

GRADE 4
Reading

Administered May 2019
RELEASED

READING

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Two Silvery Smiles

- 1 The school bus rumbled down the street. Usually Christopher enjoyed looking out the window, but today the world outside didn't seem important. Christopher felt stretched tight, like the rubber bands on his new braces.
- 2 When the bus stopped and his friends Rashid and Timothy climbed aboard, Christopher stood up and waved eagerly.
- 3 "Christopher Ledbetter," the bus driver scolded. "No standing on my bus!" Christopher slumped into his seat as his friends sat next to him.
- 4 The fourth-grade picnic was scheduled for tomorrow, and Christopher's mother had said that he could go under one condition—that he didn't get into any more trouble this week.
- 5 "What a terrible week!" Christopher grumbled. "First braces, and now I might not be able to go to the picnic."
- 6 "But today is Friday, Christopher," Timothy reminded him. "You only have to stay out of trouble one more day."
- 7 The bus chugged up a hill. To Christopher the turning wheels seemed to be groaning, "One more day! One more day!"
- 8 "All right!" he burst out.
- 9 "Christopher!" called the bus driver. "Quiet down back there!"
- 10 Christopher hadn't meant to yell. He never intended to get into trouble, but it just seemed to happen.
- 11 Christopher explained to his friends that the week's misfortunes were not his fault. On Tuesday he had scribbled a math problem on his desk, but only because he was out of paper. On Wednesday he had dropped grape jelly on his library book, causing the pages to stick together. He had told the librarian that he was just trying to catch up on his reading during lunch, but she still said that he would have to pay to replace the book. Yesterday he had tripped on his untied shoelaces and crashed into Maria Morris. He stood up now to demonstrate to Rashid and Timothy how it had happened.

- 12 "Christopher!" the bus driver called again. "No standing on my bus!"
- 13 "I'm going to miss the picnic," Christopher sighed.
- 14 Rashid and Timothy tried to make their friend feel more hopeful.
- 15 "When my mother wants my sister and me to sit still, she tells us to take deep breaths," Rashid said. "You could try that."
- 16 "Well, I can breathe," Christopher said. He tried to open his mouth wide, but the rubber bands stretched between his top and bottom teeth were so tight that he could open his mouth only a little.



- 17 The bus came to a stop in front of the elementary school.
- 18 Christopher stepped off the bus and walked carefully, watching his feet so that he wouldn't trip again. He was still looking down when he entered his classroom—and stumbled right into Maria Morris.
- 19 "Take a deep breath," Christopher reminded himself. He opened his mouth as wide as he could when BOING! One of the rubber bands flew off his braces and landed on Maria.
- 20 Christopher clapped one hand over his mouth. He wanted to apologize, but he was afraid to open his mouth. Who knew what might pop out? And just as he feared, Maria complained to their teacher Mr. Gregg about the rubber band, and Christopher was sent to the principal's office.

- 21 Christopher shuffled slowly down the hall, trying not to think about his mother's warning and the class picnic he was sure to miss. Mrs. Vander, the principal, was standing at her office window. Christopher just knew that Mrs. Vander would never believe that he had accidentally shot the rubber band.
- 22 "I was hoping I wouldn't see you today, Christopher," Mrs. Vander said, turning just in time to see him stumble over the rug in front of her desk. "I haven't seen you since Wednesday."
- 23 "That's only because you weren't here yesterday," Christopher said truthfully. "But really, Mrs. Vander, what happened just now wasn't my fault. I accidentally—" he pleaded.
- 24 He heard the other rubber band snap off from his teeth and watched it sail through the air and land on Mrs. Vander's desk.
- 25 Then Mrs. Vander chuckled, exposing a mouth full of metal-covered teeth.
- 26 Christopher stared. "That's where you were yesterday!" he exclaimed. "Now you have braces, too!"
- 27 "Just like yours," Mrs. Vander said. "And I'm having a little trouble with the rubber bands also."
- 28 Mrs. Vander agreed to help Christopher explain the situation to Maria and Mr. Gregg, insisting he "be on your best behavior for the rest of the day."
- 29 "Yes! Definitely!" said Christopher. "And besides . . ."
- 30 "Yes?" asked Mrs. Vander and flashed a silvery smile.
- 31 "I'm out of rubber bands," Christopher answered, flashing his own silvery smile.

1 How can the reader tell that attending the picnic is important to Christopher?

- A** He tries to be very careful when he arrives at school on Friday.
 - B** He invites his friends to sit next to him on the bus ride to school.
 - C** He tells the principal what happened in Mr. Gregg's class.
 - D** He hasn't been to the principal's office this week.
-

2 Christopher's friends most likely think that —

- F** the bus driver is being unfair
 - G** the principal will tell Christopher's mother that he can't go to the picnic
 - H** his actions are amusing
 - J** he can stay out of trouble long enough to be allowed to go to the picnic
-

3 Paragraph 22 is important to the story because it shows that Christopher —

- A** is hoping the principal is absent again
- B** has been sent to the principal's office often
- C** expects the principal to allow him to attend the picnic
- D** is willing to explain to the principal what really happened

4 What is the best summary of paragraphs 7 through 10?

- F Christopher tells his friends Timothy and Rashid that he doesn't think he can go the whole day without getting into trouble.
 - G Christopher compares how he is feeling to how the bus chugs up the hill.
 - H Christopher has a problem that he shares with his friends Timothy and Rashid.
 - J Christopher is too loud on the school bus and gets in trouble with the driver.
-

5 What does paragraph 11 reveal about Christopher's character?

- A He has to work hard to take care of borrowed materials.
 - B He doesn't take responsibility for his actions.
 - C He likes to joke around with his friends.
 - D He depends on his friends to get him out of difficult situations.
-

6 What does the word misfortunes mean in paragraph 11?

- F Demanding jobs
- G Difficult decisions
- H Confusing messages
- J Unlucky events

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Marbles—Plenty of Fun for Everyone

- 1 To many people, it may seem like a typical summer morning on the beach. There are sounds of seagulls calling and waves crashing against the sand. But there is also an unusual sound—the clicking of marbles as they slam against each other. A small crowd watches a group of young marble players, or “mibsters,” play a game of marbles. But marbles are not just for kids. Anyone can play with marbles.



Kids Playing Marbles in the Sand

American Stock Archive/Getty Images

Marbles through Time

- 2 People have been playing with marbles for thousands of years. No one really knows where and exactly when they were invented. Long ago, people played games that are similar to marble games played today. To make marbles, people used items that could roll such as nuts, fruit pits, or round pebbles. As time passed, people started creating marbles from other materials, like glass, steel, clay, and other stones. Different types of marbles have been found in places all around the world.
- 3 Clay marbles were once extremely popular, even though they weren't always perfectly round or particularly colorful. The main reason for their popularity was their low price. It cost much less to make clay marbles than it did to make glass marbles.
- 4 Glass marbles were originally handmade by skilled glassmakers. They were beautiful, and each one was unique. Some were made of a single bright color that you could see through. Others had swirls of one color or many different colors. Some marbles were even made of colored glass with silver flakes.

- 5 In the 1800s a German glassmaker came up with an easier way to make glass marbles. He invented special scissors that could cut melted glass. This made it easier and faster to make glass marbles in large quantities. Now, more people could buy them. Suddenly, glass marbles became very popular around the world.
- 6 Roughly one hundred years later, a man from Ohio designed a marble-making machine that used rollers to shape a small lump of melted glass into a perfect sphere. This machine method lowered the price of marbles even more.

Marble Games

- 7 Marble-making methods have continued to improve over the last 100 years. One thing that has not changed is the popularity of marbles. People around the world still enjoy marble games today.
- 8 Marble games can be just as different as the parts of the world where they are played. In China, players kick marbles, trying to bump the other players' marbles in a certain direction. In the United States, kids use their hands instead of their feet. In one game, the players tap the other players' marbles into a hole. In another game, the players must make their marbles roll under numbered arches.
- 9 One common marble game is called "Ringers." Marbles are placed inside a circle that is drawn on the ground. Players roll, drop, throw, or knuckle their "shooter," trying to force the opponents' marbles out of the playing area. A shooter is usually bigger than the other marbles. The winner is the person who bumps the most marbles out of the circle.



Boys Playing Ringers, 1955

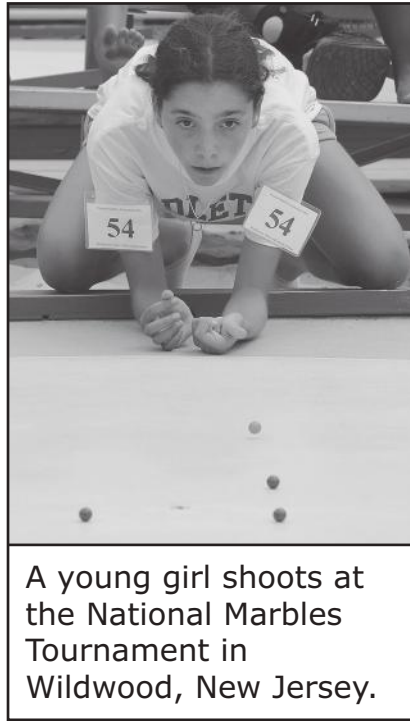
Harold M. Lambert/Getty Images



A player is knuckling a shooter during a marble game.

© iStock.com/RonBailey

- 10 Some people play for “keepsies.” At the end of the game, the winner keeps the marbles he or she has knocked out of the ring. These games are always suspenseful. Players may lose some of their favorite marbles. But they could also win some marbles they like better than the ones they already have. Fortunately, the players can always agree to play “friendlies” before the game begins. That means that they will return each other’s marbles at the end of the game.
- 11 Most people enjoy playing marbles just for the fun of it. On the other hand, some marble players take the game very seriously. Some of these experienced and determined players may be good enough to compete in the annual National Marbles Tournament in Wildwood, New Jersey. This competition was first held in 1922. Each year, thousands of competitors attend. Over the course of the four-day event, over 1,000 marble games are played. Winners receive prizes and awards, including college scholarships and national honors.



A young girl shoots at the National Marbles Tournament in Wildwood, New Jersey.

AP Images

- 12 Throughout the world, children and adults enjoy marbles. There are many ways to play with marbles. But regardless of how they are used, marbles are fun and exciting for anyone who gives them a try.

7 Which sentence from the selection is an opinion?

- A *Long ago, people played games that are similar to marble games played today.* (paragraph 2)
 - B *Different types of marbles have been found in places all around the world.* (paragraph 2)
 - C *They were beautiful, and each one was unique.* (paragraph 4)
 - D *Others had swirls of one color or many different colors.* (paragraph 4)
-

8 Which phrase in paragraph 11 helps the reader understand the meaning of annual?

- F *fun of it*
- G *very seriously*
- H *This competition*
- J *Each year*

9 Read this sentence from paragraph 2.

To make marbles, people used items that could roll such as nuts, fruit pits, or round pebbles.

Based on information in this sentence, the reader can conclude that early marbles were —

- A difficult to find
 - B made by children
 - C much smaller in size than marbles are today
 - D created from a variety of available materials
-

10 Paragraphs 5 and 6 are mainly about how —

- F inventions lowered the cost of marbles
- G glassmakers figured out how to cut marbles easily
- H glass is melted in order to make a marble
- J the shape of marbles has improved over time

- 11** Which sentence in the selection is best supported by the photographs between paragraphs 9 and 10?
- A** *No one really knows where and exactly when they were invented.* (paragraph 2)
 - B** *Now, more people could buy them.* (paragraph 5)
 - C** *Marbles are placed inside a circle that is drawn on the ground.* (paragraph 9)
 - D** *Players may lose some of their favorite marbles.* (paragraph 10)
-

- 12** In which part of the selection would the reader find information about the history of marbles?
- F** The introductory paragraph
 - G** The section titled "Marbles through Time"
 - H** The caption under the first photograph
 - J** The section titled "Marble Games"

Read the next two selections. Then choose the best answer to each question.

Max's Find

1 Max tossed another shovelful of dirt over his shoulder and wiped the sweat from his brow. It felt like he had been digging for hours, but he still had a long way to go. Yesterday Grandpa had called Max's family to say he had bought a young apple tree that he wanted to plant in his yard. Max's father had volunteered Max to dig the deep, wide hole.

2 "There are plenty of trees in Grandpa's yard already," Max thought bleakly. "Why does he need another one?"

3 As Max sank the shovel deep into the earth, he heard it clink against something. "Another rock," he thought. A bit more digging, however, revealed that the object was a large metal coffee can.

4 Max pried the can out of the soil with difficulty. He felt a shiver of excitement. "Why is there a coffee can in Grandpa's yard?" Max pulled off the plastic lid. A slip of paper sat at the top of the can. Max unfolded it and read, "This is the time capsule of Leroy Scuro, age 10."



5 Leroy Scuro was Max's father. Still somewhat mystified, Max hurried into the house with the can. "Hey, look what I found!"

6 His father and grandfather examined the can. "My goodness!" Dad exclaimed. "You found my time capsule. I had forgotten all about it." Seeing Max's blank look, he explained, "I wanted someone in the future to find the things I buried. Let's see how everything looks now."

7 The first things Max pulled out of the can were some coins and bills. Most he recognized, but one quarter-size coin had a woman's face on it.

8 "That's a Susan B. Anthony dollar," his father explained. "They stopped making them many years ago."

9 Next Max pulled out a key chain with a colorful, puzzle-like cube attached.

10 "A Rubik's Cube. It was a popular toy in the 1980s," Dad said. The can also contained some shells, a small toy rocket, a cassette tape labeled "Great Songs of the 1980s," and several photos.



11 "Wow!" Dad said as he picked up one of the old photographs. "Look at that crazy hairstyle."

12 "I never knew you looked like that, Dad. It's really awesome to see pictures of you and some of the things you enjoyed when you were my age," Max said. "I wonder if people in the future will think I'm as interesting."

13 "Well, there's an empty coffee can in my kitchen," Grandpa said.

Third party trademark Rubik's Cube® was used in these testing materials.

Messages in Bottles

- 1 Imagine you are walking along the beach. Suddenly you see something shiny in the sand. Your inquiring mind makes you move in for a closer look. It is a glass bottle, and inside is a rolled-up piece of paper. This message in a bottle may have traveled halfway around the world before landing on this beach.



What would you do if you found a message in a bottle?

© iStock.com/eli_asenova

- 2 Strange as it may seem, people really do write notes, put them in bottles, and hurl the bottles into the ocean. They do so for different reasons. Most often it is simply for fun. All the world's oceans are connected, and tides can carry the bottles in many different directions. There is no telling where a bottle may end up or how far it may drift. For example, an elementary school student near Seattle, Washington, released a bottle that traveled more than 1,700 miles before being found in Alaska 21 years later. Similarly, a man tossed a bottle into the ocean near his New Hampshire motel. His note told the finder to return the bottle to his wife Tina for a reward. More than 50 years later, the bottle was found washed up on a Caribbean island nearly 2,000 miles away.



A boy throws a message in a bottle into the vast sea.

© iStock.com/Leopro

- 3 In 2007, students at a school in Hawaii participated in a science experiment called Message in a Bottle. As part of the experiment, about 25 bottles were released into the ocean to drift. Each bottle contained a message from a student, and the top was sealed with wax. Six months later a 13-year-old girl in Papua New Guinea found one. She and the sender became pen pals. Over time people found other bottles the students had released.
- 4 Occasionally someone tries to use a message in a bottle to contact a particular person. In 1914 a British soldier fighting in World War I wrote a letter to his wife. Eighty-five years after the soldier tossed his bottle into the sea, a fisherman found it in his fishing net. The fisherman delivered the letter to the soldier's daughter, who was an adult by then. She was thrilled to receive the letter and learn more about her father.
- 5 Tossing a bottle in the ocean is not a very reliable way to deliver a message. However, when a message *is* found, it is certainly a memorable event.

Use “Max’s Find” (pp. 16–17) to answer questions 13–16. Then fill in the answers on your answer document.

- 13** What effect does Max working in Grandpa’s yard have on the plot of the story?
- A** It makes Dad proud of Max.
 - B** It causes Max to become tired and grumpy.
 - C** It leads Max to a surprise discovery.
 - D** It proves to Grandpa that Max is a good helper.
-

- 14** When Max shows his father the time capsule he dug up, Max’s father most likely feels —
- F** amazed that Max found it when he could not
 - G** pleased to see things that were once meaningful to him
 - H** upset that Max is no longer helping Grandpa plant a tree
 - J** concerned about what Max will think when he sees what is in the can

15 Which point of view does the author use in this story?

- A** First-person from Max's perspective
 - B** First-person from Dad's perspective
 - C** Third-person from the perspective of Max's grandfather
 - D** Third-person from the perspective of an unknown observer
-

16 In paragraph 1, the author uses the phrases "wiped the sweat from his brow" and "felt like he had been digging for hours" to suggest that Max —

- F** expects to discover a special surprise
- G** is struggling with a difficult job
- H** dislikes spending time outdoors
- J** is determined to help plant trees

Use "Messages in Bottles" (pp. 18–19) to answer questions 17–20. Then fill in the answers on your answer document.

- 17** In paragraph 3, the suffix *-er* in the word sender helps the reader understand that the word refers to —
- A** a person who sends
 - B** an object that is sent
 - C** the sending of something again
 - D** the method used to send things
-
- 18** What happened as a result of someone finding a bottle that had been released by students in Hawaii in 2007?
- F** The bottle experiment quickly spread to other schools.
 - G** People around the world were encouraged to find pen pals.
 - H** Students tried to send messages in bottles to their classmates.
 - J** Two people living in different parts of the world became friends.

19 The author wrote this selection most likely to —

- A** persuade the reader to try sending a message in a bottle
 - B** tell the reader how to start a floating bottle experiment at school
 - C** describe some examples of messages sent in bottles and tell what happened to them
 - D** explain some of the challenges of trying to communicate with people who live across the ocean
-

20 Paragraphs 2 and 3 are mainly about —

- F** rewards people have received for returning bottles that were found
- G** what keeps bottles with messages in them from sinking in the ocean
- H** bottles that have drifted in the sea and then been found
- J** what people write on the notes that are placed inside bottles

Use “Max’s Find” and “Messages in Bottles” to answer questions 21–24.
Then fill in the answers on your answer document.

- 21** What conclusion can the reader make based on **both** the story and the selection?
- A** People enjoy the experience of finding hidden objects or messages.
 - B** It is important to follow instructions that are included with messages.
 - C** People can become friends with someone whom they have never met.
 - D** It is common to find objects that have been left in secret places.
-

- 22** Based on the story and the selection, what is one way a time capsule **differs** from a message in a bottle?
- F** A time capsule is opened by the person who made it, while a message in a bottle is opened by a stranger.
 - G** A time capsule stays in the same place, while a message in a bottle travels to a new place.
 - H** A time capsule is hidden for a long time, while a message in a bottle is found quickly.
 - J** A time capsule is for everyone to share, while a message in a bottle is intended for a specific person.

23 Read these sentences from paragraph 12 of “Max’s Find.”

“I never knew you looked like that, Dad. It’s really awesome to see pictures of you and some of the things you enjoyed when you were my age,” Max said.

Which sentences from “Messages in Bottles” express a **similar** idea?

- A** *It is a glass bottle, and inside is a rolled-up piece of paper. This message in a bottle may have traveled halfway around the world before landing on this beach.*
- B** *They do so for different reasons. Most often it is simply for fun.*
- C** *Occasionally someone tries to use a message in a bottle to contact a particular person. In 1914 a British soldier fighting in World War I wrote a letter to his wife.*
- D** *The fisherman delivered the letter to the soldier’s daughter, who was an adult by then. She was thrilled to receive the letter and learn more about her father.*

24 How is the time capsule in “Max’s Find” **similar** to the bottles in “Messages in Bottles”?

- F** It was made in the 1980s.
- G** It was covered by water.
- H** It was found by accident.
- J** It held many items.

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

Grandma's Visit

by Jacqueline Feldman

There's something different in the air
As you come in one day,
And suddenly you realize—
Grandma's come to stay!

5 The house is full of oven smells,
Floating, aromatic—
Of chocolate and apricot—
From living room to attic—

And you begin to think of things
10 Like batters rich and thick,
Of half-scraped pans and dripping bowls
And spoons she lets you lick.

And then there are the stories
That she tells you every night
15 Long after you have gone to bed
And Mommy's doused the light—

Stories of your relatives
From other times and places,
Having curious-sounding names
20 And fascinating faces.

And always there is music
Whenever Grandma comes—
The lilting songs she loves to sing,
The waltzes that she hums.

25 She's sure to listen when you speak—
She always hears you through—
And when she laughs, before you think,
You find *you're* laughing, too.

Each morning as you leave for school,
30 It's hard to go, but then
You know she will be waiting there
 When you get back again.

Yet all too soon the day arrives
 When Grandma goes away,
35 And you haven't really said to her
 All you'd like to say.

You're sure she will come back again,
 But since you'll miss her so,
You wish that she could stay with you
40 And never never go.

Estate of Jacqueline Feldman

- 25** The imagery in the third stanza (lines 9–12) most appeals to the reader’s sense of —
- A** sound
 - B** taste
 - C** smell
 - D** touch
-

- 26** Which statement best describes how the poet uses rhyme in each stanza of the poem?
- F** Only the second and fourth lines rhyme.
 - G** Only the first and third lines rhyme.
 - H** The first and third lines rhyme, and the second and fourth lines rhyme.
 - J** The first and second lines rhyme, and the third and fourth lines rhyme.
-

- 27** Why is the first stanza (lines 1–4) important to the poem?
- A** It describes how Grandma’s visit makes every day exciting.
 - B** It explains why Grandma does not visit the speaker very often.
 - C** It describes the activities Grandma has planned for her visit.
 - D** It shows the speaker’s surprise that Grandma has come to visit.

- 28** Which statement correctly describes a way that stanzas 2 through 7 (lines 5–28) are similar?
- F** Each stanza introduces a new reason that Grandma comes to visit.
 - G** Each stanza offers interesting facts about the history of the speaker’s family.
 - H** Each stanza highlights the reasons the speaker enjoys Grandma’s visits.
 - J** Each stanza describes delicious foods that Grandma prepares.
-

- 29** Which of these statements describes an element of the poem?
- A** All the lines have the same number of words.
 - B** Most of the lines have the same meter.
 - C** Each stanza introduces a new character.
 - D** Each stanza solves a different problem.
-

- 30** The end of the poem expresses the idea that the speaker —
- F** would like Grandma to stay longer
 - G** shares many secrets with Grandma
 - H** is curious why Grandma has to leave
 - J** knows when Grandma will visit again

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Amazing Acorns

by Jane Dauster

- 1 The crisp days of autumn are here. Something happens just before the brightly colored leaves begin to fall. *Plink! Plunk!* The acorns are dropping! They're everywhere—they batter the roof of your house, the hood of your family's car, and even the top of your head. If you walk near an oak tree, you may feel as though you are skating on acorns. How about having an acorn for an afternoon snack? Unless you're a squirrel, that sounds nuts, doesn't it?



Acorns are nuts that come from oak trees.

© iStock.com/dionisvero

- 2 Believe it or not, people once joined the squirrels in gathering acorns to eat. Acorns were actually one of our earliest foods. They date back to prehistoric times when people had not yet learned to grow crops.
- 3 The ancient Romans made bread from ground acorns. In North America, acorns were a very important food for many Native American tribes into the early 1900s. Even the Pilgrims ate them! They discovered baskets of roasted acorns buried in the ground by Native Americans. Acorns helped the Pilgrims in their fight for survival during their first winter of 1620–21 in Plymouth, Massachusetts.
- 4 As these acorn pioneers would surely tell you, acorns are *not* for eating raw. If you bit into the next one you found, you would probably say, "Ewww!" Most raw acorns are bitter, and some kinds are poisonous to humans. The bitterness comes from tannins—chemicals that help protect acorns from insects. Luckily,

tannins can be dissolved in water. In the past, people secured acorns in baskets and placed them in a stream, where rushing water washed away the tannins. Native Americans sweetened very bitter acorns by burying them in the mud of a swamp.



A Native American woman grinds acorns.

© C. Hart Merriam/National Geographic

5 Some Native Americans even used acorns for medicine. Acorns were thought to soothe the throat, so a sick person might suck on a single tanbark acorn like a cough drop. Various California tribes also used acorn meal to treat skin infections. They allowed the acorns to grow mold, which they then scraped off and placed on bandages.

6 Animals have some unique uses for acorns, too. The acorn woodpecker, found in northwestern Oregon, California, the American Southwest, and western Mexico, uses its beak to chisel thousands of holes into a standing dead tree or telephone pole. An acorn is carefully hammered into each hole. When the woodpecker has finished working, its acorn storage tower looks like a miniature skyscraper covered with little windows.



An Acorn Woodpecker

© iStock.com/Dennis Donohue

7 Imagine being tiny enough to make an acorn your home! Small insects called acorn weevils are

usually the first to move in. The female acorn weevil uses her long snout to drill a hole and then lays several eggs within the acorn. The larvae eat the nut meat inside. When the acorn falls from the oak tree and hits the ground, this signals to the larvae that it's time to chew their way out.



Tom Shephard/Getty Images

An Acorn Weevil

- 8 The hollowed-out acorn can now provide a home for other small creatures. A female acorn moth may lay eggs near the entrance to an acorn hole. After hatching, a caterpillar crawls right inside. It now has a cozy winter cabin. Snails, fungus gnats, or ants may be next in line to move into this tiny shelter.
- 9 It won't be long before acorns start hitting the ground. This fall, pay special attention to every *plink!* and *plunk!* You won't be using these extraordinary nuts for food, medicine, or a place to stay, but there are still plenty of reasons to be nuts about acorns.

"Amazing Acorns" by Jane Dauster, from *Spider Magazine*, September 2010. Copyright 2010 by Carus Publishing Company d/b/a Cricket Media.

31 Read the dictionary entry for the word secure.

secure \si-'kyür\ *verb*

- 1.** to place something where it will not move
- 2.** to get something as a result of trying
- 3.** to make certain or sure of
- 4.** to promise payment of

Which definition most closely fits the way the word secured is used in paragraph 4?

- A** Definition 1
 - B** Definition 2
 - C** Definition 3
 - D** Definition 4
-

32 Which fact in the selection is best supported by the last photograph?

- F** Acorn weevils are the first insects to live in acorns.
- G** Acorn weevil larvae eat the inside of the acorn.
- H** Acorn weevils can use their snouts to drill holes in acorns.
- J** Acorn weevil larvae are inside an acorn when it falls from the tree.

33 Based on the selection, the reader can conclude that acorns —

- A** are similar to many other types of nuts that people eat
 - B** must be properly prepared before humans can eat them
 - C** are becoming rare because many animals use them
 - D** can cause serious damage when they fall off trees
-

34 What is the best summary of the selection?

- F** Acorns are nuts which drop from oak trees in the fall. People have found ways to prepare and eat acorns for many years. Some animals, including several types of insects, use acorns for food and even for shelter.
- G** Acorns usually drop from trees before colored leaves do. They hit everything beneath them and are often gathered by squirrels. At certain points in history, they were also gathered, prepared, and eaten by people.
- H** The ancient Romans, Native Americans, and Pilgrims all ate acorns. Some animals also use acorns in interesting ways. However, the Native Americans were the only ones who thought of using acorns for medicine.
- J** Native Americans used to prepare baskets of acorns. Animals such as the acorn woodpecker may hide many acorns in dead trees or telephone poles. The acorn weevil and the acorn moth lay their eggs in or near an acorn.

- 35** Which statement best describes how baby acorn weevils know that it is time to leave their acorn homes?
- A** They finish eating all the nut meat inside of the acorn.
 - B** An adult acorn weevil drills a new hole in the acorn.
 - C** The acorn drops from the oak tree to the ground below.
 - D** The weather becomes so warm that no acorn shelter is needed.
-

- 36** The photograph of the acorn woodpecker and the information in paragraph 6 best support the idea that the woodpecker —
- F** uses acorns to attract the insects it likes to eat
 - G** will lay its eggs inside the acorn-filled tree
 - H** prefers sweet-tasting acorns to bitter ones
 - J** is creating storage for many acorns



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Readiness	4.6 Fig. 19(D)	A
2	2	Readiness	4.6(B)	J
3	2	Readiness	4.6(A)	B
4	2	Readiness	4.6 Fig. 19(E)	J
5	2	Readiness	4.6(B)	B
6	1	Readiness	4.2(B)	J
7	3	Supporting	4.11(B)	C
8	1	Readiness	4.2(B)	J
9	3	Readiness	4.11 Fig. 19(D)	D
10	3	Readiness	4.11(A)	F
11	3	Supporting	4.14 Fig. 19(D)	C
12	3	Readiness	4.11(D)	G
13	2	Readiness	4.6(A)	C
14	2	Readiness	4.6(B)	G
15	2	Supporting	4.6(C)	D
16	2	Supporting	4.8(A)	G
17	1	Readiness	4.2(A)	A
18	3	Readiness	4.11(C)	J
19	3	Readiness	4.10 Fig. 19(D)	C
20	3	Readiness	4.11(A)	H
21	1	Readiness	4.19(F)	A
22	1	Readiness	4.19(F)	G
23	1	Readiness	4.19(F)	D
24	1	Readiness	4.19(F)	H
25	2	Supporting	4.8 Fig. 19(D)	B
26	2	Supporting	4.4(A)	F
27	2	Supporting	4.4 Fig. 19(D)	D
28	2	Supporting	4.4 Fig. 19(D)	H
29	2	Supporting	4.4(A)	B
30	2	Supporting	4.4 Fig. 19(D)	F
31	1	Readiness	4.2(E)	A
32	3	Supporting	4.14 Fig. 19(D)	H
33	3	Readiness	4.11 Fig. 19(D)	B
34	3	Readiness	4.11 Fig. 19(E)	F
35	3	Readiness	4.11(C)	C
36	3	Supporting	4.14 Fig. 19(D)	J