



NEVADA INSTRUCTIONAL MATERIALS

FOR THE
NEVADA ACADEMIC CONTENT STANDARDS FOR ELA

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Grade 4

STUDENT WORKBOOK

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Introduction

This document represents the Phase III release of Nevada Instructional Materials. These released materials were developed in collaboration with Nevada educators, the Nevada Department of Education, and WestEd (a nonprofit research development and service agency).

These materials are intended for use in various guided instructional activities to support deep understanding of the Nevada Academic Content Standards (NVACS) for English Language Arts and mathematics based on Common Core. The Nevada Instructional Materials provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards. The Nevada educators involved in the development of these materials also developed “Teacher Tips” to assist in using these materials as an instructional resource. The Nevada Instructional Materials also provide educators opportunities to investigate and explore the standards and tasks that are aligned to the standards.

While these materials can provide students with practice in responding to a variety of assessment items, it is more important that they are used to help students deepen their understanding of the expectations embedded in the standards. If these instructional materials are used solely as an assessment practice activity, we highly recommend that educators go over each item with their students and evaluate each answer choice so that students can better understand the knowledge required to successfully complete each task.

Through rich classroom discussion around each item and the various answer choices or potential responses, educators can actively engage students in critical thinking, reasoning, and application of knowledge and skills, helping to ensure all students are ready for success in the 21st century.



Name: _____

Language and Reading Grade 4

This booklet contains language and reading questions for you to work with. Your teacher may have you work on them alone or in a group. Some of the kinds of items may be new to you. They include:

Kind of item	What it's like
Sentence revising	Rewriting sentences to correct or improve them
Multiple-choice	Four answer choices, one correct answer
Multiple-choice (choose two)	Four answer choices, two correct answers
Highlighting	Finding and circling or highlighting ideas in the passage
Graphic organizers	Filling in charts and graphs; these are like questions you might see in a computer-based test

There are also short-answer questions worth 2 points and constructed-response items worth 3 points. The rubrics below and on the following page shows what the different scores mean. Think about what these rubrics say when you write your responses.

Two-Point Short-Answer Rubric

Score	Description
2	My response: <ul style="list-style-type: none">• Answers the question completely• Uses ideas from the passage that I carefully chose
1	My response: <ul style="list-style-type: none">• Mostly answers the question• Uses some ideas from the passage
0	My response is not correct or I did not answer the question

Three-Point Constructed-Response Rubric

Score	Description
3	My response: <ul style="list-style-type: none">• Answers the question completely• Shows I understood the passage• Includes enough information from the passage as support for the reader to understand my ideas
2	My response: <ul style="list-style-type: none">• Answers the question• Shows I mostly understood the passage• Includes some information from the passage as support, but the reader may not entirely understand my ideas
1	My response: <ul style="list-style-type: none">• Tries to answer the question• Shows I understood the passage a little• Does not include much information to support my ideas
0	My response is not correct or I did not answer the question

Directions

Your teacher will tell you which questions you should work with. There is space in this workbook for you to answer them.

You should circle the letter of the correct answer or answers for the multiple-choice questions.

Some questions will ask you to highlight or underline information in the passage.

Answer all other questions in the space provided immediately after the question.



Stand-Alone and Passage-Based Language Items

Grade 4
Student Workbook

1 Read the sentence below.

I know the helmit who I wear keeps me safe when I am riding my bike.

On the lines below, rewrite the sentence to correct the errors in the sentence.

2

Read the sentences below.

During our summer vacation, my family drove through the Gold Country of california. A good part that I liked the best was Sutter’s Mill, where in 1848 James Marshall was the first person to discover gold.

On the lines below, rewrite the sentences to improve word choice and correct any errors.

Blank writing area with six horizontal lines for student response.

3

Read the sentences below.

Today, my little brother told me, “I’m going to surprise you at school today. At recess, he jumped out from behind a tree and yelled, “Boo.” I acted like I didn’t hear him.

On the lines below, rewrite the sentences to correct any errors.

Blank writing area with seven horizontal lines for student response.

4

Read the sentences below from a student’s writing assignment.

Lake Tahoe has a bunch of stuff to do. Like, you can ski on nearby mountains in the winter, and hike and camp on the same mountains in the summer.

On the lines below, rewrite the sentences. Choose words like those you would use for a school assignment.

Blank writing area with six horizontal lines for student response.

Option A

If your teacher tells you to use Option A for the passage-based items, read this passage and answer questions 5 through 9. If not, turn to Option B on page 10.

The Mojave Desert

(1) One of the most extreme environments on Earth is the Mojave [MO-HA-VEE] Desert, that is the smallest and driest of the four deserts found in the United States. (2) The Mojave Desert stretches through the territories of four Western states—Utah, Nevada, Arizona, and California.

(3) Why is the Mojave Desert considered an extreme environment? (4) First, the elevations of the Mojave Desert are extreme. (5) Most of the Mojave Desert is 3,000 to 6,000 feet above sea level. (6) For this reason, the Mojave Desert is known as a “high desert.” (7) However, its highest elevation is the peak of Mount Charleston at 11,918 feet above sea level and its lowest elevation is in the desert’s Death Valley at 282 feet below sea level. (8) Second, the climate of the Mojave Desert is extreme. (9) Temperatures must range from below freezing to over 120°F. (10) The Mojave Desert’s climate is also very dry. (11) In the Mojave Desert, the average rainfall per year is less than two inches. (12) Residents of the town Bagdad, California, once went through more than two bone-dry years without a single drop of rain!

(13) Even in a habitat that is so dry and with such a large temperature range, there are many plants and animals living in the Mojave Desert. (14) One of the best-known plants is the Joshua tree, which grows nowhere else in the world but the Mojave Desert. (15) The Joshua tree can grow more than 40 feet high, and as thick as four feet in diameter. (16) Its spiny leaves are turned upward to the sky to catch any moisture in the air. (17) Some of the animals found in the Mojave Desert are coyotes, jackrabbits, scorpions, rattlesnakes, and bighorn sheep. (18) The desert tortoise is the largest reptile in the Mojave Desert, growing from 8 to 15 inches long. (19) It digs a burrow to escape summer heat and winter cold, hibernating there between October and March.

(20) Although the Mojave Desert is a harsh environment, many people like to visit it to see its beautiful landscape and unique plants and animals. (21) From sand dunes to hiking trails to hot springs, there is a lot to enjoy in the Mojave Desert. (22) Just remember to pack a lot of water!

5 What is the correct word to use in the underlined part of sentence 1?

- A whose
- B which
- C where
- D Leave as is.

6 What is the correct capitalization for the underlined part of sentence 7?

- A Mount Charleston
- B mount charleston
- C mount Charleston
- D Leave as is.

7 What is the **best** word to use in the underlined part of sentence 9?

- A should
- B can
- C might
- D Leave as is.

8 What is the **best** word to use in the underlined part of sentence 12?

- A lived
- B suffered
- C remained
- D Leave as is.

9 What is the correct way to write the underlined part of sentence 21?

- A To sand dunes to hiking trails to hot springs,
- B From sand dunes and hiking trails and hot springs,
- C From sand dunes, from hiking trails, from hot springs,
- D Leave as is.

Option B

Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

The Mojave Desert

One of the most extreme environments on Earth is the Mojave [MO-HA-VEE] Desert, that is the smallest and driest of the four deserts found in the United States. The Mojave Desert stretches through the territories of four Western states—Utah, Nevada, Arizona, and California.

Why is the Mojave Desert considered an extreme environment? First, the elevations of the Mojave Desert are extreme. Most of the Mojave Desert is 3,000 to 6,000 feet above sea level. For this reason, the Mojave Desert is known as a “high desert.” However, its highest elevation is the peak of Mount Charleston at 11,918 feet above sea level and its lowest elevation is in the desert’s Death Valley at 282 feet below sea level. Second, the climate of the Mojave Desert is extreme. Temperatures must range from below freezing to over 120°F. The Mojave Desert’s climate is also very dry. In the Mojave Desert, the average rainfall per year is less than two inches. Residents of the town Bagdad, California, once went through more than two bone-dry years without a single drop of rain!

Even in a habitat that is so dry and with such a large temperature range, there are many plants and animals living in the Mojave Desert. One of the best-known plants is the Joshua tree, which grows nowhere else in the world but the Mojave Desert. The Joshua tree can grow more than 40 feet high, and as thick as four feet in diameter. Its spiny leaves are turned upward to the sky to catch any moisture in the air. Some of the animals found in the Mojave Desert are coyotes, jackrabbits,

scorpions, rattlesnakes, and bighorn sheep. The desert tortoise is the largest reptile in the Mojave Desert, growing from 8 to 15 inches long. It digs a burrow to escape summer heat and winter cold, hibernating there between October and March.

Although the Mojave Desert is a harsh environment, many people like to visit it to see its beautiful landscape and unique plants and animals. From sand dunes to hiking trails to hot springs, there is a lot to enjoy in the Mojave Desert. Just remember to pack a lot of water!

Option A

If your teacher tells you to use *Option A* for the passage-based items, read this passage and answer questions 10 through 15. If not, turn to *Option B* on page 15.

The Pony Express

(1) In early 1860, posters pinned up across the American West advertised, Wanted: Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily. (2) The dangerous job being advertised was for horseback riders to join the Pony Express, a new service to deliver mail more quickly between the east and west coasts of the United States. (3) Before 1860, mail sent from the east to the west was transported by sailing ship. (4) Although a horse-drawn stagecoach line, which had been extended from Salt Lake City, Utah, through Nevada and into California, will be delivering mail more quickly than by ship, the stagecoach business was losing money. (5) Something else needed to be done.

(6) The owners of the stagecoach line came up with the idea of the Pony Express and had it running by April 1860. (7) The horse-and-rider route would head west from St. Joseph, Missouri, all the way to Sacramento, California. (8) The riders were only allowed 25 pounds of equipment and 20 pounds of mail, and they were saddled on the fastest horses available. (9) The average time to complete the route was 10 days, though it took a few days longer in the winter due too weather. (10) The fastest delivery was 7 and a half days, an all-out effort to quickly transmit President Lincoln's Inaugural Message.

(11) The young Pony Express riders all wore red bright shirts and blue pants, and each rider carried a gun to protect himself from the dangers in the wilderness. (12) Many brave riders died in the line of duty, but some lived to later become American folk heroes, such as William F. "Buffalo Bill" Cody. (13) He first gained fame as a 14-year-old rider for the Pony Express where he rode 322 miles in 21 hours and 40 minutes, using 21 horses!

(14) In October 1861, the transcontinental telegraph system was completed, which allowed for messages to travel coast to coast by wire in just four hours, instead of the eight weeks by ship or 10 days by Pony Express. (15) The telegraph system was not only much quicker than the Pony Express, but also safer, cheaper, and more reliable. (16) The invention of the telegraph spelled the end of the Pony Express, but not before the Pony Express and its riders had become legend in American history.

- 10** Which version of sentence 1 correctly adds quotation marks?
- A** In early 1860, posters pinned up across the American West advertised, Wanted: “Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.”
 - B** “In early 1860, posters pinned up across the American West advertised, Wanted: Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.”
 - C** In early 1860, posters pinned up across the American West advertised, “Wanted: Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.”
 - D** In early 1860, posters pinned up across the American West advertised, “Wanted:” Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily.

- 11** What is the correct way to write the underlined part of sentence 4?

- A** is delivering
- B** will deliver
- C** was delivering
- D** Leave as is.

- 12** What is the correct way to write sentence 8?

- A** The riders were only allowed 25 pounds of equipment, and 20 pounds of mail and they were saddled on the fastest horses available.
- B** The riders were only allowed 25 pounds of equipment and 20 pounds of mail and they were saddled on the fastest horses available.
- C** The riders were only allowed 25 pounds of equipment and 20 pounds of mail and, they were saddled on the fastest horses available.
- D** Leave as is.

13 Which word in sentence 9 is spelled incorrectly?

- A though
- B due
- C too
- D Leave as is.

14 What is the correct way to write the underlined part of sentence 11?

- A shirts bright red
- B bright red shirts
- C red shirts bright
- D Leave as is.

15 What is the correct word to use in the underlined part of sentence 13?

- A who
- B when
- C which
- D Leave as is.

Option B

Edit the passage below. You should correct errors in usage and conventions. You should also edit any sentences that are awkward, have errors, or use language that is inappropriate for an academic assignment.

The Pony Express

In early 1860, posters pinned up across the American West advertised, Wanted: Young, skinny, wiry fellows not over eighteen, must be expert riders, willing to risk death daily. The dangerous job being advertised was for horseback riders to join the Pony Express, a new service to deliver mail more quickly between the east and west coasts of the United States. Before 1860, mail sent from the east to the west was transported by sailing ship. Although a horse-drawn stagecoach line, which had been extended from Salt Lake City, Utah, through Nevada and into California, will be delivering mail more quickly than by ship, the stagecoach business was losing money. Something else needed to be done.

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The young Pony Express riders all wore red bright shirts and blue pants, and each rider carried a gun to protect himself from the dangers in the wilderness. Many brave riders died in the line of duty, but some lived to later become American folk heroes, such as William F. "Buffalo Bill" Cody. He first gained fame as a 14-year-old rider for the Pony Express where he rode 322 miles in 21 hours and 40 minutes, using 21 horses!

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STOP



Literary Passage-Based Reading Items

**Grade 4
Student Workbook**

The narrator of this passage is telling about an adventure that his father had as a little boy. A cat had told the father about a dragon that needed to be rescued from an island with scary animals. When this passage begins, the father, as a boy, has arrived on the island and is trying to find the dragon. Read the passage. Then answer questions 16 through 22.

My Father Meets Some Tigers

by Ruth Stiles Gannett

The river was very wide and muddy, and the jungle was very gloomy and dense. The trees grew close to each other, and what room there was between them was taken up by great high ferns with sticky leaves. My father hated to leave the beach, but he decided to start along the river bank where at least the jungle wasn't quite so thick. He ate three tangerines, making sure to keep all the peels this time, and put on his rubber boots.

My father tried to follow the river bank but it was very swampy, and as he went farther the swamp became deeper. When it was almost as deep as his boot tops he got stuck in the oozy, mucky mud. My father tugged and tugged, and nearly pulled his boots right off, but at last he managed to wade to a drier place. Here the jungle was so thick that he could hardly see where the river was. He unpacked his compass and figured out the direction he should walk in order to stay near the river. But he didn't know that the river made a very sharp curve away from him just a little way beyond, and so as he walked straight ahead he was getting farther and farther away from the river.

It was very hard to walk in the jungle. The sticky leaves of the ferns caught at my father's hair, and he kept tripping over roots and rotten logs. Sometimes the trees were clumped so closely together that he couldn't squeeze between them and had to walk a long way around.

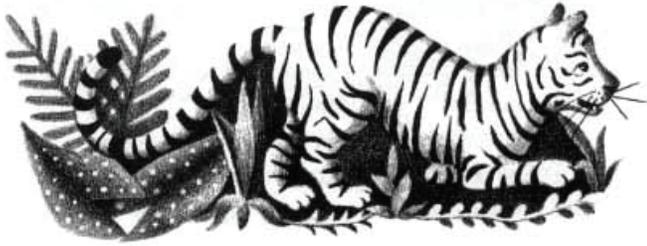
He began to hear whispery noises, but he couldn't see any animals anywhere. The deeper into the jungle he went the surer he was that something was following him, and then he thought he heard whispery noises on both sides of him as well as behind. He tried to run, but he tripped over more roots, and the noises only came nearer. Once or twice he thought he heard something laughing at him.

At last he came out into a clearing and ran right into the middle of it so that he could see anything that might try to attack him. Was he surprised when he looked and saw fourteen green eyes coming out of the jungle all around the clearing, and when the green eyes turned into seven tigers! The tigers walked around him in a big circle, looking hungrier all the time, and then they sat down and began to talk.

"I suppose you thought we didn't know you were trespassing in our jungle!"

Then the next tiger spoke. "I suppose you're going to say you didn't know it was our jungle!"





“Did you know that not one explorer has ever left this island alive?” said the third tiger.

My father thought of the cat and knew this wasn’t true. But of course he had too much sense to say so. One doesn’t contradict a hungry tiger.

The tigers went on talking in turn. “You’re our first little boy, you know. I’m curious to know if you’re especially tender.”

“Maybe you think we have regular meal-times, but we don’t. We just eat whenever we’re feeling hungry,” said the fifth tiger.

“And we’re very hungry right now. In fact, I can hardly wait,” said the sixth.

“I *can’t* wait!” said the seventh tiger.

And then all the tigers said together in a loud roar, “Let’s begin right now!” and they moved in closer.

My father looked at those seven hungry tigers, and then he had an idea. He quickly opened his knapsack and took out the chewing gum. The cat had told him that tigers were especially fond of chewing gum, which was very scarce on the island. So he threw them each a piece but they only growled, “As fond as we are of chewing gum, we’re sure we’d like you even better!” and they moved so close that he could feel them breathing on his face.

“But this is very special chewing gum,” said my father. “If you keep on chewing it long enough it will turn green, and then if you plant it, it will grow more chewing gum, and the sooner you start chewing the sooner you’ll have more.”

The tigers said, “Why, you don’t say! Isn’t that fine!” And as each one wanted to be the first to plant the chewing gum, they all unwrapped their pieces and began chewing as hard as they could. Every once in a while one tiger would look into another’s mouth and say, “Nope, it’s not done yet,” until finally they were all so busy looking into each other’s mouths to make sure that no one was getting ahead that they forgot all about my father.



“My Father Meets Some Tigers” by Ruth Stiles Gannett. Text and illustrations in the public domain.

16 Highlight or circle **two** words in the first paragraph that help the reader understand the meaning of the word dense.

17 Why does the main character tell the tigers that the chewing gum will turn green?

- A He thinks that the tigers will want chewing gum that matches the color of their eyes.
- B He knows that the tigers have never seen chewing gum turn color before and will be amazed.
- C He realizes that the tigers will like green chewing gum the most and will not want to hurt someone who gives it to them.
- D He hopes that the tigers will keep looking for the chewing gum color to change and will not suspect a trick for a while.

18 How does the main character solve his problem?

- A by staying silent
- B by thinking quickly
- C by showing great strength
- D by closely following the river

19

Explain how the setting adds a feeling of danger and mystery to the passage. Write your response on the lines below.

20

Which questions would **most** likely be answered if the events were told from the point of view of the main character? Select **two** answers.

- A Was he frightened by the green eyes?
- B What did he think when he saw the jungle?
- C When did the tigers realize he had tricked them?
- D Why were the tigers so interested in his chewing gum?

This play is about a peasant who fears a lion—and a lion who fears a peasant. Read the play. Then answer questions 23 through 28.

An Excerpt from *The Peasant and the Lion*

adapted by Fred Lobb

In Scene 1, with the help of his wife, the peasant tricks the lion into thinking that the peasant is very strong. In Scene 2, the lion realizes he has been tricked. This passage begins with Scene 3.

— SCENE 3 —

CHARACTERS

THE PEASANT
THE WIFE
THE LION
THE FOX

TIME: Day.

SETTING: Same as Scene 1.

AT RISE: *THE WIFE* is preparing food at table. *THE PEASANT*, clearly a nervous wreck, is by her side.

THE PEASANT (Excited): He's on to us, I'm telling you! I'm sure the lion is on his way to gobble us both down! (*THE PEASANT* walks over to edge of stage and looks off.) Aiya! I see him! I see him! He's on his way! Oh, why did I ever listen to you?

THE WIFE (Soothingly): Calm down, Husband, calm down.

THE PEASANT (Panicked): Calm down? Calm down? How can I calm down? The beast is practically outside the **yurt** as we speak!

A **yurt** is a kind of tent that people live in.

THE WIFE: Don't worry! Just listen to me. When the lion pokes his head into our yurt, just ask me what I am cooking for tonight's dinner. (After a moment, *THE LION* sticks his head onstage. *THE WIFE* and *THE PEASANT* pretend they don't see him.)

THE PEASANT (Nonchalantly): What are you cooking for dinner tonight, dear?

Someone who speaks **nonchalantly** is showing no worry.

THE WIFE (Happily): Just what you asked for! I'm cooking a stew out of the leftover lion from last night, and along with that, I've added the shoulder bone of a young lion! (*THE LION*, his eyes bulging, withdraws his head from the yurt and flees. *THE WIFE* and *THE PEASANT* then look at each other and laugh. Curtain)

— SCENE 4 —

TIME: Day.

SETTING: The plains. There is a large rock upstage.

AT RISE: *THE LION* is jogging past *THE FOX*, who is sunning himself on the rock.

THE FOX (Curious and amused): Whoa, whoa, whoa! Ho, there, Brother Lion! Where are you off to like that? (*THE LION*, wheezing and out of breath, stops, bends over, and places his hands upon his knees.) And why, Lion, do you wear a ring in your nose like some caravan camel? Who pulls you by the nose?



THE LION (Now **composed** and standing): Oh, Brother Fox! I have just pulled myself from the very jaws of death!

Another word for **composed** is “calm.”

THE FOX (Interested): Oh? Tell me what happened.

THE LION (Upset): Oh, my. Well, there’s this fierce old man who eats lions! He can crush rocks as if they were mere snowballs. Then there’s his wife, who cooks lions for him!

THE FOX: Hold on, Lion. I’ve seen those two old people. Let me tell you. They hoodwinked you!

THE LION (Surprised): What?

THE FOX: That’s right. They really duped you. Why, people are too weak to eat lions!

THE LION: Do you mean they can’t hurt me?

THE FOX: Why, certainly not! It would take a hundred of them to wrestle you to the ground! Now, listen to me. Take me back there with you. Then, kill those two old people and save me a little for my dinner. What do you say?

THE LION (Angry at having been deceived): We have a deal! Let’s go! (Curtain)

— SCENE 5 —

TIME: Early evening.

SETTING: Outside the yurt.

AT RISE: *THE PEASANT* is squatting, relaxing. *THE WIFE*, getting a little exercise, is stretching her arms and bending forward and backward.

THE PEASANT: Well, that was a lovely meal. I’m going to relax a bit before I check in on the horses and cattle.

THE WIFE: Relax a bit more if you wish. You deserve it. You certainly had yourself frightened like a loon over that lion. See? Didn’t I tell you not to worry? You should have trusted me!

THE PEASANT: I know, I know. It’s just that that old lion . . . (*THE PEASANT* looks off, sees something in the distance.) Oh, no! (He slowly stands.) Do you see what I see? (Becoming nervous) The lion is coming back again. This time he has company. We’re in for it now! What shall we do?

THE WIFE (Calmly): Relax, relax. This time let me do all the talking! (*THE LION* and *THE FOX* enter left. They come face to face with *THE PEASANT* and *THE WIFE*.)

THE FOX (**Smirking**): These are the old people, all right, Brother Lion.

THE WIFE (Angrily): Fox, you old rascal! I told you to bring me a really fat lion, not that miserable bag of bones that’s been hanging around here!

Someone who is **smirking** is smiling in a mean way.

(*THE LION* slowly turns to look at *THE FOX*.)

THE FOX (Grimacing and shrugging his shoulders): I . . . I . . . uh . . .

THE WIFE: And that's another thing. Every lion you have brought us in the past few weeks has been mangy, scrawny, flea-bitten. The lion we ate last night was as tough as boot leather! I want strong, healthy lions!

THE LION (Roaring): You traitor! (*THE LION* then gives *THE FOX* a backhanded slap, which causes *THE FOX* to move backwards, turning three or four times before falling down in a heap. *THE LION* then turns and flees left. *THE WIFE* turns to *THE PEASANT*, smiles, and shrugs.)

Production Notes

CHARACTERS: 1 male; 1 female; 2 male or female.

PLAYING TIME: 12 minutes.

COSTUMES: Simple peasant costumes for The Peasant and The Wife. The Wife wears apron; large egg is in apron pocket. Appropriate animal costumes for The Lion and The Fox.

SETTING: May be as simple or as elaborate as desired. Scenes 1 and 3, the interior of a ger, or yurt, on the eternal Mongolian plains, are represented far right by wooden table and two chairs. Far left are some stones on ground. Scene 2, the forest. Backdrop shows trees. A couple of branches **protrude** from the backdrop. Scene 4, the plains. There is a large rock upstage.

To **protrude** means to stick out.

LIGHTING and SOUND: No special effects.

“An Excerpt from *The Peasant and the Lion*” adapted by Fred Lobb. From *Plays, The Drama Magazine for Young People*, March 2012 issue. Copyright © 2012 by Sterling Partners, Inc. Reprinted by permission of Sterling Partners, Inc. *Plays, The Drama Magazine for Young People*.

23

In Scene 5, why does the wife yell at the fox?

- A She is accusing the fox of being too old and weak.
- B She is afraid that the lion and the fox will attack them.
- C She is pretending that the fox is helping her catch the lion.
- D She is angry at the fox because he did not follow directions.

24

Compare the character traits of the peasant and the lion. Write each phrase from the list under the correct character.

Character Trait Comparison

Peasant	Lion

takes bad advice
 acts without thinking
 panics quickly
 gets good advice
 is easily fooled
 learns a lesson

25

What is the **main** theme of the play?

- A Be kind to those you love.
- B A strong brain can defeat a strong body.
- C Loyal friends always take care of each other.
- D Look past appearances to learn what is in the heart.

26

How do the stage directions help the reader understand the play? Select **two** answers.

- A They help the reader to decide which character is smartest.
- B They help the reader to know more than the characters know.
- C They help the reader to imagine how the characters look and move.
- D They help the reader to understand what the characters did in an earlier scene.

27

Read the summary of Scenes 1 and 2 at the beginning of the play. Write a summary like this for Scenes 3, 4, and 5. Use details from the play to support your response. Write your response on the lines below.

Blank writing area with horizontal lines for response.

28

Identify the hero of the play and explain why that character is the hero. Write your response on the lines below.

Blank writing area with six horizontal lines for student response.

STOP



Informational Passage-Based Reading Items

Grade 4
Student Workbook

Read the following passage about chocolate. Then answer questions 29 through 35.

The Story of Chocolate

by Katie Daynes

art by Adam Larkum



- 1 A thousand years ago, chocolate was a big secret. Only a few people drank it and nobody ate it.

The first chocolate drinkers were farmers who lived by the rainforest in Central America.

The rainforest was a jungle full of tropical plants, wild animals, and creepy crawlies. It was also home to the small cacao tree that grew strange, bright pods.

Monkeys knew all about the pods.

- 5 They liked to break them open and suck out the sweet, white pulp.

Then they spat out the bitter beans that were in the middle. If a bean landed on an earthy patch of forest floor, it grew into another cacao tree.

One day, a farmer copied the monkeys and tasted a pod. “Yum!” he cried, sucking the pulp. “Yuck!” he added, spitting out a bean. Soon everyone was sucking pulp and spitting beans.

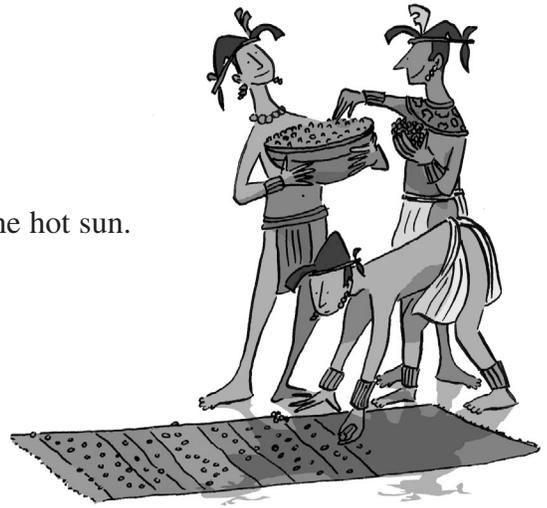
But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans.

Over the next few months, the farmers discovered a way to capture this smell by turning the beans into a drink.

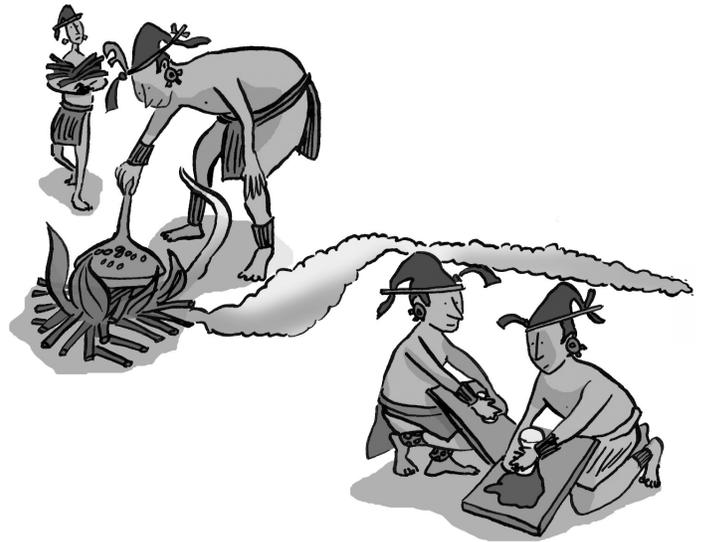
10 They let the beans rot for a few days under banana leaves . . .



then put them out to dry in the hot sun.



Next, they roasted the beans over a fire . . .



ground them into a paste . . .



and stirred in water and spices. They called their new drink *chocol haa*. It tasted very bitter, but they liked it.

To avoid hiking into the jungle for pods, the farmers planted cacao trees in their own fields. The farmers were members of a huge group of people called Mayans. Before long, *chocol haa*—or chocolate—was an important part of Mayan life.

Hundreds of years later, the chocolate secret spread, first to a fierce group of Central American people called the Aztecs and then to Spanish explorers who fought and conquered the Aztecs.

The Spanish took the chocolate secret back home to Europe. But they decided the drink tasted better hot and with lots of sugar.

- 15 Soon people across Europe were talking about chocolate. But the method of turning cacao beans into chocolate paste hadn't changed much from Mayan times. It took hard work and a long time. Unless they were rich, most people drank chocolate only as a special treat.

It wasn't until inventors came up with the steam engine that things changed.

Factories were set up, and suddenly, lots of goods could be made more easily—including chocolate.

Before long, the drink had stopped being just a handmade treat for the rich.

Gradually, chocolate makers discovered ways to turn chocolate paste into solid bars. They learned how to make smooth, creamy milk chocolate.

- 20 They began making chocolates in all shapes and sizes.

They mixed chocolate with other scrumptious ingredients.

Today, you can buy chocolates almost anywhere in the world, and they're nothing like the Mayans' bitter drink.

When the Mayans first caught a whiff of rotting cacao beans, they knew they had found something exciting. But they had no idea how popular chocolate would become.



"The Story of Chocolate" by Katie Daynes, from *Young Reading: The Story of Chocolate*. Copyright © 2011 by Usborne Publishing Ltd. Reprinted by permission of Usborne Publishing Ltd. *Cacao Tree* and *Split Cocoa Bean* reprinted under Creative Commons license. Illustrations by Adam Larkum. Copyright © 2011 by Usborne Publishing Ltd.

29

Read the sentences below from the passage.

They liked to break them open and suck out the sweet, white pulp.

Then they spat out the bitter beans that were in the middle. If a bean landed on an earthy patch of forest floor, it grew into another cacao tree.

One day, a farmer copied the monkeys and tasted a pod. “Yum!” he cried, sucking the pulp. “Yuck!” he added, spitting out a bean.

Which words or phrases from the sentences help the reader understand the meaning of the word bitter? Select **two** answers.

- A spat out
- B in the middle
- C grew into
- D Yuck!

30

How do the drawings of the Mayans help the reader better understand a key idea in the passage?

- A They show what Mayans wore and how they looked.
- B They show how Mayans turned cacao beans into a drink.
- C They show the kinds of candies that Mayans made with chocolate.
- D They show the steps Mayans took to protect their cacao beans from monkeys.

31

Explain why the author puts information about the monkeys at the beginning of the passage. Use details from the passage to support your response. Write your response on the lines below.



32 Which steps below were part of making Mayan chocolate, or *chocol haa*? Select **five** steps.

- Add milk and sugar.
- Roast the beans over a fire.
- Add water and spices.
- Form the paste into a bar.
- Leave the beans to rot.
- Spit out the bitter beans.
- Grind the beans into a paste.
- Dry the beans in the sun.

33 The custom of drinking chocolate began to change when the Spanish learned about it.

Underline or highlight the sentence in the passage that **best** supports this idea.

34 What is the **main** idea of the passage?

- A** Chocolate is made with cacao beans.
- B** Farmers in Central America discovered chocolate.
- C** Only rich people could afford chocolate when it was first brought to Europe.
- D** Chocolate has become very popular since its discovery more than a thousand years ago.

35

In your own words, explain how chocolate changed from being a treat for the rich to being a treat that many people could afford. Write your response on the lines below.

Read the following passage about the famous Italian scientist Galileo Galilei and one of his famous experiments. Then answer questions 36 through 42.

Galileo's Acceleration Ramp

In addition to studying the planets with a telescope and discovering the moons of Jupiter and the rings of Saturn, Galileo did some experiments in motion. This is now called physics. One of the things he discovered was acceleration. When you pedal your bike harder, increasing your speed, you are accelerating.

However, Galileo discovered that when rolling balls down ramps, the balls speed up, even without anyone pushing them. The greater the angle of the ramp, the faster the balls accelerate. He was able to show that the rate at which the balls accelerate is constant. The fastest rate is achieved when the ramp is at a 90-degree angle to the ground—when the balls are dropped straight down. He also showed that it doesn't matter how big or heavy the balls are, they all accelerate at the same rate. This led to the story that Galileo dropped two different weights from the top of the Leaning Tower of Pisa. This may be an amusing story, but it most likely didn't happen.

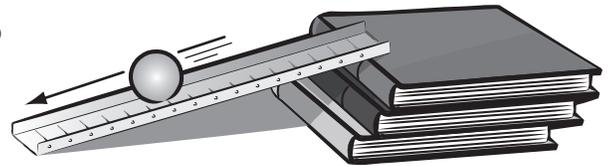


Make Your Own Galileo Ramp

Supplies:

- yardstick
- cardboard
- scissors
- tape
- pins
- marble
- books
- watch or clock with a second hand

1. Cut long, thin strips, about 1 inch wide, out of the cardboard, and tape it to the sides of the yardstick, making a trough.
2. Poke the tips of the pins through one side of the cardboard so that there is just enough room for the marble to roll past the pin, just nicking the tip, making a pinging sound. Repeat every two inches along the yardstick.
3. Prop up one end of the yardstick on a book or two, so that it is at a slight angle. With your watch in hand, roll the marble down the slope. Count the number of pings that you hear as the ball rolls down the slope. Notice how the pings become closer together as the ball approaches the end of the ramp. Now, looking at your watch, compare how many pings you hear in the first second with the number you hear in the second second. (You might need a friend to help you, with one of you counting pings and the other watching the clock.) The difference that you hear in the number of pings per second from the first to the second is acceleration.
4. Now experiment with changing the angle of the ramp by stacking more books under one end. The greater the angle, the greater the rate of acceleration.



Acceleration

Another scientist, Newton, later realized that the force that Galileo had measured in timing objects falling to the earth was the same force that caused the planets to orbit around the sun, and the moon to orbit the earth. This was one of the greatest scientific insights of all time. It was said that Newton figured this out when he saw an apple fall from a tree, while the moon hung in the sky behind the tree. People thought it made a better story to say that the apple hit him on the head.

“Galileo’s Acceleration Ramp” from *Amazing Solar System Projects you can Build Yourself* by Delano Lopez. Copyright © 2008 by Nomad Press. Reprinted by permission of Nomad Press, a division of Nomad Communications. Illustrations © WestEd.

36 Based on the passage, which actions below are examples of acceleration? Select **two** answers.

- A a ball rolling along the sidewalk
- B a pine cone dropping to the forest floor
- C a person walking downhill at a steady speed
- D a person hurrying to cross the finish line in a race

37 In step 3, what does the word slight mean?

- A wide
- B small
- C steep
- D heavy

38 According to the passage, which change in the experiment will result in a faster rate of acceleration?

- A rolling more than one marble
- B using more than one yardstick
- C stacking more books under the stick
- D poking more pins through the cardboard

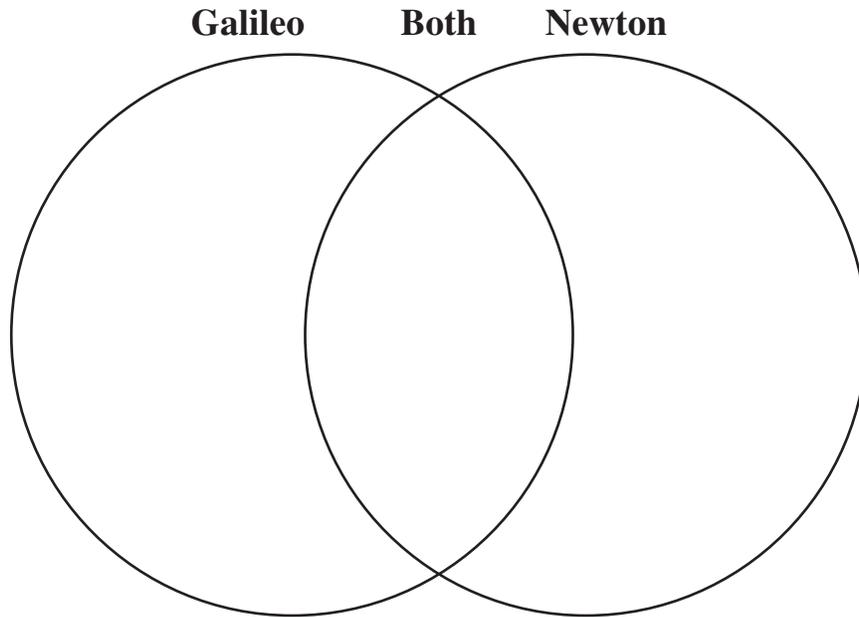
39

Explain why you might need someone to help with the experiment. Write your response on the lines below.

Blank writing area with six horizontal lines for response.

41

Galileo and Newton are two of the most famous scientists in history. Look at the list of details in the textbox. Write the number of each detail in the list in its proper place in the Venn diagram to show how these two scientists are alike and how they are different.



1. discovered acceleration
2. studied forces of motion
3. observed planets and moons
4. discovered the rings of Saturn
5. explained why the planets orbit the sun

42

Some stories about people in history are not completely based on facts. Underline or highlight **two** sentences in the passage that support this idea.

STOP



Informational Pairing Passage-Based Reading Items

Grade 4
Student Workbook

The next two passages are about the Grand Canyon, one of the greatest natural wonders of the United States. The first passage gives information about the canyon. The second is a made-up letter written by a girl visiting the canyon. Read the passages. Then answer questions 43 through 52.

Grand Canyon National Park

by M.C. Hall

- 1 In 1869 John Wesley Powell came to explore the Grand Canyon. Later, other people came to see the canyon and river. In 1919 the United States government made the Grand Canyon a national park.

Grand Canyon National Park is open all year. However, most people visit in the summer. The weather is sunny and it is easy to get a clear view of the canyon.

Visitors enjoy seeing the canyon from the rim. Some people hike or ride mules to the bottom. Others get a great view from helicopters or small planes that fly over the canyon.

The Grand Canyon is so deep in some places that people standing at the top cannot see all the way to the bottom!

- 5 The walls of the Grand Canyon are made of layers of rock. These rocks are red, gray, green, pink, brown, and purple. Some layers have fossils of animals and plants that lived long ago.

The south side of the canyon is the South Rim. There is a road here where visitors can stop at overlooks to view the canyon. They can also hike on trails that go along the rim.

The North Rim is higher and cooler than the South Rim. This part of the park is closed in the winter because of the snow. Summer visitors can hike and camp near the canyon.

There are no roads to the bottom of the canyon. Long trails go from the rim to the canyon floor. The trails are steep and winding.

People can hike or ride horses and mules to the bottom of the canyon. Some campers take equipment and stay overnight on the canyon floor.

- 10 The Colorado River starts in Colorado. It flows through the Grand Canyon on its way to Mexico. Many visitors come to raft on the river.

Letters Home from the Grand Canyon

by Lisa Halvorsen

- 1 I can't believe I'm standing on the edge of the Grand Canyon. It's enormous! Everywhere I look, I see bands of red, orange, yellow, and even purple rock. There are so many interesting rock shapes and formations. And lots of people! More than 5 million people from all over the world visit the canyon each year.

The Grand Canyon is located in northwestern Arizona, near the border of Utah and Nevada. It is 1 mile deep and up to 18 miles wide. Altogether, it is 277 miles long. It is not the deepest canyon in the world, but it's probably the most famous. Some people call it America's national treasure. It is also considered one of the seven natural wonders of the modern world.

South Rim Entrance

When we arrived yesterday, we stopped at the visitor center on the South Rim to find out more about Grand Canyon National Park. We were surprised to learn that 90% of the park's visitors view the canyon only from the South Rim. They never take one of the corridor trails to the bottom of the canyon or travel to the North Rim.

The park covers 1,955 square miles. That's about the size of Delaware! In addition to unusual natural formations, more than 3,500 archeological sites have been uncovered. There are also many 19th-century mining camps.

- 5 The ranger told us that if we walked from the canyon floor to the North Rim, it would be like going from the Mexican desert to southern Canada. That's how much the climate and the **vegetation** differ.

vegetation is
plant life

I was excited to learn that more than 88 species of mammals, 58 species of reptiles and amphibians, 26 species of fish, and 287 different species of birds live in the park. Some are found nowhere else in the world, like the Kaibab squirrel and the Grand Canyon rattlesnake.

President Benjamin Harrison was the first to protect the park. In 1893, he made it a forest reserve. In 1908, President Theodore Roosevelt designated the area a national monument. Then in 1919, President Woodrow Wilson signed a bill to make the Grand Canyon a national park.

Down the South Wall

After spending a day on the rim, I'm excited about going down into the inner canyon. You have to walk or ride a mule. The ranger advised us to carry lots of water, and to make sure we returned by dusk. (You need a permit for overnight trips.) He also warned us to watch where we step. That's because scorpions and rattlesnakes hide under rocks. Their bites are very painful and can be dangerous—sometimes even deadly.

Two main trails zigzag, or switchback, down the canyon walls from the South Rim. We chose the Bright Angel Trail. It leads to the Colorado River and then the River Trail. It is not as steep as the South Kaibab Trail.

"Grand Canyon National Park" by M.C. Hall, from *Symbols of Freedom, National Parks: Grand Canyon National Park*. Copyright © 2006 by Heinemann Library, an imprint by Capstone Global Library, LLC. "Letters Home from the Grand Canyon" by Lisa Halvorsen. Copyright © 2000 by Blackbirch Press, Inc. Reprinted by permission of Blackbirch Press, Inc.

Go On

- 43** Read the sentence below from “Grand Canyon National Park.”

There is a road here where visitors can stop at overlooks to view the canyon.

Based on the meaning of the prefix *over-*, what are overlooks?

- A places where drivers should rest
- B pretty places at the end of a hiking trail
- C high places from where people can see things
- D places for people to get information about what to see

- 44** Read the sentence below from “Letters Home from the Grand Canyon.”

The ranger told us that if we walked from the canyon floor to the North Rim, it would be like going from the Mexican desert to southern Canada.

Which point is the ranger trying to make with this example?

- A The canyon is the deepest in the world.
- B The canyon is home to many kinds of animals.
- C The canyon is wider from side to side than it seems.
- D The canyon is very different from one part to another.

- 45** Which sentence from “Letters Home from the Grand Canyon” supports the idea that the Grand Canyon is probably the most famous canyon in the world?

- A “More than 5 million people from all over the world visit the canyon each year.”
- B “We were surprised to learn that 90% of the park’s visitors view the canyon only from the South Rim.”
- C “In addition to unusual natural formations, more than 3,500 archeological sites have been uncovered.”
- D “Some are found nowhere else in the world, like the Kaibab squirrel and the Grand Canyon rattlesnake.”

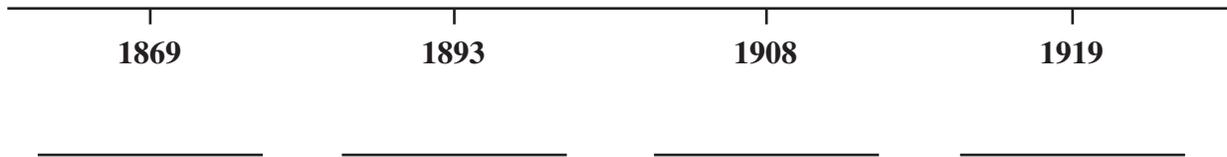
- 46** Based on both passages, how is the North Rim of the Grand Canyon different from the South Rim? Select **two** answers.

- A The North Rim is much warmer.
- B The North Rim has fewer visitors.
- C The North Rim has old mining camps.
- D The North Rim is closed in the winter.

47

How did the Grand Canyon become a protected area? Using information from both passages, complete the timeline by writing the letter for each event underneath the year in which it happened.

History of the Grand Canyon



- A President Benjamin Harrison makes the park a forest reserve.
- B President Woodrow Wilson signs a bill making the Grand Canyon a national park.
- C John Wesley Powell comes to explore the Grand Canyon.
- D President Theodore Roosevelt makes the area a national monument.

48

The writer of “Letters Home from the Grand Canyon” writes, “I can’t believe I’m standing on the edge of the Grand Canyon. It’s enormous!” Underline or highlight **three** sentences from one or both passages that support the idea that the Grand Canyon is enormous.

49

Based on both passages, identify **two** reasons that people visit the Grand Canyon. Write your response on the lines below.

50

Based on **both** passages, describe the walls of the Grand Canyon. Write your response on the lines below.

Blank writing area for question 50, containing six horizontal lines.

51

Explain how to prepare for an overnight trip to the floor of the Grand Canyon. Use details from **both** passages to support your response. Write your response on the lines below.

Blank writing area for question 51, containing six horizontal lines.

A large rectangular box containing 20 horizontal lines for writing.

52

Explain why some people call the Grand Canyon “America’s national treasure.” Use details from **both** passages to support your response. Write your response on the lines below.

A large rectangular box containing 20 horizontal lines for writing a response.



Dale A.R. Erquiaga

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