her own babies – and Smoke became a very good helper.

- 1** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which of these conclusions about Cinder is supported by the passage?

- (A)** At the end of the story, Cinder understands the reasons for the mysterious sickness.
- (B)** At the end of the story, Cinder understands the joy of caring for a family of her own.
- (C)** At the end of the story, Cinder understands that the problems of all the lost and lonely crow children are over.
- (D)** At the end of the story, Cinder understands that the problems of the community are more important than her own.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- (A)** "Cinder found families for other lost and lonely orphans."
- (B)** "She met with leaders of neighboring crow communities to deal with the problem they all faced."
- (C)** "The next year, the sickness went away as mysteriously as it had arrived."
- (D)** "Cinder married a handsome crow named Jet, and, for the first time, she had a nest full of her own babies."

- 2** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which statement **best** describes the relationship between Cinder and Smoke?

- (A)** They both teach the young crows to take their first flights.
- (B)** They both want to be leaders and tell others what to do.
- (C)** They both remember being lost and lonely orphans themselves.
- (D)** They both work together to build nests and care for their children.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- (A)** "Each spring, when it was time to build a new nest, Cinder and Smoke would find a nice, tall tree in their group's territory."
- (B)** "Luckily, Cinder and Smoke stayed healthy, and so did Smoke's children."
- (C)** "Cinder found families for other lost and lonely orphans."
- (D)** "She met with leaders of neighboring crow communities to deal with the problem they all faced."

- 3** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentences from the passage.

“Two baby crows sat next to a puddle. Their wings looked dusty and droopy. Their eyes were as dull as pebbles.”

What does the author tell the reader by using the underlined phrase?

- ☐ (A) The birds are unable to eat or fly.
- ☐ (B) The birds are feeling sick from eating rocks.
- ☐ (C) The birds are looking for other orphans.
- ☐ (D) The birds are feeling tired and without hope.

**Part B:** Which detail from the passage **best** supports your answer in part A?

- ☐ (A) “Their wings looked dusty and droopy.”
- ☐ (B) “‘Are you sick?’ Cinder asked them gently.”
- ☐ (C) “‘No,’ one of them answered. ‘Just hungry and lonely.’”
- ☐ (D) “Cinder found families for other lost and lonely orphans.”

- 4** Match each theme idea found in the passage to the event in the passage that shows that theme.

being kind to others

Cinder and her sister build a new nest every spring.

showing courage

Cinder’s friends chase away enemy birds.

using thinking skills to solve problems

Cinder finds families for baby birds who are alone and lost.

working together to complete a task

Cinder meets with leaders of neighboring crow communities to talk about the sickness.

**5** Read the paragraph from the passage.

“Cinder was an American crow, and, like most crows, she was very sociable and hated to be alone. But Cinder was also quite shy. She lived in a large group, and she never told another crow what to do. She liked to hear good gossip but never cawed first.”

How does this first description of Cinder help the reader understand Cinder’s character? Support your answer with details from the passage.

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Read the passage. Then answer the questions.

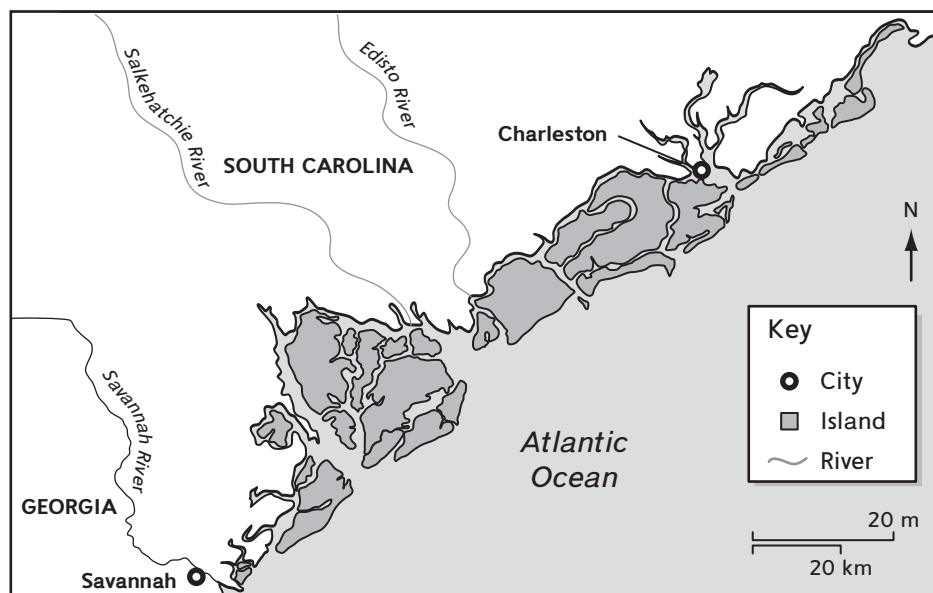
## Gullah Traditions

As Europeans settled in the Americas during the 1600s, thousands of people were taken from West Africa and brought to the Americas as slaves. Some of them ended up on the Sea Islands off the coast of South Carolina.

The warm climate of the Sea Islands made them a perfect place to grow rice. Some Africans came from Sierra Leone in West Africa. Sierra Leone is a rice-growing region. These people brought with them the knowledge necessary to cultivate rice.

Today, descendants of these West Africans still live on the Sea Islands. They are known as the Gullah people. They live in small communities that are separated from the mainland. They carry on many African traditions.

South Carolina Sea Islands



## The Gullah Language

One thing that makes the Gullah people special is their speech. It is a mixture of English and several African languages. Gullah was developed by slaves working in the rice fields. They needed a way to communicate with one another. They took English as a common tongue but added words from their home countries. They also changed certain rules of grammar.

Over the years, outsiders have moved to the Sea Islands. Many local people have also moved away, looking for work. Language experts keep predicting

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that the Gullah language will die out. However, after hundreds of years, this has not yet happened. Today, many Gullah people hold their language and culture as an important part of who they are.

### **Grass Baskets**

Gullah women today make baskets like those made by their ancestors. These coiled sweetgrass baskets come in different shapes. A basket called fannah, or fanner, is wide and shallow. This type of basket was used both in Africa and South Carolina to clean rice by fanning, or tossing the grains into the air. This separated the inedible covering from the part of the rice that could be eaten.

Today, Gullah women sell their baskets to tourists. The baskets are woven from different types of grass and are stitched with palm leaves. Sometimes, they are decorated with pine needles. They are a beautiful mixture of soft green and brown. The baskets are expensive because it takes a lot of time and work to create each one.

Sometimes, baskets from other countries are sold as Gullah baskets. These fake baskets are far less expensive. They tend to be gray, are stiffer, and they do not hold up as well as the real thing. Gullah basket weavers are trying to educate the public about the differences between traditional and fake sweetgrass baskets.

### **Other Traditions**

The Gullah also brought with them the knowledge of how to grow indigo, a plant used to make a deep blue dye. This dye was valued for making clothes in the 1800s.

They brought folktales, too. The Gullah character Brer (Brother) Rabbit is a clever trickster who defeats bigger enemies. A similar character, Koni Rabbit, pops up in many West African tales.

### **An Amazing Story**

Think back to the ancestors of today's Gullah. They were taken from their homes and families. They made a long and difficult journey over the ocean. They landed on a new continent where they were forced to work for others. They lost so much.

Yet, they held on to so many things, including words, stories, songs, and crafts. They also maintained their ways of farming. The strength of the human spirit can be seen in the story of the Gullah.

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- 6** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence **best** states the main idea of the passage?

- ☐ **A** The Gullah people faced difficulty, but they continued many traditions.
- ☐ **B** Many Africans were brought to America as slaves by European settlers.
- ☐ **C** The baskets made by the Gullah people are highly prized.
- ☐ **D** Africans from Sierra Leone settled on the islands off the coast of South Carolina.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- ☐ **A** "Some of them ended up on the Sea Islands off the coast of South Carolina."
- ☐ **B** "Sometimes, baskets from other countries are sold as Gullah baskets."
- ☐ **C** "They were taken from their homes and families."
- ☐ **D** "Yet, they held on to so many things, including words, stories, songs, and crafts."

- 7** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What conclusion about the Gullah people is supported by the passage?

- ☐ **A** The Gullah people needed a new place to grow rice.
- ☐ **B** The Gullah people knew how to grow food for survival.
- ☐ **C** The Gullah people could no longer grow rice as they had in the past.
- ☐ **D** The Gullah people had to learn how to grow new kinds of crops to survive.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- ☐ **A** "The warm climate of the Sea Islands made them a perfect place to grow rice."
- ☐ **B** "Some Africans came from Sierra Leone in West Africa."
- ☐ **C** "These people brought with them the knowledge necessary to cultivate rice."
- ☐ **D** "They live in small communities that are separated from the mainland."

- 8** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentences from the passage.

“One thing that makes the Gullah people special is their speech. It is a mixture of English and several African languages. Gullah was developed by slaves working in the rice fields. They needed a way to communicate with one another. They took English as a common tongue but added words from their home countries.”

What does the underlined phrase **most likely** mean as it is used in the passage?

- (A)** a way of communicating among people who share the same ancestors
- (B)** a way of communicating among people who speak different languages
- (C)** a way of communicating among people who come from different places
- (D)** a way of communicating among people who live on the same continent

**Part B:** Which detail from the passage **best** supports your answer in part A?

- (A)** “One thing that makes the Gullah people special is their speech.”
- (B)** “It is a mixture of English and several African languages.”
- (C)** “Gullah was developed by slaves working in the rice fields.”
- (D)** “They needed a way to communicate with one another.”

- 9** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the **most likely** reason the author included the map in the passage?

- (A)** to show where Europeans settled
- (B)** to show where the Gullah people came from
- (C)** to show where the Gullah communities are located
- (D)** to show why the Sea Islands are good for growing rice

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- (A)** "As Europeans settled in the Americas during the 1600s, thousands of people were taken from West Africa and brought to the Americas as slaves."
- (B)** "The warm climate of the Sea Islands made them a perfect place to grow rice."
- (C)** "Some Africans came from Sierra Leone in West Africa."
- (D)** "They live in small communities that are separated from the mainland."

- 10** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the paragraph from the passage.

“These coiled sweetgrass baskets come in different shapes. A basket called fannah, or fanner, is wide and shallow. This type of basket was used both in Africa and South Carolina to clean rice by fanning, or tossing the grains into the air. This separated the inedible covering from the part of the rice that could be eaten.”

What does the prefix *in-* in the underlined word mean?

- ☐ (A) different
- ☐ (B) not
- ☐ (C) outer
- ☐ (D) repeated

**Part B:** Which phrase from the passage **best** supports your answer in part A?

- ☐ (A) “come in different shapes”
- ☐ (B) “wide and shallow”
- ☐ (C) “tossing the grains into the air”
- ☐ (D) “part of the rice that could be eaten”

- 11** Which of the following phrases **best** describe traditions of the Gullah people? Select **all** that apply.

- ☐ (A) growing rice
- ☐ (B) using indigo for dye
- ☐ (C) speaking many languages
- ☐ (D) living in large communities
- ☐ (E) cleaning rice with fanner baskets
- ☐ (F) making fake sweetgrass baskets

- 12** Number the events in the correct order in which they happened, as explained by the passage.

\_\_\_\_\_ Europeans brought slaves from West Africa.  
\_\_\_\_\_ The Gullah culture developed over time.  
\_\_\_\_\_ Gullah women began selling fanner baskets to tourists.  
\_\_\_\_\_ Some Gullah people moved away to find work.  
\_\_\_\_\_ Some Africans settled in the South Carolina Sea Islands.

- 13** Which sentence **best** states the author's main idea about fanner baskets?

- (A)** Making fanner baskets takes a very long time.  
**(B)** Fanner baskets are no longer used to clean rice.  
**(C)** Making fanner baskets is an important tradition for the Gullah people.  
**(D)** Fanner baskets have become important for the economy of the Gullah people.



**Read the directions. Then answer the questions.**

- 14** A student is writing a research report about summer camps. She wrote an opinion in the report.

Summer camps offer lots of benefits for students. Summer camps are fun, entertaining, and rewarding. \_\_\_\_\_ Students can spend the day or stay overnight. \_\_\_\_\_ These are some of the benefits of enrolling a student into summer camp.

Choose the **two** sentences that should go in the blanks to **best** support the student's opinion.

- ☐ (A) Many summer camps are found near state parks.
- ☐ (B) Summer camps last for a few days to weeks at a time.
- ☐ (C) Students get a chance to meet new friends and learn new skills.
- ☐ (D) Summer camps are often held at schools and other gathering places.
- ☐ (E) Students can choose from a variety of exciting activities at camp.
- ☐ (F) Summer camps are available in every state, and many are in other countries.

- 15** A student is writing a report about volunteering. Read the sentences from the source and the directions that follow.

There is quite a variety of volunteering activities to choose from. You can choose to donate clothes or used household goods. You can help by making neighborhoods and parks more beautiful. You can care for sick or hurt animals and people. You could help clean up wildlife and natural areas. Or, you could convince your family to care for foster pets. The possibilities are endless!

The parts of the student's report are listed below. Choose **two** parts of the report where the information from the source should be placed.

- ☐ (A) Helping People
- ☐ (B) Helping Schools
- ☐ (C) How to Fundraise
- ☐ (D) Reasons to Volunteer
- ☐ (E) Being a Good Volunteer
- ☐ (F) Helping the World Around You

- 16** A student is writing a report on how having a household pet can be a good thing. The student found the following sources. Which source would **most likely** have information for the report?

- ☐ (A) a website article titled "Cats Are Better Than Dogs"
- ☐ (B) a fictional novel titled "Shiloh – the Story of a Heroic Dog"
- ☐ (C) a nonfiction book titled "Wild at Home: Wild Animals as Pets"
- ☐ (D) a magazine article titled "Can Pets Help Your Happiness?"

- 17** A student has made a plan for research. Read the plan and the directions that follow.

**Research Report**

**Plan Topic:** Architects

**Audience:** Students

**Purpose:** To inform

**Research Question:** How do people learn how to design buildings and become architects?

Which of these sources is the **most** useful source for the information needed to answer the research question?

- (A)** a toy catalog about becoming a master builder
- (B)** a book about architects and modern buildings in different countries
- (C)** an advertisement for a summer camp where building tree houses is an activity
- (D)** a website that explains a university's courses and requirements for architecture

- 18** For her science class, a student is writing an opinion article about the space shuttle program. Read the draft of the opinion article and complete the task that follows.

The space shuttle program started in 1972. President Nixon announced that the United States would build a space shuttle and send it into orbit. This happened less than ten years later. The program had 135 missions. Then it was ended in 2011.

The space shuttle has been called the “world’s first reusable spacecraft.” It is launched like a rocket. It orbits like a spacecraft, and it lands like a plane. This makes it the best type of spacecraft. The entire shuttle can be flown many times. It does not have to be built again like some other spacecrafts do.

Using information from the student’s draft, write a paragraph that concludes the article and supports an opinion about the space shuttle program.

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- 19** A student is writing a story for his teacher about two friends who go hiking together. The student wants to revise his draft to show the reader what is happening at the beginning of the story. Read the draft of the story.

Sam and Amil had never gone hiking together. Sam hiked all the time with his father and older brother. They liked going into the woods behind the lake near where they lived. Sam knew he would have to be patient with Amil. But, he did not expect to need this level of patience. He realized this when he asked his friend how much water he had brought with him and got a puzzled look in return. "I was supposed to bring water?" Amil replied. Sam decided he could share what he had brought, but he was already irritated.

Choose the **best** sentence to connect the underlined sentences.

- (A)** Amil, however, had never gone hiking before.
- (B)** Amil's house was not anywhere near the lake.
- (C)** Sam's older brother would tease him on their hikes.
- (D)** Sam, however, packed plenty of water when he hiked.

- 20** A student is writing a report for her teacher about ideas for the year's field trip. The student wants to revise the draft to better develop her ideas. Read the draft of the report and complete the task that follows.

Field trips are taken for educational purposes. However, if students do not enjoy the field trip, they will not learn as well. This year, students should be able to choose where we take our field trip.

There are 23 students in our class. I asked everyone where we should take our field trip this year. I then made this table to show the number of votes each location received. Almost everyone wanted to go to the science center. Therefore, the science center should be the place we go for this semester's trip.

Location for Field Trip	Number of Votes
Super Space Age Science Center	10
McElwain Soup Factory	7
Neuschwander Museum of Art	4
Ye Olde Historical Hall	2

Choose the sentence that is a better way to use information from the student's chart to support the student's idea in the underlined sentence.

- (A)** The science center and the soup factory both got a lot of votes from the class.
- (B)** The museum of art and the historical hall got the fewest votes from the class.
- (C)** Out of the 23 students in our class, 10 think we should go to the science center.
- (D)** Out of the 23 students in our class, only 2 think we should go to the historical hall.



## SESSION 2

Read the passage. Then answer the questions.

### The Fisherman and His Wife

*Adapted from the Brothers Grimm*

Once upon a time, in a miserable little hut by the sea, there lived a fisherman and his wife. One day, the fisherman was fishing and pondering nothing in particular, when he felt a great force tug on his line. The fisherman hauled in the line with all his might and discovered he had caught a flounder as big as a whale.

Suddenly, the flounder said, "Wait, fisherman, I beg you to let me live. I am actually an enchanted prince. Please put me back into the water and let me go free."



Astonished, the fisherman stopped heaving the line and said, "Well, of course I will let you go. I had no idea that you were enchanted."

Then the fisherman left and trudged home.

"Husband, have you caught nothing today?" asked his wife as he entered through the door.

"Well, I did catch a giant flounder," said the fisherman. "But he was an enchanted prince, so I let him go free."

"Didn't you make a wish first?" asked the woman.

"What would I wish for?" he asked. "We have everything we need."

The fisherman's wife was beside herself. "Are you serious?" she bellowed. "We live in a shack! Go back and ask the flounder for a nice house we can live in. That's the least he can do; you spared his life."

The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife. So he returned to the sea and uttered,

*"Flounder, flounder, in the sea,  
Come back today and talk to me.  
My good wife wants to make a wish  
And hopes you are a magic fish."*

In a few moments, the flounder appeared and asked, "Well, what does she want?"

"Ah," said the fisherman, "we live in a miserable little shack. She would like to have a nice cozy cottage by the sea."

"Go home, fisherman," said the flounder. "She will have what she desires."

The fisherman returned home, and it was true. Instead of the rundown shack, he found a cozy cottage. It had a delightful living room and a warm kitchen. His wife was smiling broadly when he walked in the door.

"Do you see, husband? All you had to do was request it, and here we are, living like a lord and a lady."

The fisherman had to agree that this was a very fine home, and he was glad to see his wife so happy. Everything went well for the next few days, but then she started grumbling, and finally she demanded that he go back to the flounder again.

"If he can give us a cheap little cottage, then he can give us a lovely stone castle. I would rather live in a castle than in this shameful place."

The fisherman did not want to go back to the flounder, but he did as his wife instructed. He explained to the magical fish what his wife desired, and the flounder granted the wish. When the fisherman got home this time, he found an elaborate stone castle. The solid wooden gates to the castle were open. He found his wife perched on a throne-like chair.

"Do you see, husband? All you had to do was request it, and here we are, living like royalty."



The fisherman had to agree that this was a very fine castle, and he was glad to see his wife so happy. Everything went well for the next few days, but then she started grumbling, and finally she demanded that he go back to the flounder once again.

“If he can give us a lovely stone castle, then he can make me a queen. I should be a queen if I’m going to live in a place like this.”

The fisherman did not want to go back to request more from the flounder, but he did what his wife asked. He explained to the magical flounder what his wife desired. The flounder said, “You spared my life once, and I am grateful. In return, I have tried to give you what you wished for, but this time your wife has gone too far. Go home, fisherman, and see what she has done.”

The fisherman felt terrible about making the flounder upset. He turned away from the sea and went home. The elaborate stone castle was gone. In its place he found their old miserable home. He stood and gazed at it for a moment. He was happy with what had happened, because he had never thought their old home was so bad after all.

- 21** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentences from the passage.

“Do you see, husband? All you had to do was request it, and here we are, living like royalty.”

What does the underlined phrase tell the reader about the fisherman’s wife?

- (A)** She has very nice things.
- (B)** She wishes she had a magic fish.
- (C)** She receives visits from the king and queen.
- (D)** She comes from a very rich family.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- (A)** “My good wife wants to make a wish / And hopes you are a magic fish.”
- (B)** “The solid wooden gates to the castle were open.”
- (C)** “The fisherman had to agree that this was a very fine castle, and he was glad to see his wife so happy.”
- (D)** “I should be a queen if I’m going to live in a place like this.”

- 22** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the paragraph from the passage.

The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife. So he returned to the sea and uttered,

*“Flounder, flounder, in the sea,  
Come back today and talk to me.  
My good wife wants to make a wish  
And hopes you are a magic fish.”*

What does the underlined word **most likely** mean as it is used in the passage?

- ☐ (A) welcomed
- ☐ (B) underwater
- ☐ (C) under a spell
- ☐ (D) nowhere to be found

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- ☐ (A) “in the sea”
- ☐ (B) “Come back today”
- ☐ (C) “My good wife wants”
- ☐ (D) “magic fish”

- 23** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentence from the story.

“We live in a shack!”

Which of these is a synonym of the underlined word?

- (A)** apartment
- (B)** cabin
- (C)** house
- (D)** palace

**Part B:** Which sentence from the story **best** supports your answer in part A?

- (A)** “Once upon a time, in a miserable little hut by the sea, there lived a fisherman and his wife.”
- (B)** ““Go back and ask the flounder for a nice house we can live in.””
- (C)** “The fisherman had to agree that this was a very fine home, and he was glad to see his wife so happy.”
- (D)** ““I should be a queen if I’m going to live in a place like this.””

- 24** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Which sentence **best** states the author's message?

- ☐ (A) Do not be greedy.
- ☐ (B) Magic can be dangerous.
- ☐ (C) Try to make your family happy.
- ☐ (D) A fish should be returned to the sea.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- ☐ (A) "'Well, of course I will let you go.'"
- ☐ (B) "The fisherman did not want to go back and bother the enchanted flounder, but he did want to please his wife."
- ☐ (C) "He explained to the magical fish what his wife desired, and the flounder granted the wish."
- ☐ (D) "'In return, I have tried to give you what you wished for, but this time your wife has gone too far.'"

- 25** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** Read the sentence from the passage.

“The fisherman’s wife was beside herself.”

What does the underlined phrase suggest about the fisherman’s wife?

- (A)** She was very angry.
- (B)** She had many questions.
- (C)** She was pleased with her husband.
- (D)** She wanted to sit next to her husband.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- (A)** “‘Husband, have you caught nothing today?’ asked his wife as he entered through the door.”
- (B)** “‘Are you serious?’ she bellowed.”
- (C)** “His wife was smiling broadly when he walked in the door.”
- (D)** “He found his wife perched on a throne-like chair.”

**26** Read the paragraph from the passage.

The fisherman did not want to go back to request more from the flounder, but he did what his wife asked. He explained to the magical flounder what his wife desired. The flounder said, "You spared my life once, and I am grateful. In return, I have tried to give you what you wished for, but this time your wife has gone too far. Go home, fisherman, and see what she has done."

Click on the **two** conclusions that can be made based on the paragraph.

- ☐ (A) The fisherman is happy to obey his wife.
- ☐ (B) The fisherman does not wish to return to speak to the flounder
- ☐ (C) The flounder understands why the fisherman wants another wish granted.
- ☐ (D) The flounder wants to give back to the fisherman for his good deed.
- ☐ (E) The fisherman's wife should have gone to see the flounder herself.
- ☐ (F) The fisherman's wife has moved away from her big home.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 27** Match each statement with the character it **best** describes.

the fisherman

happy with the way things are

the flounder

unable to be pleased

the fisherman's wife

grateful for being saved

- 28** Reread the last paragraph of the passage.

In your own words, explain what conclusion can be drawn about the fisherman based on the **last paragraph** of the passage? Support your answer with details from the passage.

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Read the passage. Then answer the questions.

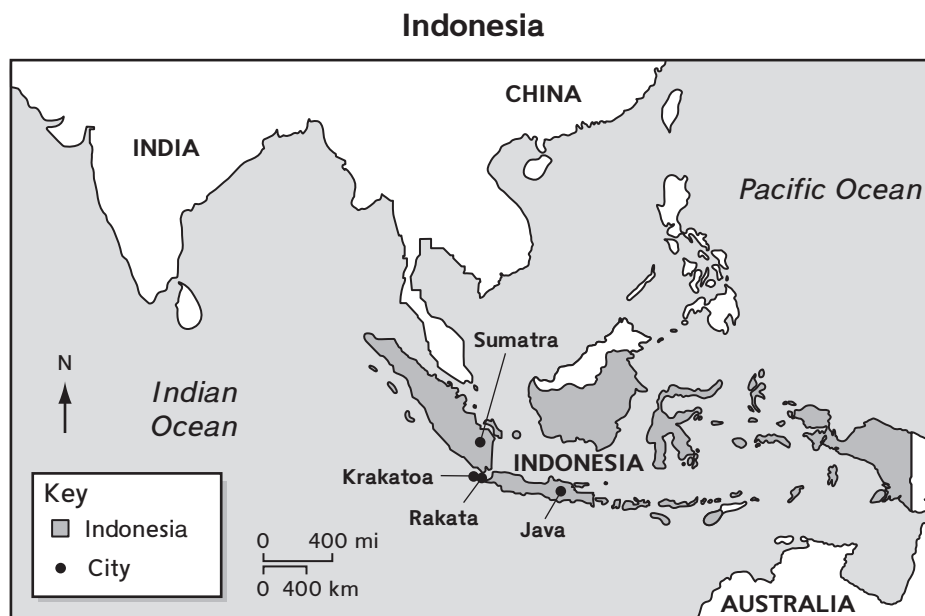
## Mighty Krakatoa

One of the largest and most destructive volcanoes the world has ever known exploded on the island of Rakata in 1883. Rakata lies in Indonesia, a large Asian country made up of thousands of islands.

On May 20, 1883, the volcano known as Krakatoa became active. Ash rose from the volcano and filled the air. Explosions could be heard 100 miles away. By the end of the month, the volcano was quieting down. The people living on nearby islands thought the danger had passed.

That summer, Krakatoa began grumbling again. On August 27, a huge eruption took place. Two thirds of the island exploded with a force greater than that of any bomb.

The noise was so loud that people heard it 2,000 miles away in Australia and 4,000 miles away in India! Black smoke shot 50 miles high into the air above the volcano. A ship 50 miles away reported being tossed around by sudden high winds. People on the ship felt like they were in a hurricane.



Luckily, no one lived on Rakata Island at the time. The powerful shock triggered tsunamis, or giant ocean waves that are up to 120 feet tall. Many people died when these waves slammed into the islands of Java and Sumatra.

The effects of Krakatoa lasted long after the eruption. The explosion did not just produce flames and smoke. It threw so much dirt into the air that the area around the volcano was plunged into complete darkness for two and a half days. It must have felt as if the world had come to an end!

Material from the volcano landed in the sea. In some places, the layer of debris was so thick that ships had to wait for some of it to float away or sink just so they could get by!

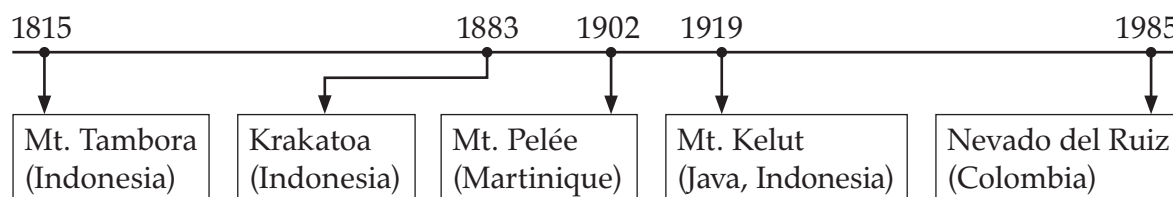
Breezes carried dust from Krakatoa around the globe. When sunlight struck the dust, it was reflected. This had two effects. First, less sunlight reached the earth, so temperatures dropped around the globe. Second, the reflections created beautiful colors. For more than a year after the eruption, people far away marveled at the dramatic red and orange sunsets!

The islands around the volcano were completely covered in a thick layer of ash. For many years, nothing lived there—not even plants. However, over time, life gradually returned to the region.

In 1927, the underwater volcano that had created Rakata and Krakatoa began acting up again. Eventually, it produced a new, smaller island, called Anak Krakatoa, or “child of Krakatoa.” In 2007, this lively youngster began erupting. Experts are keeping a close eye on this dangerous location, as is everyone living on nearby islands.

### Major Volcanic Eruptions Since 1800

(Source: *World Almanac* 2011)



- 29** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** In paragraph 3, what is the meaning of the word eruption?

- ☐ (A) a giant wave
- ☐ (B) a big hurricane
- ☐ (C) a strong outburst
- ☐ (D) a sudden event

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- ☐ (A) "Two thirds of the island exploded with a force greater than that of any bomb."
- ☐ (B) "A ship 50 miles away reported being tossed around by the sudden high winds."
- ☐ (C) "People on the ship felt like they were in a hurricane."
- ☐ (D) "The powerful shock triggered tsunamis, or giant ocean waves that are up to 120 feet tall."

- 30** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What is the **most likely** reason the author used a cause-and-effect structure in the passage?

- (A)** to introduce the island called Anak Krakatoa
- (B)** to explain to the specific location of Krakatoa
- (C)** to warn people that the volcano is likely to erupt again soon
- (D)** to show that the volcano was the source of many problems

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- (A)** "Rakata lies in Indonesia, a large Asian country made up of thousands of islands."
- (B)** "The effects of Krakatoa lasted long after the eruption."
- (C)** "Eventually, it produced a new, smaller island, called Anak Krakatoa, or 'child of Krakatoa.'"
- (D)** "Experts are keeping a close eye on this dangerous location, as is everyone living on nearby islands."

- 31** The following question has two parts. First, answer part A. Then, answer part B.

**Part A:** What conclusion about the author's point of view is supported by the passage?

- (A)** The author believes that Krakatoa's eruption could have caused the world to end.
- (B)** The author believes that Anak Krakatoa will be even more powerful than Krakatoa.
- (C)** The author believes that Krakatoa created a great amount of damage and affected a large area.
- (D)** The author believes that Krakatoa created so many problems for the area around Rakata that nothing could live there ever again.

**Part B:** Which sentence from the passage **best** supports your answer in part A?

- (A)** "One of the largest and most destructive volcanoes the world has ever known exploded on the island of Rakata in 1883."
- (B)** "It must have felt as if the world had come to an end!"
- (C)** "For many years, nothing lived there—not even plants."
- (D)** "In 1927, the underwater volcano that had created Rakata and Krakatoa began acting up again."

- 32** What were the author's **most likely** reasons for including the map in the passage? Pick **two** choices.

- (A)** to show the location of Indonesia
- (B)** to show how destructive Krakatoa was to the region
- (C)** to show how giant waves were formed when the volcano exploded
- (D)** to help the reader understand how far away the effects of the volcano were felt
- (E)** to help the reader understand why a new island was formed by the volcano

- 33** Why is using a timeline important to understanding the information in the passage?
- (A) It shows that Krakatoa has erupted several times since 1815.
  - (B) It shows that major eruptions have occurred all over the world.
  - (C) It shows that Krakatoa was one of a few major eruptions near Indonesia.
  - (D) It shows that most major volcanic eruptions in history have happened since 1800.

**Read the directions. Then answer the questions.**

- 34** Match each sentence with the helping verb that **best** completes it.

I want to see that movie. I really _____ go.	might
I _____ join the choir, but I have not decided for sure.	would
Jacob _____ not have eaten the candy. He is allergic to chocolate.	must

- 35** Choose the **two** options that are complete and correct sentences.

- (A) So excited about the contest.
- (B) Margo and Hank came for dinner, but John stayed home.
- (C) Sold the cookies for the band but forgot to collect the money.
- (D) Lily's new friend is Addison, Louisa and I like her, too.
- (E) She couldn't decide whether to attend the school play or the basketball game.

**36** Choose the **two** sentences that do **not** have errors in grammar.

- (A) This is the place where I lost my watch.
- (B) After lunch is the time when us eat lunch.
- (C) Students who ride bicycles must sign up for their bicycle passes.
- (D) Me don't know the reason why the play has been cancelled.
- (E) If them are late for school, they should report to the office.

**37** A student is writing an article for his school newsletter. Read the draft of the article and complete the task that follows.

The library club is pleased to announce that it is starting a new group this year. This group is for students who like to read informational books. A wide range of topics will be read. These include famous heroes and professional sports. Students will also be invited to recommend topics. The club will meet each Monday after school. Mrs. Johns is the sponsor.

The student wants to make sure that his words convince his audience to join the library club. Choose **two** words that would **best** replace the underlined words.

- (A) contained
- (B) content
- (C) excited
- (D) explored
- (E) seen

- 38** A student is writing a report for her science class about hurricanes. Read the draft of the report and complete the task that follows.

Hurricanes begin in the tropics where it is very hot. These are the areas nearest the equator. Hurricanes often happen in late summer. This is the season when these areas have the highest amounts of moist air and heat. These are the two things necessary for hurricanes to form. People who know about violent storms can predict hurricanes. They are predicted based on the weather conditions at the time. Weather satellites predict and track hurricanes. This helps people prepare for them.

Choose the **best** phrase to replace the underlined phrase to make the writer's meaning more clear.

- (A)** People who know about hurricanes
  - (B)** People who know how to operate satellites
  - (C)** People who are experts about tropical areas
  - (D)** People who are trained to forecast the weather
- 39** A student is writing a report about the book, *Folk Music*. Read the draft of the report and complete the task that follows.

Much of the country music we enjoy today came from folk music. Folk music is music which has been passed down throughout the ages. In our country, much of it came from rural areas. Often, a song was never written down but simply passed along by different singers. For this reason, many forms of the same folk songs exist today.

Which more exact phrase **best** replaces the underlined phrase?

- (A)** from different country areas
- (B)** from country areas to the city
- (C)** from one generation to the next
- (D)** from non-written to written music

