

---

### III. English Language Arts, Grade 4

A. Composition

B. Language and Literature



# *English Language Arts, Grade 4*

## *A. Composition*

The spring 2002 Grade 4 MCAS English Language Arts Composition test was based on the learning standards of the Composition strand of the Massachusetts *English Language Arts Curriculum Framework* (2001).

### *Curriculum Framework Learning Standards*

The learning standards for the Composition strand are listed below and are directly quoted from the *Framework*; applicable *Framework* page numbers are shown in parentheses.

#### **Composition** (*Framework*, pp. 72–83)

##### **Learning Standard 19**

Students will write with a clear focus, coherent organization, and sufficient detail.

##### **Learning Standard 20**

Students will write for different audiences and purposes.

##### **Learning Standard 21**

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

##### **Learning Standard 22**

Students will use knowledge of standard English conventions in their writing, revising, and editing.

### *MCAS Reporting Category*

In *Test Item Analysis Reports* and on the *Subject Area Subscore* pages of the MCAS *School* and *District Reports*, ELA Composition test results are reported under the MCAS reporting category of Composition.

# *MCAS Spring 2002 Common Test Items*

## *ELA Composition, Grade 4*

### **Test Sessions**

MCAS ELA Composition Student Test Booklets included 2 separate test sessions, administered on the same day with a short break between sessions. During the first session, each student wrote a first draft of a composition in response to the following writing prompt. During the second session, each student revised his/her first draft and submitted his/her second draft for scoring.

### **Reference Materials and Tools**

At least one dictionary per classroom was provided for student use during ELA Composition test sessions. No other reference materials or tools were allowed during either ELA Composition test session.

### **Cross-Reference Information**

The shaded bar following the writing prompt indicates this item's MCAS reporting category and which *Framework* learning standards it assesses.

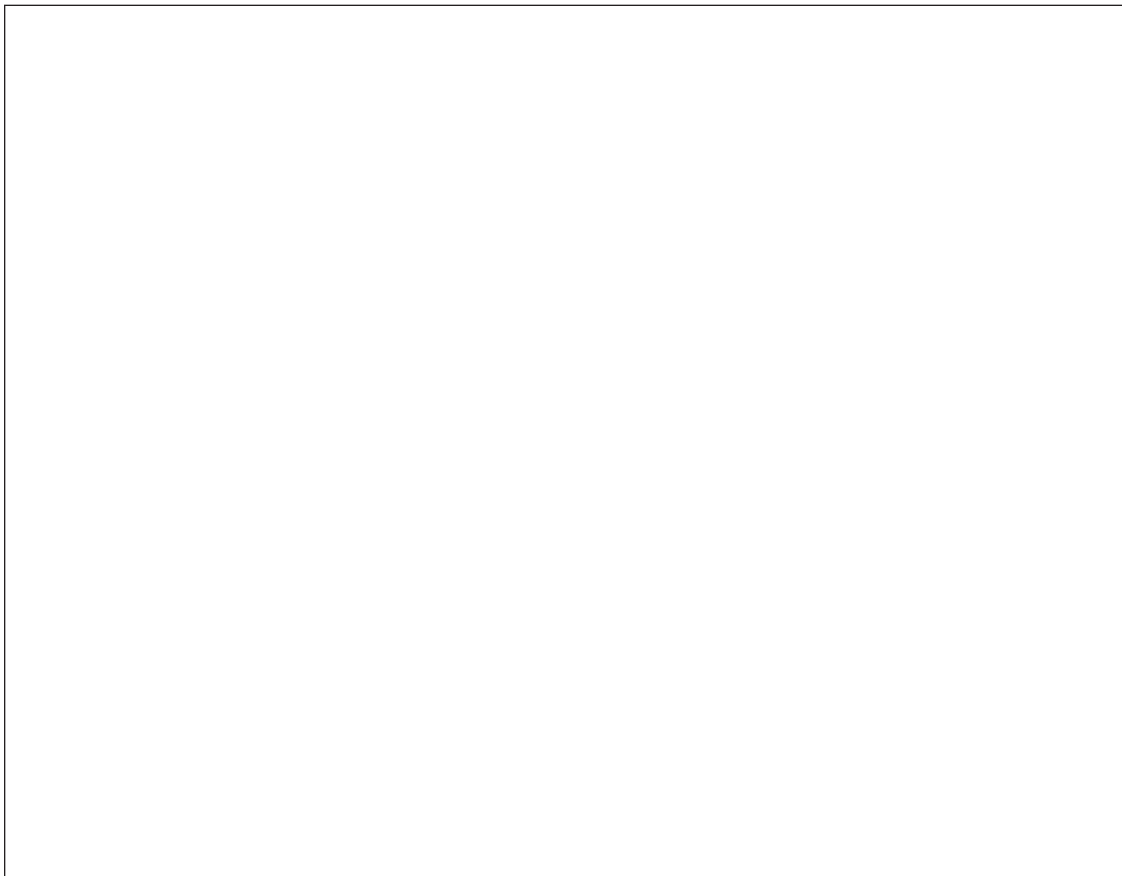
Grade 4 Writing Prompt

**WRITING PROMPT**

All of us have had a special time or adventure in our lives. It could be anything such as a visit with a friend or relative, a party you went to, or a game you watched or played. Or it could be something completely different.

Write a story about a special time or adventure that you have had. Give enough details in your story to show what it was like and what made it so special.

You may use the space below to plan what you are going to write (notes, outlines, other prewriting activities).



Reporting Category/Learning Standard for Writing Prompt: *Composition* Learning Standards 19-22

Grade 4 Make-Up Writing Prompt

**WRITING PROMPT**

Summer is a special time when children get to do fun things. You have more time during the day to choose activities that you enjoy doing with your friends or family, outdoors or indoors. There are many different ways to have fun in the summer. What's yours?

Write a story about your favorite summer activity. Give enough details in your story to show what you were doing and what made this your favorite activity.

You may use the space below to plan what you are going to write (notes, outline, other prewriting activities).



Reporting Category/Learning Standard for Make-Up Writing Prompt: *Composition*/Learning Standards 19-22

# *English Language Arts, Grade 4*

## *B. Language and Literature*

The spring 2002 Grade 4 MCAS English Language Arts Language and Literature test was based on the learning standards of two content strands of the Massachusetts *English Language Arts Curriculum Framework* (2001):

- Language
- Literature

### *Curriculum Framework Learning Standards*

The learning standards for the Language and Literature strands are listed below and are directly quoted from the *Framework*; applicable *Framework* page numbers are shown in parentheses.

#### **Language** (*Framework*, pp. 19–26)

##### **Learning Standard 4**

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

##### **Learning Standard 5**

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

##### **Learning Standard 6**

Students will describe, analyze, and use appropriately formal and informal English.

## Literature (*Framework*, pp. 35–64)

### Learning Standard 8

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

### Learning Standard 9

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

### Learning Standard 10

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

### Learning Standard 11

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

### Learning Standard 12

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

### Learning Standard 13

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

### Learning Standard 14

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.

### Learning Standard 15

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

### **Learning Standard 16**

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

### **Learning Standard 17**

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

## *MCAS Reporting Categories*

In *Test Item Analysis Reports* and on the *Subject Area Subscore* pages of the MCAS *School* and *District Reports*, ELA Language and Literature test results are reported under the following two MCAS reporting categories:

- Language
- Literature

# *MCAS Spring 2002 Common Test Items*

## *ELA Language and Literature, Grade 4*

### **Test Sessions**

MCAS ELA Language and Literature Student Test Booklets included 3 separate test sessions. Each session included selected readings, followed by multiple-choice and open-response questions.

### **Reference Materials and Tools**

No reference materials or tools were allowed during any ELA Language and Literature test session.

### **Cross-Reference Information**

The shaded bar underneath each item indicates the item's MCAS reporting category and which *Framework* learning standard it assesses.

Session 1, Reading Selection #1

Bottles are used for many purposes. Read this selection about messages sent in bottles. Use information from the selection to answer the questions that follow.

## A Message from the Sea

from *Drift Bottles in History and Folklore*  
by Dorothy B. Francis

1 For ages people have tossed message bottles into the sea. Sometimes

these bottles are called drift bottles. They also are called *drogues*. A *drogue* is another name for a container used at sea.

2 Ancient Greeks learned about water currents by using drift bottles. One Greek writer wrote of using *drogues* in 300 B.C. He stood on a seawall in Athens. From there, he dropped drift bottles into the water. Each bottle carried a message. The message asked the finder to contact the writer. These bottles helped him learn about the flow of sea currents.

3 Sometimes people on a sinking ship toss a message into the sea. Their *drogue* may be a cry for help. Or it may just be an account of the disaster. The victim may want people to know exactly what happened. His message may concern himself, his friends, and his ship.

4 One man aboard the British transport ship *Kent* wrote of its disaster. Major Duncan MacGregor knew his ship was in big trouble. It was going down. Nothing short of a miracle could save it. He doubted that anyone would survive to tell the tale.

5 He wrote an account of the wreck. Hoping someone would find it, he launched his story sealed in a bottle. Luckily, rescuers reached Major MacGregor. Once he was saved, his message bottle seemed less important. He was able to tell his story in person.

6 Major MacGregor lived in Barbados. He seldom thought of the bottle he had cast into the waves. But nine years after the *Kent* disaster, a servant approached him. The servant carried a bottle. Inside it was the message the major had tossed into the sea.

7 Believe it or not, the bottle had traveled more than 5,000 miles. It had washed ashore close to the major's doorstep. The sea takes. And the sea returns.



"A Message from the Sea" by Dorothy B. Francis from DRIFT BOTTLES IN HISTORY AND FOLKLORE © 1990 by Ballhoob Books.

## English Language Arts, Grade 4

### Session 1, Multiple-Choice Questions

- What did the ancient Greeks learn from the use of drift bottles?
- A. the height of the tide
  - B. the way the sea level changes
  - C. the times of the tides
  - ✓ D. the way the currents flow

*Reporting Category/Learning Standard for Item 1: Literature/Learning Standard 8*

- Major MacGregor threw a bottle into the sea because he wanted
- A. a miracle to happen.
  - ✓ B. his story to be told.
  - C. to check the sea's currents.
  - D. to mark the disaster's location.

*Reporting Category/Learning Standard for Item 2: Literature/Learning Standard 13*

- What is the MAIN reason that it took nine years for Major MacGregor's bottle to be found by his servant?
- A. It had sunk in the water.
  - ✓ B. It had traveled 5,000 miles.
  - C. It went down with the ship.
  - D. It was not seen by anyone.

*Reporting Category/Learning Standard for Item 3: Literature/Learning Standard 13*

- What was so surprising about Major MacGregor's servant finding his bottle?
- A. The bottle was full of sand and water.
  - ✓ B. The bottle was found near Major MacGregor's home.
  - C. The message was written in a foreign language.
  - D. The message was missing from the bottle.

*Reporting Category/Learning Standard for Item 4: Literature/Learning Standard 13*

## English Language Arts, Grade 4

- Why was the message in Major MacGregor's bottle no longer important?
- ✓  A. He lived to tell his own story.
- B. The bottle was lost at sea.
- C. His servant found the bottle.
- D. He forgot about writing the message.

*Reporting Category/Learning Standard for Item 5: Literature/Learning Standard 13*

- The word *Kent* is italicized (slanted print) in this selection to show that it is the name of
- A. a book.
- B. a bottle.
- C. a captain.
- ✓  D. a ship.

*Reporting Category/Learning Standard for Item 6: Language/Learning Standard 5*

## English Language Arts, Grade 4

### Session 1, Open-Response Question

- 7 According to the selection, drogues have two important uses. Describe ONE use and give information from the selection to support your answer.

*Reporting Category* Learning Standard for Item 7: *Literature* Learning Standard 8

Session 1, Reading Selection #2

*Often, little brothers and sisters can be very helpful to each other. Read this selection about how Kelly's little sister helped him with the clam tide. Use information from the selection to answer the questions that follow.*

## Clam Tide

by Kristine L. Franklin

- 1 "Clam tide!" my brother yelled as he leaped out of bed and threw on his clothes. I got up and peeked out the window. The water was so far out that it looked like a shiny silver line beyond the beach.
- 2 "Can I go?" I asked, stifling a yawn and trying hard to look wide awake.
- 3 "Naw," he said. He laced up his old tennis shoes. "It's hard work, and you're too little." The door banged as he rushed out.
- 4 "Mama-a-a!" I hollered in my loudest, saddest voice. "Kelly won't take me clam digging." I started to cry because I was disappointed, but mostly because I was mad at my brother.
- 5 Soon I was following him down to the tide flats. I had to walk fast, because now my brother was mad at me. He swung the bucket in one hand and held the clam shovel in the other, and I could tell by the way he took giant steps that he wished I was home. But Mom had said I could go.
- 6 "Hurry up," he said, without turning around. "The tide won't stay out all day, you know?" When we got to the edge of the beach, the ground was covered with rocks and smelled like rotten seaweed and dead barnacles. We hiked down the slope toward the water.
- 7 Beyond the rocky beach the tide flats were muddy. It was the oozy kind of mud that sucks off your shoes if you stand too long in one place. I had a hard time hurrying through that stuff, and so did Kelly. Once, he had to stop and slowly, carefully pull his foot up so he wouldn't lose a shoe. I giggled at the sound it made coming out. My brother gave me a nasty look.
- 8 After that his feet kept getting stuck, so he tried tiptoeing across the mud. Next he tried hopping. Then he tried running fast with little tiny steps. I followed him, imitating everything he did.
- 9 By the time we got to the clam-digging place, we were covered with blobs and splatters and teeny freckles of stinky black mud. My side hurt. I don't know if it was from running or from too much laughing.
- 10 Kelly put one foot on the clam shovel and pushed it hard into the mud. "When I bring up a shovelful, your job is to look for clams." My brother liked to give me jobs. He heaved a huge, dripping pile of muck in front of me. It plopped all over my shoes.
- 11 I stuck my hands into the mess and began feeling for the hard little clams. "Got one!" I said. I rinsed off my prize in clean salt water. Kelly kept digging and plopping down the piles.



## English Language Arts, Grade 4

- 12 Clam by clam, the bucket began to fill. I was choosy about which ones to keep. If they were too big or too little, I tossed them into the shallow water nearby. The big ones splashed my brother.
- 13 “How many clams is that?” Kelly asked me as he flung down an especially gooey load.
- 14 “Fifty-three,” I said. There was a rule that each person could only take thirty clams a day, so I was counting them. I felt through the new pile for a few more.
- 15 Now I was kneeling in three inches of water, separating clams from rocks as fast as I could. “The tide is coming in,” I said. My brother pretended to ignore me, but worked a little faster. His feet and legs were sunk down into the mud, and it made him look short. The water in the hole he had made was getting deeper.
- 16 “That’s sixty,” I said, tossing the last clam into the bucket. “Thirty for you, thirty for me. Let’s go.” I looked at my big brother and suddenly realized he was scared. *Very* scared.
- 17 “I’m stuck,” he said. He was trying to sound brave.
- 18 “Pull one foot up and then the other.” The water around my own ankles made me nervous.
- 19 “I already tried it.” He squirmed and tried it again. The more he moved, the deeper he went.
- 20 “Dig in your shovel, and pull yourself out,” I said. He tried it. The shovel fell over.
- 21 “It’s too mushy. It won’t work!” He didn’t sound brave anymore. I looked around frantically for firm ground away from the hole and the loose mud. I wished I was big enough to pull him out. I wished it was me stuck in the mud instead of Kelly.
- 22 A few feet away, the ground wasn’t as gooey. The water came to just above my ankles. I quickly skinned off my jeans and stood there in my bathing suit.
- 23 “What are you doing? Are you crazy?” Now my brother’s voice sounded funny. He was crying. I threw him the legs of my jeans.
- 24 “You pull on that end, and I’ll pull on this end.” I took hold of the top end.
- 25 “You’re not strong enough!” he cried. “I’ll pull you over.” But then he tried. I didn’t fall over. I sank down into the mud.
- 26 “Keep pulling!” I screamed at him. It took a while, but soon I could see it was working. Kelly was climbing hand over hand, up my jeans and out of his hole, and I was sinking farther into mine. I held on. The water crept up around my hips.
- 27 “Yahhhh!” Kelly yelled as he pulled free. He scrambled up and got his footing. He took two big splashing steps and stood above me. “It’s OK. Don’t be scared.”
- 28 My brother grabbed me under the arms and pulled so hard it hurt. For one horrible second, nothing happened. Then the mud let go.
- 29 He lifted me up and hugged me. He pressed his cheek against mine, and all our tears and dirty freckles smeared together. “Let’s get away from here,” he said. He carried me out of the water and beyond the reach of the tide.
- 30 Kelly put me down gently and started across the flats. This time I didn’t walk behind him, and we didn’t hurry. The bucket, the clams, the shovel, my old blue jeans—all were lost and forgotten.
- 31 We didn’t talk much on the way home, but we squeezed hands a couple of times and grinned a lot. Whenever one of our feet got stuck in the mud, we laughed together at the funny sound it made coming out.

Copyright © 1991 by Highlights for Children, Inc., Columbus, Ohio.

## English Language Arts, Grade 4

### Session 1, Multiple-Choice Questions

- Why did Kelly not want his sister to go clamming with him?
- A. He would have to share his clams with her.
  - B. He thought she would tell where he dug his clams.
  - C. He was afraid that she would get hurt.
  - ✓ D. He thought she was too little and could not help.

*Reporting Category/Learning Standard for Item 8: Literature/Learning Standard 8*

- Reread paragraph 7. Which word BEST describes the “tide flats”?
- A. grassy
  - B. steep
  - C. slippery
  - ✓ D. gooey

*Reporting Category/Learning Standard for Item 9: Literature/Learning Standard 15*

- According to this selection, why was the little sister “choosy” about the clams?
- A. She wanted only the big clams.
  - B. She could only carry one bucket at a time.
  - C. Many of the clams were dirty.
  - ✓ D. There was a limit on the number they could keep.

*Reporting Category/Learning Standard for Item 10: Literature/Learning Standard 12*

- The author describes the mud on the children as
- ✓ A. freckles.
  - B. muck.
  - C. barnacles.
  - D. seaweed.

*Reporting Category/Learning Standard for Item 11: Literature/Learning Standard 15*

## English Language Arts, Grade 4

- According to this selection, why did Kelly get stuck in the mud?
- A. He dug too many clams.
  - B. He fell into a clam hole.
  - C. The bucket weighed too much.
  - D. The tide was coming in.

*Reporting Category/Learning Standard for Item 12: Literature/Learning Standard 12*

- Other words for a *clam tide* are
- A. high tide.
  - B. low tide.
  - C. rip tide.
  - D. red tide.

*Reporting Category/Learning Standard for Item 13: Language/Learning Standard 4*

- You MIGHT find another selection like “Clam Tide” in a book of
- A. tall tales.
  - B. fairy tales.
  - C. ancient myths.
  - D. realistic fiction.

*Reporting Category/Learning Standard for Item 14: Literature/Learning Standard 10*

## English Language Arts, Grade 4

*Read the sentence in the box below.*

The water came to just above my ankles.

- 15 The SUBJECT of this sentence is
- ✓ A. water.
  - B. came.
  - C. above.
  - D. ankles.

*Reporting Category* Learning Standard for Item 15: *Language* Learning Standard 5

## English Language Arts, Grade 4

### Session 1, Open-Response Question

- 16** Kelly's feelings toward his sister changed at the end of this story. Describe how they changed and tell why. Use specific details from the selection in your answer.

*Reporting Category/Learning Standard for Item 16: Literature/Learning Standard 12*

Session 1, Reading Selection #3

Read this poem about December. Use information from the poem to answer the questions that follow.

## December Days Are Short

December days are short, and so  
there's not much time to play,  
the fun has hardly started  
when the sun has gone away.

5 Today, right after breakfast,  
while the sky was growing light,  
I ran to meet my friends outside  
and have a snowball fight.

We began to build a fortress  
10 then raced our wooden sleds,  
we belly-whopped and spun like tops  
and tumbled on our heads.

We stopped for lunch, then once again  
threw snowballs for a while,  
15 we made a giant snowman  
with a really silly smile.

We fed some hungry pigeons  
and went sliding on the ice,  
my mother brought some cake for us,  
20 a dog ate half my slice.

We made another snowman  
and we finished off our fort,  
then suddenly, the sun went down...  
December days are short.

—*Jack Prelutsky*

TEXT COPYRIGHT © 1984 BY JACK PRELUTSKY.  
ILLUSTRATIONS COPYRIGHT © 1984 BY JEANNE TITHERINGTON  
Used by permission of HarperCollins Publishers.



## English Language Arts, Grade 4

### Session 1, Multiple-Choice Questions

- The reader can tell from the poem that the weather is cold because
- A. the children stopped for lunch.
  - B. the mother brought some cake.
  - ✓ C. the children slid on the ice.
  - D. there is not much time to play.

*Reporting Category/Learning Standard for Item 17: Literature/Learning Standard 14*

- According to the poem, the MAIN problem with playing outside in December is that
- A. the days are long.
  - B. there is too much snow on the ground.
  - ✓ C. there are not enough hours of daylight.
  - D. the sun melts the ice.

*Reporting Category/Learning Standard for Item 18: Literature/Learning Standard 14*

- The rhyming pattern in each stanza is
- A. first and third lines rhyme.
  - B. second and third lines rhyme.
  - ✓ C. second and fourth lines rhyme.
  - D. third and fourth lines rhyme.

*Reporting Category/Learning Standard for Item 19: Literature/Learning Standard 14*

- Which word shows that something happened in the PAST?
- ✓ A. ate
  - B. are
  - C. meet
  - D. will

*Reporting Category/Learning Standard for Item 20: Language/Learning Standard 5*

Session 2, Reading Selection #1

*Read this selection to find out what happens to Alice when she follows the rabbit and falls down a hole in the ground. Use information from the selection to answer the questions that follow.*

## Down the Rabbit-hole

from *Alice in Wonderland*  
by Lewis Carroll

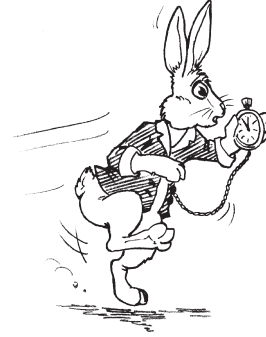
- 1 Alice was getting very tired of sitting next to her sister on the bank, with nothing to do. She had looked at her sister's book, but it had no pictures in it. Alice did not see the point of a book without pictures.
- 2 Alice was beginning to wonder whether she should make a daisy-chain, when suddenly a White Rabbit with pink eyes ran close by her. There was nothing strange about that, and Alice was not even very surprised when she heard the Rabbit say to itself, "Oh dear! I shall be so late!" But when the Rabbit took a watch out of its waistcoat-pocket, Alice jumped to her feet and ran across the field after it. She was just in time to see it pop down a large rabbit-hole. Alice followed it never giving a thought as to how she would get out again.
- 3 The rabbit-hole went straight on like a tunnel. Suddenly, Alice found herself falling down what seemed to be a very large hole. Either the hole was very deep or she was falling very slowly, for she had plenty of time to look around her as she fell.
- 4 At first, she tried to look down but it was too dark to see anything. Then she looked at the sides, and noticed they were filled with cupboards and bookshelves. She took down a jar from one of the shelves as she passed. It was labelled "ORANGE MARMALADE" but it was empty. She put it into one of the cupboards as she fell past.
- 5 Down, down, down. Would the fall never come to an end? "I wonder how many miles I have fallen?" said Alice to herself. "I must be near the centre of the earth by now. I wonder if I shall fall right through the earth!"
- 6 Down, down, down. There was nothing else to do, so Alice started to talk again. "Dinah will miss me very much tonight." (Dinah was her cat.) "I hope they give her a saucer of milk at dinner-time." Alice started to get very sleepy. She felt that she was dozing off, and had just began to dream that she was walking hand in hand with Dinah, when suddenly, thump! Thump! Thump! Down she came upon a heap of dry sticks and leaves. The fall was over.

## English Language Arts, Grade 4

7 Alice was not hurt, she jumped to her feet and looked up to see how far she had actually fallen but it was too dark to see anything. In front of her was another long passage. The White Rabbit was hurrying down it. Quickly Alice followed. She heard the Rabbit say as it turned a corner, "Oh my ears and whiskers, how late it is getting!" Alice was close behind as she turned the corner, but the Rabbit had disappeared. She found herself in a long, low hall. There were doors all round the hall, but they were all locked and when Alice had been all the way down one side and up the other trying every door, she walked sadly down the middle wondering how she was ever going to get out again.

8 Suddenly she came across a three-legged table, made of glass. The only thing on the table was a tiny golden key.

"Down the Rabbit-hole" from ALICE IN WONDERLAND by Lewis Carroll. In the public domain.



## English Language Arts, Grade 4

### Session 2, Multiple-Choice Questions

- At the beginning of this selection, Alice is in a
- A. hall.
  - B. tunnel.
  - C. cupboard.
  - ✓ D. field.

*Reporting Category/Learning Standard for Item 21: Literature/Learning Standard 12*

- Alice PROBABLY followed the rabbit because it
- A. could talk.
  - B. had pink eyes.
  - C. was late.
  - ✓ D. had a watch.

*Reporting Category/Learning Standard for Item 22: Literature/Learning Standard 12*

- In paragraphs 5 and 6, the author keeps repeating the word **down** in order to
- A. make the story longer.
  - ✓ B. show Alice had a long fall.
  - C. make the lines rhyme.
  - D. keep the reader's interest.

*Reporting Category/Learning Standard for Item 23: Literature/Learning Standard 15*

- According to this selection, why did Alice think she was near “the centre of the earth”?
- A. It was hot in the rabbit-hole.
  - B. All she could see was dirt.
  - ✓ C. She had fallen a long way.
  - D. The hole was filled with cupboards.

*Reporting Category/Learning Standard for Item 24: Literature/Learning Standard 12*

## English Language Arts, Grade 4

Read the sentence in the box below.

Alice was getting very tired of sitting next to her sister on the bank, with nothing to do.

- 25 In the sentence above, the word **bank** is used as
- ✓ A. a noun.
  - B. an adjective.
  - C. a verb.
  - D. an adverb.

Reporting Category/Learning Standard for Item 25: *Language/Learning Standard 5*

Use the dictionary entry to select the meaning of the word **pop** in the sentence below.

**pop** (pop) v. **1.** to make a sudden, explosive sound; **2.** to go or come suddenly; **3.** to shoot at something; **4.** to bulge from the socket.

- 26 “She was just in time to see it **pop** down a large rabbit-hole.”
- A. definition 1
  - ✓ B. definition 2
  - C. definition 3
  - D. definition 4

Reporting Category/Learning Standard for Item 26: *Language/Learning Standard 4*

- 27 This selection is an example of a
- A. biography.
  - ✓ B. fantasy.
  - C. myth.
  - D. tall tale.

Reporting Category/Learning Standard for Item 27: *Literature/Learning Standard 10*

Session 2, Open-Response Question

- 28 Describe what Alice saw, heard, and felt when she fell down the rabbit-hole. Use specific information from the selection to support your answer.

*Reporting Category/Learning Standard for Item 28: Literature/Learning Standard 12*

Session 3, Reading Selection #1

You have seen birds use their wings to fly. Do you know what else they use? Read the article below. Use information from the article to answer the questions that follow.

## Feet for Flight

by Michael L. May

- 1 Birds fly with their wings, right? But did you know that many birds also use their feet to fly? Some birds need them for takeoffs and landings. Other birds use their feet to control flight speed or body temperature.
- 2 In order for the American coot to get off the ground, it must make a running start across the water. Other birds, such as the mallard duck, can jump right out of the water and into flight. But coots are too heavy and need to build up speed. Like an airplane rolling down the runway, a coot runs across the surface of the water until it reaches flight speed, then lifts off and flaps away.
- 3 Being airborne doesn't mean that the footwork is over. Some birds use their feet to slow down in flight. Now, it might seem that a bird could just stop flapping its wings and reduce speed. But it's not that simple. If you stop pedaling your bicycle when you're going downhill, you'll eventually slow down when you reach the bottom. But you still need brakes. Without brakes, flying birds and speeding bicycles can't stop fast enough.



- 4 One bird that uses its feet as air brakes is the graylag goose. When this bird comes in for a landing, it dangles its feet like small parachutes. The rushing air pushes against the broad, webbed feet and slows the goose down, allowing it to make a smooth landing in the water.
- 5 For some birds, even air brakes are not enough. Mute swans extend their webbed feet forward when landing. When their feet hit the water, the swans ski across the surface until they gradually slow and plop safely into the pond or lake.
- 6 Flying is a tough business that requires lots of energy. Because birds work hard when they fly, they get hot. And if they can't cool down, they overheat like a car on a hot summer day. During flight, hot blood flows

into their feet from the body. The wind cools the feet off, and the feet cool the blood before it returns to the bird's body, much as a radiator cools a car engine. Pigeons can release over half of their extra heat through their feet. Herring gulls rely on their feet to remove 80 percent of the heat generated by flight.

- 7 So bird flight is more than just feathers and wings. It's feet, too. Whether taking off or landing, reducing speed or body temperature, birds depend on their feet for flight.

© Michael L. May

Session 3, Multiple-Choice Questions

Read the question in the box below.

Birds fly with their wings, right?

- 29 The author PROBABLY begins the article with the question in the box above
- A. because he wants an answer.
  - B. because it is about birds.
  - C. to state the main idea.
  - ✓ D. to gain the reader’s attention.

Reporting Category/Learning Standard for Item 29: *Literature/Learning Standard 13*

- 30 According to the article, bird feet can be used like
- ✓ A. brakes.
  - B. car engines.
  - C. wings.
  - D. airport runways.

Reporting Category/Learning Standard for Item 30: *Literature/Learning Standard 8*

- 31 In paragraph 4, the author writes, “it dangles its feet like small parachutes.” This is an example of a
- A. synonym.
  - ✓ B. simile.
  - C. summary.
  - D. subject.

Reporting Category/Learning Standard for Item 31: *Literature/Learning Standard 15*

## English Language Arts, Grade 4

- According to the article, how are the American coot, the graylag goose, and the mute swan similar?
- A. the way they take off
  - B. their weight and size
  - ✓ C. they use their feet for flight
  - D. the way they land in water

*Reporting Category/Learning Standard for Item 32: Literature/Learning Standard 8*

- The author compares a bird's feet during flight to a car's
- A. bumper.
  - ✓ B. radiator.
  - C. trunk.
  - D. hood.

*Reporting Category/Learning Standard for Item 33: Literature/Learning Standard 8*

- The last sentence in the article is important because it
- ✓ A. summarizes the main points of the article.
  - B. asks questions to be answered in the next selection.
  - C. gives new information about feathers and wings.
  - D. tells you what to do about bird's feathers.

*Reporting Category/Learning Standard for Item 34: Literature/Learning Standard 13*

## English Language Arts, Grade 4

Read the sentence in the box below.

Herring gulls rely on their feet to remove 80 percent of the heat generated by flight.

- 35 In the sentence in the box above, the word *generated* means
- ✓ A. caused.
  - B. used.
  - C. stopped.
  - D. allowed.

Reporting Category/Learning Standard for Item 35: *Language/Learning Standard 4*

Session 3, Open-Response Question

- 36 Describe THREE ways that birds use their feet in flight. Use information from the article to support your answer.

*Reporting Category* Learning Standard for Item 36: *Literature* Learning Standard 8

Session 3, Reading Selection #2

*Butterflies are beautiful flying creatures. Read this ancient story about when they first came to be. Use information from the story to answer the questions that follow.*

## How Butterflies Came to Be

by Michael J. Caduto and Joseph Bruchac

- 1 Long ago, when the world was very new, Elder Brother walked around Earth to enjoy the beauty of it. He watched the children playing. Everywhere on Earth, they were playing.
- 2 “How happy the children are!” thought Elder Brother. “They love the soft rain, the songs of birds, the colors of flowers, the green of the grass. They love the bright leaves that fall from the trees and fly through the breeze.”
- 3 But as he watched, Elder Brother began to worry. “Someday these children may be sad,” he thought. “They may get sick or be hungry. They may get cold in the snow, or be blown about by harsh winds.”
- 4 Then Elder Brother had an idea that made him smile again. He got a big bag and filled it with flowers and red and yellow leaves. He put in some blue feathers of the jaybird, some blades of green grass, some golden corn. He added a bit of sunshine. At the very last minute, he added some bird songs. Then he closed the bag and shook it and shook it.
- 5 “Now come here and open this bag,” called Elder Brother to the children. The children did so, and out flew thousands of tiny, wonderful, colorful creatures with wings. They were of the colors of all the things in the world, and each creature sang a song.
- 6 “What are they? What are they?” cried the children. They laughed and clapped with joy as the creatures flew about their heads.
- 7 “These are new creatures called *butterflies*,” said Elder Brother. “I made them for you. If times come when you are sad, the sight of butterflies may cheer you up. On stormy days when cold winds blow, the memory of butterflies will warm your heart.”
- 8 But the birds were not so happy as the children were.
- 9 “Elder Brother,” complained the birds, “at the very beginning of the world, colors were given to all living things. But songs were given only to us birds. We don’t think it’s fair for these new things, the butterflies, to have our songs!”
- 10 Elder Brother thought about that for a while. Then he said, “Birds, you are right. From now on, the songs belong just to you.”
- 11 So that is how it is to this very day. The butterflies dance and fly and make children happy. But they are silent.



“How Butterflies Came to Be” from *Keepers of the Animals: Native American Animal Stories and Wildlife Activities for Children* by Michael J. Caduto and Joseph Bruchac, Fulcrum Publishing, Inc. Copyright © 1991 by Michael J. Caduto and Joseph Bruchac. Adapted and reprinted by permission of the publisher.

Session 3, Multiple-Choice Questions

- 37 According to the story, what did Elder Brother do that made the birds unhappy?
- A. He made the butterflies prettier than the birds.
  - B. He made the children clap with joy.
  - ✓ C. He gave the butterflies the ability to sing.
  - D. He made butterflies for the children.

Reporting Category/Learning Standard for Item 37: *Literature/Learning Standard 8*

- 38 In paragraph 9, the birds **complained** to Elder Brother because they were
- A. tired.
  - B. sick.
  - C. hungry.
  - ✓ D. unhappy.

Reporting Category/Learning Standard for Item 38: *Language/Learning Standard 4*

Read the phrase in the box below.

and out flew thousands of tiny,  
wonderful, colorful creatures with  
wings.

- 39 In the phrase above, the commas are used to separate a series of
- A. nouns.
  - B. verbs.
  - C. adverbs.
  - ✓ D. adjectives.

Reporting Category/Learning Standard for Item 39: *Language/Learning Standard 5*

## English Language Arts, Grade 4

- This selection is an example of stories that were written long ago to explain how things came to be on Earth. This type of story is
- A. a poem.
  - B. a fable.
  - C. a myth.
  - D. an essay.

*Reporting Category* Learning Standard for Item 40: *Literature* Learning Standard 10