



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

**Grade 4**  
**English Language Arts**

***Practice Test***



Read the passage and then answer the questions that follow.

## Excerpt from *The Adventures of Pinocchio*

by C. Collodi—Pseudonym of Carlo Lorenzini

1        That night, Pinocchio, instead of going to bed at ten o'clock, waited until midnight, and instead of making eight baskets, he made sixteen.

2        After that he went to bed and fell asleep. As he slept, he dreamed of his Fairy, beautiful, smiling, and happy, who kissed him and said to him, "Bravo, Pinocchio! In reward for your kind heart, I forgive you for all your old mischief. Boys who love and take good care of their parents when they are old and sick, deserve praise even though they may not be held up as models of obedience and good behavior. Keep on doing so well, and you will be happy."

3        At that very moment, Pinocchio awoke and opened wide his eyes.

4        What was his surprise and his joy when, on looking himself over, he saw that he was no longer a Marionette, but that he had become a real live boy! He looked all about him and instead of the usual walls of straw, he found himself in a beautifully furnished little room, the prettiest he had ever seen. In a twinkling, he jumped down from his bed to look on the chair standing near. There, he found a new suit, a new hat, and a pair of shoes.

5        As soon as he was dressed, he put his hands in his pockets and pulled out a little leather purse on which were written the following words:

6        *The Fairy with Azure Hair returns fifty pennies to her dear Pinocchio with many thanks for his kind heart.*

7        The Marionette opened the purse to find the money, and behold—there were fifty gold coins!

8        Pinocchio ran to the mirror. He hardly recognized himself. The bright face of a tall boy looked at him with wide-awake blue eyes, dark brown hair and happy, smiling lips.

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9           Surrounded by so much splendor, the Marionette hardly knew what he was doing. He rubbed his eyes two or three times, wondering if he were still asleep or awake and decided he must be awake.

10           “And where is Father?” he cried suddenly. He ran into the next room, and there stood Geppetto, grown years younger overnight, spick and span in his new clothes and gay as a lark in the morning. He was once more Mastro Geppetto, the wood carver, hard at work on a lovely picture frame, decorating it with flowers and leaves, and heads of animals.

11           “Father, Father, what has happened? Tell me if you can,” cried Pinocchio, as he ran and jumped on his Father’s neck.

12           “This sudden change in our house is all your doing, my dear Pinocchio,” answered Geppetto.

13           “What have I to do with it?”

14           “Just this. When bad boys become good and kind, they have the power of making their homes gay and new with happiness.”

15           “I wonder where the old Pinocchio of wood has hidden himself?”

16           “There he is,” answered Geppetto. And he pointed to a large Marionette leaning against a chair, head turned to one side, arms hanging limp, and legs twisted under him.

17           After a long, long look, Pinocchio said to himself with great content:

18           “How ridiculous I was as a Marionette! And how happy I am, now that I have become a real boy!”



Excerpt from *The Adventures of Pinocchio* by C. Collodi, [Pseudonym of Carlo Lorenzini]. Translated from the Italian by Carol Della Chiesa.

Image of wooden doll of Pinocchio, courtesy of Shutterstock, Dado Photos/331633091.

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1. Which quotation describes the setting of the story?
- Ⓐ "In a twinkling, he jumped down from his bed to look on the chair standing near." (paragraph 4)
  - Ⓑ "There, he found a new suit, a new hat, and a pair of shoes." (paragraph 4)
  - Ⓒ "The Marionette opened the purse to find the money, and behold—there were fifty gold coins!" (paragraph 7)
  - Ⓓ "The bright face of a tall boy looked at him with wide-awake blue eyes, dark brown hair and happy, smiling lips." (paragraph 8)
2. Which quotation from the story shows why Pinocchio was happy?
- Ⓐ ". . . Pinocchio, instead of going to bed at ten o'clock, waited until midnight, . . ." (paragraph 1)
  - Ⓑ ". . . he saw that he was no longer a Marionette, . . ." (paragraph 4)
  - Ⓒ ". . . he found a new suit, a new hat, and a pair of shoes." (paragraph 4)
  - Ⓓ ". . . he put his hands in his pockets and pulled out a little leather purse. . . ." (paragraph 5)

3. Read the sentence from paragraph 18.

**“How ridiculous I was as a Marionette!”**

Which word means the same as ridiculous as it is used in the sentence?

- Ⓐ boring
  - Ⓑ complete
  - Ⓒ different
  - Ⓓ silly
4. Which quotation describes how Pinocchio’s behavior affected the household in the story?
- Ⓐ “Father, Father, what has happened? Tell me if you can, . . .” (paragraph 11)
  - Ⓑ “This sudden change in our house is all your doing, my dear Pinocchio, . . .” (paragraph 12)
  - Ⓒ “I wonder where the old Pinocchio of wood has hidden himself?” (paragraph 15)
  - Ⓓ “And how happy I am, now that I have become a real boy!” (paragraph 18)

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5. Which paragraph does the picture help the reader understand?
- Ⓐ paragraph 3
  - Ⓑ paragraph 14
  - Ⓒ paragraph 16
  - Ⓓ paragraph 18
6. Select three statements that should be included in a summary of the story.
- Ⓐ Pinocchio was a marionette.
  - Ⓑ Pinocchio lived with his father.
  - Ⓒ Pinocchio was changed to a boy.
  - Ⓓ Pinocchio's father was an old man.
  - Ⓔ Pinocchio found gold coins in his purse.
  - Ⓕ Pinocchio learned to make good choices.
  - Ⓖ Pinocchio saw the wooden boy leaning against a chair.



7. Read the sentence from paragraph 4.

**He looked all about him and instead of the usual walls of straw, he found himself in a beautifully furnished little room, the prettiest he had ever seen.**

What does the word furnished mean as it is used in the sentence?

- Ⓐ available
  - Ⓑ circled
  - Ⓒ cleaned
  - Ⓓ decorated
8. How would the excerpt from *The Adventures of Pinocchio* be different if it were written as a play?
- Ⓐ It would have directions that tell the father what to do while Pinocchio is asleep.
  - Ⓑ It would have directions that tell what the Marionette does as he falls on the floor.
  - Ⓒ It would have directions that tell the Fairy what to say about Pinocchio as he is dreaming.
  - Ⓓ It would have directions that tell what Pinocchio does when he wakes and realizes he has changed.

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9. Read the summary of the excerpt from *The Adventures of Pinocchio*.

**Pinocchio is rewarded and forgiven for his past behavior because of his kind heart. He is given new clothes, a leather purse with money, and a real body to replace his wooden body.**

Select the detail that **best** completes the summary.

- Ⓐ Pinocchio and his father decide to decorate a picture frame together.
- Ⓑ Pinocchio and his father are able to enjoy a home filled with happiness.
- Ⓒ Pinocchio and his father find the old Pinocchio leaning against a chair.
- Ⓓ Pinocchio and his father realize how happy Pinocchio was as a wooden boy.

10. Read the sentence from paragraph 10.

**He ran into the next room, and there stood Geppetto, grown years younger overnight, spick and span in his new clothes and gay as a lark in the morning.**

Which word would **best** replace spick and span as it is used in the sentence?

Ⓐ alive

Ⓑ kind

Ⓒ neat

Ⓓ slim

11. What is a theme of the story?

Ⓐ Things come easily to those who wait.

Ⓑ Dreams come true no matter what a person does.

Ⓒ When people act with kindness, they are rewarded.

Ⓓ In order to get what you want, all you have to do is ask.

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Read the passage and then answer the questions that follow.

### **Kylie's Fossil Find**

by National Park Service

- 1        During the summer, kids and their families attend junior ranger programs every day at Badlands National Park.
- 2        On May 30, 2010, a seven-year-old girl named Kylie Ferguson went on one of these programs with her family.
- 3        Her mom and dad took her to the program, along with her sister Skylar. During the program, the Ferguson family learned all about fossils.
- 4        While they were exploring the Badlands, Kylie and her mom noticed something on the ground that looked a little unusual. It was buried in a butte. It was shiny and white. They thought it might be a fossil.
- 5        They did the right thing! They told a ranger. Next, they filled out a visitor site report at the visitor center. Visitor site reports look like this.

Date 5-30-10  
 Visitor Center Save  
 Employee Name Kylie

### PALEONTOLOGICAL SITE REPORT: VISITOR FIELD ID

DESCRIPTION OF SITE LOCATION HELP US LOCATE THE FOSSIL EASILY BY ANSWERING ALL QUESTIONS. INCLUDE ANY ADDITIONAL INFORMATION YOU FEEL WOULD BE OF ASSISTANCE. BELOW IS A MAP OF THE CEDAR PASS AREA INCLUDING TRAILS. PLEASE MARK THE LOCATION OF THE FOSSIL.

PLEASE GIVE A WRITTEN DESCRIPTION OF WHERE WE SHOULD GO TO FIND THE FOSSIL. THIS IS IMPORTANT. PLEASE ANSWER THE FOLLOWING QUESTIONS. Is the site near a road or visitor use area? Which one? How far is the site from a major landmark? Feel free to draw a map. Include UTM Coordinates or Xerox copy of a topographic map showing the location.

in what type of terrain was the fossil found?

a. Butte  
 b. Wash  
 c. Sod Table  
 d. Flat  
 e. Other \_\_\_\_\_

*over hill from picnic tables by visitor center*

- 6 Good reports contain information that help park paleontologists locate fossil finds. Kylie and her mom wrote down important details such as where they found the fossil and what it looked like.
- 7 Kylie’s report notes that they found the fossil over the hill from the picnic tables at the visitor center.
- 8 It also says the fossilized bone was shiny and white.
- 9 Paleontologists checked on the fossil find throughout the summer.

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- 10 Every time it rained, the butte eroded and more of the fossil was exposed.
- 11 Paleontologists soon realized that this was a very rare saber tooth cat skull! Skulls from saber tooth cats are usually broken or fragmented.
- 12 In this case, however, the fossils were found in a hard rock called limestone. The hard limestone protected the fossils for millions of years before Kylie found them.
- 13 Paleontologists carefully excavated the fossils.
- 14 It took them three days to carefully dig around the fossilized bones and remove them from the butte!
- 15 When the fossils were removed from the butte, there was still a lot of rock surrounding the fossils. The extra rock helped protect the fossils until they could be carefully prepared in a lab.
- 16 Paleontologists made a plaster jacket to help protect the fossils so they could be moved to the lab.
- 17 Next, the fossils had to be prepared in the lab.
- 18 Paleontologists carefully examine fossils for clues that can inform them about ancient life. Kylie’s saber tooth cat skull has several bite marks on it.
- 19 The shape of the bite marks matches the tooth pattern of another saber tooth cat. Kylie’s cat probably died when it was attacked by another saber tooth cat millions of years ago!
- 20 The saber tooth cat was very old when it died. Its sharp teeth were worn down from many years of chewing. It lived a long life.
- 21 Kylie is a model Junior Ranger! She used her observation skills to find a fossil. Next, she reported it to park rangers. Paleontologists were able to recover an amazing and scientifically significant fossilized saber tooth cat skull.

22        Now Kylie is famous! Her picture appeared on the front page of her local newspaper.

23        Thanks to Kylie and the work of the paleontologists, this fossil will be preserved and protected for future generations.



Adapted text and illustration from “Kylie’s Fossil Find,” National Park Service website, December 2016.

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- 12.** What is the purpose of the first two paragraphs in “Kylie’s Fossil Find”?
- Ⓐ They describe the first event in a sequence of events.
  - Ⓑ They explain the effects of Kylie’s actions on her family.
  - Ⓒ They describe Kylie and compare her to the paleontologists.
  - Ⓓ They explain a problem that will be solved in the rest of the passage.
- 13.** Which quotation from the passage **best** supports the claim that fossils can be preserved for long periods of time?
- Ⓐ “Every time it rained, the butte eroded and more of the fossil was exposed.” (paragraph 10)
  - Ⓑ “Paleontologists soon realized that this was a very rare saber tooth cat skull!” (paragraph 11)
  - Ⓒ “The hard limestone protected the fossils for millions of years. . . .” (paragraph 12)
  - Ⓓ “It took them three days to carefully dig around the fossilized bones. . . !” (paragraph 14)



14. What does the picture in “Kylie’s Fossil Find” help the reader understand about the fossil discovery?

- Ⓐ important details around the map area
- Ⓑ important details about the picnic table
- Ⓒ important details that include what the item looked like
- Ⓓ important details that include where the item was found

15. Read the sentence from paragraph 10.

**Every time it rained, the butte eroded and more of the fossil was exposed.**

What is the meaning of the word eroded as it is used in the sentence?

- Ⓐ grew
- Ⓑ dug up
- Ⓒ protected
- Ⓓ washed away

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**16.** Which sentence explains what happened after the fossil was first found?

- Ⓐ The fossil was carefully excavated so that it could later be prepared in the lab.
- Ⓑ The fossil was carefully examined so that it could be pictured in the newspaper.
- Ⓒ The fossil was surrounded by limestone so it could be protected from the elements.
- Ⓓ The fossil was shiny and white because every time it rained, more of the fossil was exposed.

**17.** Which two quotations support the idea that uncovering fossils requires patience?

- Ⓐ "While they were exploring the Badlands, Kylie and her mom noticed something on the ground that looked a little unusual." (paragraph 4)
- Ⓑ "Paleontologists checked on the fossil find throughout the summer." (paragraph 9)
- Ⓒ "Every time it rained, the butte eroded and more of the fossil was exposed." (paragraph 10)
- Ⓓ "The hard limestone protected the fossils for millions of years before Kylie found them." (paragraph 12)
- Ⓔ "It took them three days to carefully dig around the fossilized bones and remove them from the butte!" (paragraph 14)

18. The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read the sentence from paragraph 13.

**Paleontologists carefully excavated the fossils.**

Which word means the same as excavated as it is used in the sentence?

- Ⓐ examined
- Ⓑ plastered
- Ⓒ protected
- Ⓓ uncovered

**Part B**

Which paragraph further explains the fossils being excavated, as the word is defined in Part A?

- Ⓐ paragraph 8
- Ⓑ paragraph 11
- Ⓒ paragraph 14
- Ⓓ paragraph 16

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19. Read the sentence from paragraph 11.

**Skulls from saber tooth cats are usually broken or fragmented.**

Which two words mean the same as fragmented as it is used in the sentence?

- Ⓐ cracked
- Ⓑ fixed
- Ⓒ removed
- Ⓓ shattered
- Ⓔ whole

20. Read the following summary.

**The Badlands National Park had a junior ranger program during the summer. The girl and her mom noticed something and thought it might be a fossil. Over a period of time, paleontologists carefully removed the fossil and studied it.**

Which statement should be included in the summary?

- Ⓐ Kylie and her family learned about fossils.
- Ⓑ The fossil was covered in limestone.
- Ⓒ Sometimes the skulls are broken.
- Ⓓ Fossils are white and shiny.

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Read the passage and then answer the questions that follow.

### Dame Cricket's Story

by Abbie Phillips Walker

- 1 "Come, children, it is time to get up," said Dame Cricket to her ten little crickets.
- 2 "Hurry, now, and take your bath and put on your little black caps and your little brown suits. The sun has almost gone down over the hill and the birds will soon be asleep." But the little crickets snuggled under the bedclothes just as if they did not hear their mother's words.
- 3 "Come, come," she said, a few minutes later, "you will sleep all night if you don't hurry. Some of our cousins are already singing, and it will soon be dark."
- 4 "Oh dear! Why do we have to get up?" said one little cricket, poking his head over the clothes. "Lots of bugs sleep all night."
- 5 "Yes, but they are up all the daytime," answered Dame Cricket, "and they run a great risk, I can assure you, my dear. Our family used to sing in the daytime, but if we had kept on there would be no cricket family. There is a reason for our sleeping days and singing at night."
- 6 "Oh, mother, is it a story?" asked all the little crickets, jumping out of bed with a bound and gathering about their mother.
- 7 "Yes, there is a story about our family, and if you will all hurry and dress I will tell it to you," she said.
- 8 Very quietly all the little crickets began to dress, and their mother began the story:
- 9 "Once, long, long ago," she said, "our family sang in the daytime and slept at night; but one day the Great-grandfather Cricket noticed that our singing was not as loud as usual, so he called all the children, big and little, about him and looked at their throats.

10       “Strange, strange!’ he remarked. ‘You all have fine-looking throats, as fine as ever crickets had, and yet our singing is very faint; there is not as much volume to it as in the old days. I will call on Doctor Frog this very day, and see what he thinks about it.’

11       “Doctor Frog thought awhile and then he asked, ‘How many have you in your family, now, Mr. Cricket?’

12       “Great-grandfather called us all about him and began to count, and to his amazement he found our family was only about half the size it should be.

13       “‘Just as I thought,’ said Dr. Frog, ‘the voices are as good as ever, but there are not so many of you, and, of course, the singing is not so loud as it was once.

14       “‘Shall I tell you the reason for this?’ asked Dr. Frog.

15       “Great-grandfather said that was why he called on him, so Dr. Frog told him that the birds were eating our family, and if they kept it up we soon would be out of existence.

16       “‘Horrors! horrors!’ chirped Great-grandfather Cricket. ‘Whatever will we do to preserve the family?’

17       “‘Easy enough to do that,’ said Dr. Frog. ‘Sleep days and sing at night as our family do; little chance we would have if we came out and sang in the daytime.’

18       “So that is the reason we sleep days and sing nights, so the birds and chickens and bug-eating animals cannot catch us.

19       “Of course, sometimes they do get a cricket, but it is always one who has stayed out too late or gotten up too early, usually a very young cricket who thinks he knows more than his mother or father.

20       “But the good little crickets who mind and get up when they are called are pretty sure to live to a good old age.”

21       When Madam Cricket stopped talking all the little crickets stood looking at her with very curious expressions on their

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faces.

22        “We are good little crickets, aren’t we, mother?” they asked.

23        “Of course you are. Here you are all ready to go out and sing and the sun has just dropped behind the hill,” she said.

24        “Chirp, chirp, chirp, chirp,” they sang as they scampered after their mother out into the night.



“Dame Cricket’s Story” from *Sandman’s Goodnight Stories* by Abbie Phillips Walker. Originally published in 1921.



- 21.** The following item has two parts. First, answer Part A. Then, answer Part B.

**Part A**

At the beginning of the story, how do the little crickets feel about having to wake up?

- Ⓐ The little crickets are excited about joining their cousins.
- Ⓑ The little crickets would rather sleep than chirp all night.
- Ⓒ The little crickets want to get up and listen to a story.
- Ⓓ The little crickets want to show that they are good.

**Part B**

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

- Ⓐ “Some of our cousins are already singing, and it will soon be dark.” (paragraph 3)
- Ⓑ “Oh dear! Why do we have to get up?” (paragraph 4)
- Ⓒ “Oh, mother, is it a story?” (paragraph 6)
- Ⓓ “We are good little crickets, aren’t we, mother?’ . . .” (paragraph 22)

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**22.** Select two words that **best** describe Dame Cricket.

- Ⓐ angry
- Ⓑ caring
- Ⓒ noisy
- Ⓓ patient
- Ⓔ tired

**23.** Read the sentence from paragraph 2.

**But the little crickets snuggled under the bedclothes just as if they did not hear their mother's words.**

What can the reader infer about the little crickets?

- Ⓐ The little crickets did not wake up on time.
- Ⓑ The little crickets were ready to get out of bed.
- Ⓒ The little crickets did not want to get out of bed.
- Ⓓ The little crickets were snuggled under the bedclothes.

24. Read the sentence from paragraph 10.

**“You all have fine-looking throats, as fine as ever crickets had, and yet our singing is very faint; there is not as much volume to it as in the old days.”**

Which two words mean the same as faint as it is used in the sentence?

- Ⓐ clear
- Ⓑ loud
- Ⓒ quiet
- Ⓓ soft
- Ⓔ strong

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25. Read paragraph 6.

**“Oh, mother, is it a story?” asked all the little crickets, jumping out of bed with a bound and gathering about their mother.**

What does the phrase jumping out of bed with a bound tell the reader about how the crickets got out of bed?

- Ⓐ The little crickets got out of bed quickly and with excitement.
- Ⓑ The little crickets got out of bed quietly and with caution.
- Ⓒ The little crickets got out of bed curiously and with fear.
- Ⓓ The little crickets got out of bed slowly and with care.

26. Which word describes a trait of the little crickets in the story?

- Ⓐ angry
- Ⓑ different
- Ⓒ frustrated
- Ⓓ respectful

**27.** Which sentence should be included in a summary of the story?

- Ⓐ The little crickets dressed quietly.
- Ⓑ The little crickets' cousins were already outside singing.
- Ⓒ The little crickets had to put on little backpacks and little brown suits.
- Ⓓ The little crickets realized the importance of getting up when they were called.

**28.** Which statement describes a theme of the story?

- Ⓐ Resting is best done at night.
- Ⓑ Being young is better than being old.
- Ⓒ Doing what one is told brings rewards.
- Ⓓ Learning from the past leads to good decisions.

## Session 1

**You will read two passages, “What Was the Apollo Program?” and “Excerpt from *Reaching for the Moon.*” Answer the questions about each passage as well as questions about both passages.**

### **What Was the Apollo Program?**

by NASA

- 1        Apollo was the NASA program that resulted in American astronauts’ making a total of 11 spaceflights and walking on the moon.
  
- 2        The first four flights tested the equipment used in the Apollo Program. Six of the other seven flights landed on the moon. The first Apollo flight happened in 1968. The first moon landing took place in 1969. The last moon landing was in 1972.
  
- 3        A total of 12 astronauts walked on the moon. The astronauts conducted scientific research there. They studied the lunar surface. They collected moon rocks to bring back to Earth. . . .

### **When Did Humans First Visit the Moon?**

- 4        The first manned mission to the moon was Apollo 8. It circled around the moon on Christmas Eve in 1968. However, Apollo 8 did not land on the moon. It orbited the moon, then came back to Earth. The crew was Frank Borman, Bill Anders and Jim Lovell.
  
- 5        The first moon landing occurred on July 20, 1969, on the Apollo 11 mission. The crew of Apollo 11 was Neil Armstrong, Michael Collins and Buzz Aldrin. Armstrong and Aldrin walked on the lunar surface while Collins remained in orbit around the moon. When Neil Armstrong became the first person to walk on the moon, he said, “That’s one small step for (a) man; one giant leap for mankind.” . . .

### **How Did Astronauts Land on the Moon?**

- 6        The Apollo spacecraft were launched on top of the Saturn V rocket. The Saturn V was made of three stages. The first two stages used up their fuel reaching orbit. The third stage

was used to push the Apollo Command Module and Lunar Module to the moon. Once the spacecraft reached the moon, the two modules separated from each other. Two astronauts in the Lunar Module landed on the lunar surface. The third astronaut stayed in the Command Module in orbit around the moon.

7        On the last three missions, astronauts drove on the moon with the lunar rover. Astronauts drove the lunar rover to explore more of the moon’s surface. The lunar rovers were made so they could be folded to fit in a storage area on the Lunar Module. The lunar rovers were left on the moon.

8        When the two astronauts were finished working on the surface, they got back in the Lunar Module and launched. It went back into orbit around the moon and connected with the Command Module. The two astronauts got back into the Command Module. They left the Lunar Module behind and flew back to Earth. The Lunar Module crashed into the moon. The Command Module landed in the ocean, and a ship picked up the astronauts.

**Why Was the Apollo Program Important?**

9        In 1961, President John F. Kennedy challenged the nation to land astronauts on the moon by the end of the decade. NASA met that challenge with the Apollo program. It was the first time human beings left Earth’s orbit and visited another world. These missions made it possible to explore more distant worlds further in the future.



“What Was the Apollo Program?” from NASA KNOWS! (Grades 5-8), July 2009.

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### Answer the following questions for “What Was the Apollo Program?”

- 29.** Which quotation from the passage “What Was the Apollo Program?” describes one duty of the Apollo Program?
- Ⓐ “The first four flights tested the equipment used in the Apollo Program.” (paragraph 2)
  - Ⓑ “Once the spacecraft reached the moon, the two modules separated from each other.” (paragraph 6)
  - Ⓒ “On the last three missions, astronauts drove on the moon with the lunar rover.” (paragraph 7)
  - Ⓓ “These missions made it possible to explore more distant worlds further in the future.” (paragraph 9)



30. Read the sentence from paragraph 9 of “What Was the Apollo Program?”

**In 1961, President John F. Kennedy challenged the nation to land astronauts on the moon by the end of the decade.**

What does the word challenged mean as it is used in the sentence?

- Ⓐ told to do something
  - Ⓑ dared to do something
  - Ⓒ made it harder to do something
  - Ⓓ questioned about doing something
31. In the passage “What Was the Apollo Program?”, how does the information in paragraph 9 support the idea that space travel is important?
- Ⓐ It explains how the Apollo Program happened in stages.
  - Ⓑ It explains how scientific research on the moon is important.
  - Ⓒ It explains how space travel to other planets became possible.
  - Ⓓ It explains how astronauts drove special vehicles to explore the moon.

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- 32.** Read the sentence from paragraph 4 of “What Was the Apollo Program?”

**The first manned mission to the moon was Apollo 8.**

What is the meaning of the word mission as it is used in the sentence?

- Ⓐ astronaut
  - Ⓑ exploration
  - Ⓒ orbit
  - Ⓓ rover
- 33.** According to “What Was the Apollo Program?”, what was the purpose of the first four Apollo flights?
- Ⓐ to collect moon rocks to study on Earth
  - Ⓑ to conduct scientific research on the moon
  - Ⓒ to help astronauts get used to being in space for long periods of time
  - Ⓓ to test the equipment that would be used to take astronauts to the moon

## Excerpt from *Reaching for the Moon*

by Buzz Aldrin

- 1 Neil and I put on our space suits. Neil climbed out first and descended Eagle's ladder to the Moon's surface. Everyone listening back on Earth heard Neil's first words: "That's one small step for . . . man, one giant leap for mankind."
- 2 I climbed down the ladder and joined Neil. There was no color on the Moon. A flat landscape of rocks and craters stretched in all directions. Everything was gray or white. The shadows and the sky above were as black as the blackest velvet I had ever seen. I exclaimed: "Magnificent desolation."
- 3 I could see Earth, our home, in the sky overhead—blue water, white clouds, and brown land. I could see the continents, and I knew that they were younger than the Moon dust in which Neil and I were now leaving our footprints.



Text selection from *Reaching for the Moon* by Buzz Aldrin – Illustrated By: Wendell Minor. Text copyright © 2005 by Buzz Aldrin. Illustrations copyright © 2005 by Wendell Minor. Used by permission of HarperCollins Publishers.

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**Answer the following questions for “Excerpt from *Reaching for the Moon*.”**

- 34.** The following question has two parts. First, answer Part A. Then, answer Part B.

### **Part A**

Read the sentence from paragraph 1 of the excerpt from *Reaching for the Moon*.

**Neil climbed out first and descended Eagle’s ladder to the Moon’s surface.**

What is the meaning of the word descended as it is used in the sentence?

- Ⓐ to raise
- Ⓑ to lower
- Ⓒ to fall off
- Ⓓ to extend out

**Part B**

Which quotation helps the reader to understand the meaning of descended as it is used in Part A?

- Ⓐ “. . . put on our space suits.” (paragraph 1)
- Ⓑ “. . . climbed down the ladder. . .” (paragraph 2)
- Ⓒ “. . . stretched in all directions.” (paragraph 2)
- Ⓓ “. . . in the sky overhead— . . .” (paragraph 3)

**35.** What does Buzz mean by the observation “Magnificent desolation” as it is used in paragraph 2 of the excerpt from *Reaching for the Moon*?

- Ⓐ He saw a complete lack of color on Earth and its continents.
- Ⓑ He saw so little color in space that he compared it to velvet.
- Ⓒ He saw a complete lack of color as he descended the ladder.
- Ⓓ He saw so little color in space that he compared it to the rocks and craters.

## Session 1

**36.** Which sentence summarizes the excerpt from *Reaching for the Moon*?

- Ⓐ The passage describes what Earth looked like.
- Ⓑ The passage describes the landscape of the moon.
- Ⓒ The passage describes the astronauts putting on their space suits.
- Ⓓ The passage describes the astronauts' first moments on the moon.

**37.** Read the sentence from paragraph 2 of the excerpt from *Reaching for the Moon*.

**The shadows and the sky above were as black as the blackest velvet I had ever seen.**

Why is the sky described as being “as black as the blackest velvet”?

- Ⓐ to illustrate that the moon was bright
- Ⓑ to elaborate on the openness of space
- Ⓒ to emphasize how truly dark the sky was
- Ⓓ to show that the sky was a beautiful sight to see

**Answer the following questions for “What Was the Apollo Program?” and “Excerpt from *Reaching for the Moon*.”**

**38.** How is the information in “What Was the Apollo Program?” different from the information in the excerpt from *Reaching for the Moon*?

The excerpt from *Reaching for the Moon* tells the date  
Ⓐ that the astronauts landed on the moon, and “What Was the Apollo Program?” does not.

“What Was the Apollo Program?” gives a description of  
Ⓑ how Earth looked from the moon, and the excerpt from *Reaching for the Moon* does not.

The excerpt from *Reaching for the Moon* tells about the  
Ⓒ personal experience of Buzz Aldrin landing on the moon, and “What Was the Apollo Program?” does not.

“What Was the Apollo Program?” gives us the sequence in  
Ⓓ which the astronauts got off the Eagle spacecraft, and the excerpt from *Reaching for the Moon* does not.

## Session 1

**39.** How is the structure of “What Was the Apollo Program?” different from the structure of the excerpt from *Reaching for the Moon*?

- “What Was the Apollo Program?” uses chronological
- Ⓐ order, while the excerpt from *Reaching for the Moon* uses description.
- “What Was the Apollo Program?” uses description, while
- Ⓑ the excerpt from *Reaching for the Moon* uses chronological order.
- “What Was the Apollo Program?” uses problem and
- Ⓒ solution, while the excerpt from *Reaching for the Moon* uses cause and effect.
- “What Was the Apollo Program?” uses cause and effect,
- Ⓓ while the excerpt from *Reaching for the Moon* uses problem and solution.



40. Read the quotation from **both** passages.

**That's one small step for (a) man, one giant leap for mankind.**

Based on the quotation, what inference can be made about man's first walk on the moon?

- Ⓐ The astronauts left giant footprints on the moon.
- Ⓑ The first walk on the moon was important for all people.
- Ⓒ Neil Armstrong took small steps when walking on the moon.
- Ⓓ One man stepped on the moon while another man leapt onto the moon.

**STOP**

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## Writing Prompt

Read the following passage. Write a response to the prompt that follows the passage.

### Seed Travel

by Ann Ackroyd

- 1 We like to think only humans use rockets, helicopters, parachutes, and gliders, but that’s not true. Other travelers used such methods long before we did. These travelers are seeds! But why would a seed need to travel?
- 2 Seeds need to get away from their parent plants. If they remain too close, young plants starve. Their bigger, stronger parents overshadow them, hogging sunlight and water. It’s also a seed’s job to claim new living space for its species.
- 3 Have you ever watched a toy rocket take off with a small explosion? The Mediterranean squirting cucumber behaves like a rocket—without the fire. The little cucumber fills with juice until it’s so full, it bursts off its stalk. A trail of slime follows it as it shoots through the air. This slime contains the seeds.
- 4 Plants with pods launch their seeds using another kind of explosion. When broom seeds are ready, the sun warms one side of the pod and dries it. The other side remains in shadow and dries more slowly. The sides pull against each other until the pod splits, hurling the seeds away from the parent plant. A Brazilian tree called the monkey’s dinner bell does the same. It pops so loudly, strangers think they are under attack. The seeds can travel 40 feet, so it’s best not to be in the way.
- 5 Many seeds use parachutes. Think of dandelion puffs—they contain hundreds of tiny seeds, each with its own silky parachute for riding the wind. Milkweed seeds come in pods instead of blowballs. If you open a ripe milkweed pod, you will see a packaging miracle. Hundreds of seed heads overlap neatly, while their closed parachutes lie flat, resembling hair.
- 6 Some seeds have wings to help them glide away from their parent plants. The simplest designs have one wing. Have you ever seen pine seeds leave an open cone? If so, you know that each seed sits at the base of a paper-thin wing. As the seed falls, it whirls through the air like a helicopter blade. The seeds of the alsomitra, an Asian creeper, also have one wing,

but instead of spinning like helicopter blades, they sail like gliders. This is because the seed sits in the middle of the wing.

7 The Asian anisoptera has seeds with two wings instead of one. They spin because one wing is shorter than the other. If you live near maples or sycamores, you might think their seeds have two wings. Actually, each seed has one wing, and the seeds grow in pairs.

8 Some seeds travel in water by floating. The coconut is one example. Air spaces between its outer shell and the hairy inner seed keep it from sinking. A sweet, milky liquid in the center nourishes the seed.

9 The sea bean provides its seeds with wooden cases that can stay afloat for a year. These seeds ride the Gulf Stream and sometimes land in Europe—4,000 miles away from their parents in the Caribbean.

10 Many seeds hitchhike. Some use hooks to grab an animal's fur or a person's clothing. The next time you pull cockleburs from your socks, remember that you are helping the burdock plant expand its territory.

11 Other hitchhiking seeds ride inside the animals that eat them. They do this by hiding in fruits like strawberries and raspberries. All such hitchhikers have the advantage of landing in a pile of fertilizer!

12 A number of plants use only one seed carrier. Oaks and hickories belong to this group. The armor around their seeds is so thick, only a squirrel can break it. However, a squirrel collects more acorns and hickory nuts than it can eat. It hides the extras to eat later. But the extras aren't always needed, and sometimes a squirrel forgets its hidden treasure. The uneaten seeds grow into new trees far from their parents.

13 Look around and see if you can find more seedy rockets, helicopters, parachutes, hitchhikers, and floaters. Or what about seeds that travel in other ways? Look at a poppy, for instance. It acts like a salt shaker, shaking out its seeds. Once you start noticing how seeds travel, you'll want to make your own list.



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1 District/School/Class Information	
District Name:	
School Name:	
Classroom/Group Name:	
Date:	

**MARKING DIRECTIONS**

- Use only soft black pencil (No. 2).
- Do NOT use ink pen or felt-tip marker.
- Make heavy, dark marks that completely fill the circle.
- Erase completely any marks you wish to change.
- Make NO stray marks on this answer document.

**SAMPLE MARKS**

**RIGHT** ○ ● ○ ○

**WRONG** ⊗ ⊗ ⊗ ⊗

2 Student Name		
Last Name	First Name	MI
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G G G G G G G G G G G G	G G G G G G G G	G
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O O O O O O O O O O O O	O O O O O O O O	O
P P P P P P P P P P P P	P P P P P P P P	P
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R R R R R R R R R R R R	R R R R R R R R	R
S S S S S S S S S S S S	S S S S S S S S	S
T T T T T T T T T T T T	T T T T T T T T	T
U U U U U U U U U U U U	U U U U U U U U	U
V V V V V V V V V V V V	V V V V V V V V	V
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3 State ID Number									
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4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
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4 Birth Date		
Month	Day	Year
○ Jan		
○ Feb		
○ Mar	○ 0 ○ 0	○ 19 ○ 0
○ Apr	○ 1 ○ 1	○ 20 ○ 1
○ May	○ 2 ○ 2	○ 1 ○ 2
○ Jun	○ 3 ○ 3	○ 3 ○ 3
○ Jul	○ 4	○ 4
○ Aug	○ 5	○ 5
○ Sep	○ 6	○ 6
○ Oct	○ 7	○ 7
○ Nov	○ 8	○ 8
○ Dec	○ 9	○ 9

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If student barcode labels are being used,  
position label WITHIN the dotted lines.

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## ELA Grade 4 Practice Test Paper-Pencil Answer Key Document

Passage	DRP Range	Sequence	Standard	DOK	Key	Max Points
The Adventures of Pinocchio	52–60	1	RL.4.3	1	A	1
The Adventures of Pinocchio	52–60	2	RL.4.1	2	B	1
The Adventures of Pinocchio	52–60	3	L.4.5	2	D	1
The Adventures of Pinocchio	52–60	4	RL.4.3	2	B	1
The Adventures of Pinocchio	52–60	5	RL.4.7	1	C	1
The Adventures of Pinocchio	52–60	6	RL.4.2	2	A, C, F	2
The Adventures of Pinocchio	52–60	7	RL.4.4	2	D	1
The Adventures of Pinocchio	52–60	8	RL.4.5	3	D	1
The Adventures of Pinocchio	52–60	9	RL.4.2	2	B	1
The Adventures of Pinocchio	52–60	10	L.4.4	2	C	1
The Adventures of Pinocchio	52–60	11	RL.4.2	3	C	1
Kylie's Fossil Find	52–60	12	RI.4.5	3	A	1
Kylie's Fossil Find	52–60	13	RI.4.8	2	C	1
Kylie's Fossil Find	52–60	14	RI.4.7	2	D	1
Kylie's Fossil Find	52–60	15	RI.4.4	3	D	1
Kylie's Fossil Find	52–60	16	RI.4.3	3	A	1
Kylie's Fossil Find	52–60	17	RI.4.1	3	B, E	2
Kylie's Fossil Find	52–60	18	L.4.4	2	D, C	2
Kylie's Fossil Find	52–60	19	RI.4.4	3	A, D	2
Kylie's Fossil Find	52–60	20	RI.4.2	2	A	1
Dame Cricket's Story	52–60	21	RL.4.1	3	B, B	2
Dame Cricket's Story	52–60	22	RL.4.3	2	B, D	2
Dame Cricket's Story	52–60	23	RL.4.1	2	C	1
Dame Cricket's Story	52–60	24	RL.4.4	2	C, D	2
Dame Cricket's Story	52–60	25	RL.4.4	3	A	1
Dame Cricket's Story	52–60	26	RL.4.3	1	D	1
Dame Cricket's Story	52–60	27	RL.4.2	2	D	1
Dame Cricket's Story	52–60	28	RL.4.2	2	D	1
What Was the Apollo Program	52–60	29	RI.4.1	2	A	1
What Was the Apollo Program	52–60	30	RI.4.4	2	B	1
What Was the Apollo Program	52–60	31	RI.4.8	2	C	1

What Was the Apollo Program	52-60	32	L.4.6	2	B, D	1
What Was the Apollo Program	52-60	33	RI.4.1	1	D	1
What Was the Apollo Program	52-60	34	L.4.4	3	B, B	2
What Was the Apollo Program	52-60	35	RI.4.3	2	C	1
What Was the Apollo Program	52-60	36	RI.4.2	3	D	1
What Was the Apollo Program	52-60	37	L.4.5	2	C	1
What Was the Apollo Program	52-60	38	RI.4.6	1	C	1
What Was the Apollo Program	52-60	39	RI.4.5	2	A	1
What Was the Apollo Program	52-60	40	RI.4.9	2	B	1
Seed Travel	52-60	1	W.4.2	3	rubric	12