Name: _____

New York State Testing Program

2016 Common Core English Language Arts Test Book 1

Grade 4

April 5–7, 2016

Released Questions

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"The Story of Chocolate": From "The Story of Chocolate" by Katie Daynes, CLICK Magazine, May/June 2011, by permission of Usborne Publishing, copyright © [2010] Usborn Publishing, Ltd.

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Book 1

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. You may need to review **both** the quotation and the passage in order to answer the question correctly.
- Read each question carefully and think about the answer before choosing your response.
- Plan your time.

Directions

Read this story. Then answer questions 1 through 6.

Minna is on her way to a cello lesson and is worried about playing her cello with a vibrato effect, a skill of vibrating the strings with a bow or fingers, to produce a richer sound.

Excerpt from *The Facts and Fictions of Minna Pratt*

by Patricia MacLachlan

1 The streets were grimy with spring. Willie played Tchaikovsky on the corner, music that made Minna feel sad and peaceful at the same time. Next to the violin case the small brown dog slept, curled like a sausage on Willie's jacket. A woman in a fur coat with worn elbows stood in front of Minna, a baby peering over her shoulder, his head bobbing as he stared at Minna. The baby grinned suddenly and drooled down his mother's back, leaving a wet trail of fur where his mother couldn't see. A slimy secret between Minna and the baby. Minna touched his hand and moved off through the crowd, standing on the steps for a moment, watching Willie. She sighed and looked up at the gargoyles. *Willie on the street corner has a vibrato. Where is mine?*

2 Inside it was dark and quiet and cool. Porch beckoned Minna in and unzipped her cello case. Minna slumped in a chair.

3 "Min?" asked Porch. He sat down next to her. "Problems?"

GO ON

4 "It's my vibrato," said Minna, looking at him.

5 "What about it?"

6 "Where is it?" Minna's voice was loud in the empty room. "I mean," she leaned forward, "Lucas has a vibrato. Even Willie has one. Where is mine?"

7 Porch frowned at Minna.

8 "William Gray?" he said sharply. "What do you mean 'even' Willie? What do you know about Willie?"

9 Minna's face reddened. She had not even known Willie's full name.

10 "Nothing, except that he's always there, playing on the street corner. He always gives me my money back," she added softly.

11 Porch's face softened.

12 "He does, does he? A gift. Willie is a fine musician, Minna. And he was a fine musician before he got his vibrato. Did you know he plays in the symphony chamber group?"

13 "But why does he play on the street?" asked Minna, surprised.

14 "For his own reasons, Minna," said Porch. "You might ask him that yourself."

15 "We never talk about anything but music," said Minna.

16 "Well," said Porch, sitting down and leaning back in his chair, "life and music are not separate, you know."

17 There was a silence.

18 "Min," said Porch, "your vibrato is not something that is there, I mean that exists, like fingernails, or hair about to grow longer. It is something you can work at, yes, and think about, yes, but it is much more like . . ." Porch folded his arms, "like understanding something for the first time, or suddenly knowing what a book you're reading is all about." He peered at Minna. "It is like a light going on over your head. Do you know what I mean?"

19 "No," said Minna, staring at Porch. She was thinking about her past life; the moments along the way when she needed something to make things right. When she was seven it had been a plaid skirt, at ten it had been a bicycle. Then it had been her first full-size cello. Now it was a vibrato. Would it end there?

20 "You will understand," said Porch. "You will." He tapped her knee. "Ready for Mozart?"

21 Minna sat up, gripping her cello by its neck. She stared at the music, thinking about Willie and her mother and father. Did she know them at all, even the slightest little bit?

22 "I'll never be ready for Mozart," said Minna.

23 "Ah," said Porch, "but Mozart is ready for you, Minna Pratt. Come on, let's do K. 158. Your favorite key."

24 Minna couldn't help smiling. Porch was right, it was her favorite key. Sometimes, *most* of the time, Porch knew Minna as well as anyone else did. Except for McGrew; McGrew who knew, for instance, that in spite of Minna's grumbling, in spite of her complaints, Minna played the cello because she wanted to.

25 Porch picked up his violin.

26 "Let's play the repeats," said Porch. He turned to look at Minna. "And we will play it wonderfully. In tune. With or without a vibrato."

27 And they did.

GO ON

1 In paragraph 1, what does Minna learn from watching Willie?

A She sees that playing music makes a crowd gather.

B She notices that the music makes others happy.

C She realizes that she wants to have a vibrato.

D She discovers that music makes her sad.

2 What new information about Willie does the reader learn in paragraph 12?

A He is more than he seems.

B He is a generous person.

C He performs with a vibrato.

D He plays with something in mind.

3 Read these sentences from paragraph 18 of the story.

He peered at Minna. "It is like a light going on over your head."

What does the phrase "a light going on over your head" mean as it is used in paragraph 18?

A a new way of understanding

B something that is above you

C a way someone helps you out

D something that happens after hard work

4 Which statement **best** reflects a theme of the story?

A Having something new can make things better.

B With time and practice, a person can achieve a goal.

C A teacher can help you figure out everything you need to know.

D Playing music is fun even when you are still learning how to do it.

5 Read these sentences from the story.

> **"Willie is a fine musician, Minna. And he was a fine musician before he got his vibrato."** (paragraph 12)
>
> **"And we will play it wonderfully. In tune. With or without a vibrato."** (paragraph 26)

How do these sentences develop the story overall?

A They explain why Willie gives back Minna's money.

B They show Minna's eagerness to play with a vibrato.

C They show what Minna learns from Porch about Willie.

D They suggest that Minna does not need a vibrato to play well.

6 Based on the story, which sentence **best** describes Minna?

A She plays the cello because she enjoys it.

B She complains about her music lessons.

C She talks with Willie about music only.

D She thinks Mozart is too difficult.

Directions

Read this article. Then answer questions 13 through 18.

The Story of Chocolate

by Katie Daynes

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

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

3 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.

4 Monkeys knew all about the pods.

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

6 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.

7 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.

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

9 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.

11 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.

12 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.

13 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.

14 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.

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

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

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

19 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.

21 They mixed chocolate with other scrumptious ingredients.

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

23 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.

Mayan Chocolate

Want to know what spicy Mayan chocolate tasted like?

Stir $\frac{1}{2}$ teaspoon of cinnamon and a pinch of cloves or chili powder into a cup of hot chocolate or chocolate milk.

GO ON

13 Read these sentences from paragraph 1 of the article.

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

What is the **main** reason that the author begins with these sentences?

A to explain that chocolate comes from the jungle

B to explain how chocolate was discovered

C to show that chocolate used to be rare

D to show how old chocolate is

14 What is the main reason the author includes the story about monkeys at the beginning of the article?

A to show that animals like chocolate

B to describe the trees where the cacao pods came from

C to explain why the farmers first tasted the cacao pods

D to show how the beans inside cacao pods are eaten

15 Read the sentence from paragraph 8 of the article.

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

Why did the author include the phrases "delicious smell" and "rotting beans" in the same sentence?

A to show an unexpected result

B to show what people had planned

C to describe a process as it happens

D to describe a solution to a problem

16 How did the invention of the steam engine **mostly** affect the making of chocolate?

A It improved the taste of the cacao bean.

B It added different ingredients to chocolate.

C It changed the way cacao trees were grown.

D It provided an easier way to make chocolate.

17 Which sentence from the article **best** shows how the Mayans felt about chocolate?

A "But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans." (paragraph 8)

B "They let the beans rot for a few days under banana leaves . . . then put them out to dry in the hot sun." (paragraph 10)

C "To avoid hiking into the jungle for pods, the farmers planted cacao trees in their own fields." (paragraph 12)

D "When the Mayans first caught a whiff of rotting cacao beans, they knew they had found something exciting." (paragraph 23)

18 How does the author organize this article?

A by showing the effects of chocolate on people around the world

B by comparing and contrasting different ways of eating chocolate

C by describing events connected to chocolate in the order they happened

D by presenting the problem with making chocolate and then giving the solution

Grade 4
2016 Common Core
English Language Arts Test
Book 1
April 5–7, 2016

Name: _____

New York State Testing Program

2016 Common Core English Language Arts Test Book 2

Grade 4

April 5–7, 2016

Released Questions

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Book 2

TIPS FOR TAKING THE TEST

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- Read each question carefully and think about the answer before choosing your answer or writing your response.
- For written-response questions, be sure to

  —clearly organize your writing and express what you have learned;

  —accurately and completely answer the questions being asked;

  —support your responses with examples or details from the text; and

  —write in complete sentences using correct spelling, grammar, capitalization, and punctuation.
- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will not count toward your final score. Write your final answer on the lined response pages provided.
- Plan your time.

Directions

Read this story. Then answer questions 25 through 31.

Sarah's grandfather is a retired marine biologist. Today he and Sarah are going to release a tiger shark that is tied to the side of the boat.

Excerpt from *Swimming with Sharks*

by Twig C. George

1 "You're serious, aren't you?" Sarah asked. "What will happen?"

2 "If we're lucky, he'll stay around long enough for us to get in and watch him leave." He watched his granddaughter closely. Joe Santos had been swimming with sharks for many years as part of his work. He had never felt he was in any danger. But he was no fool and knew there were always risks when you were near any wild animal. And sharks were not just "any animal."

3 Sarah looked carefully at the shark again. She knew from her grandfather that the stories about sharks as killers who ate anything in their path were wrong. She knew it, but she wasn't sure she really believed it.

4 Sarah felt so . . . bare and . . . unprotected next to the shark with all his senses, his knifelike teeth and his rough, thick skin. Then again, this was a chance to get closer to a tiger shark than almost any other person in the entire world! And he was a big tiger shark at that! She looked at her grandfather. He knew more than anyone about sharks. He would never put her in danger. Well, not *dangerous* danger.

5 "I'll get ready," said Sarah, scared but determined. "I have my snorkeling things in my bag." Her grandfather flashed her another rare smile. Immediately he was back to business.

6 "This is what we'll do," he said in his matter-of-fact voice. "I'll take out the hook. Then I'll release the rope on his tail and get in the water. You slip off the back of the boat behind me. If the shark comes toward us, just stay calm and don't wave your hands or feet in front of him. He's tired now and won't bother us if we move

slowly. It's perfectly natural for you to be scared. You need to pay attention to those feelings. If you feel you need to get out, slowly take off your flippers and use the step on the back of the boat. I'll help you. It's better to leave than to panic. All set?"

7 "Yes, Granddad," Sarah croaked. She was excited and scared. Her insides felt queasy.

8 He released the shark and slid after it into the water. Still aboard the boat, Sarah was shaking. Her arms and legs felt weak. As she looked at the water, her teeth started to chatter. Sarah thought about all the times she had worried about sharks when she dove off a boat or through a wave. Now she *knew* a shark was below her. A big shark. The kind of shark that many people called a "floating garbage pit" because it could eat almost anything—nails, boards, people, you name it.

9 Sarah shook her head and looked down. Granddad was in the water and the "garbage pit" hadn't eaten him.

10 "Come now or he'll be gone," her grandfather urged quietly.

11 Sarah was ready. She slipped off the back of the boat behind him. All of her experience swimming in the bay paid off—she hardly made a ripple. Reaching out, she grabbed her grandfather's hand. They floated on the ocean surface, bobbing up and down in the waves.

12 The tiger shark rested on the bottom not ten feet from them. In an effort to forget how scared she was, Sarah tried to imagine how it would feel to be the shark. The lateral lines that ran down her sides would feel pressure and vibrations around her—like reaching out with long, invisible hands. She would feel the two people above. She would feel the boat and the reef ahead of her. She would see clearly the world around her. She would smell the scents of the sea and perhaps wonder in some sharklike way at the scent of the humans above her. She would hear the waves slapping against the boat and the fish nibbling on the coral.

13 Sarah watched as the shark's gills pumped and his eyes focused. His specialized pores tuned in to the Earth's magnetic fields. The big tiger shark took in all the information he could using each of his senses. Then he located himself on the planet and slowly moved toward deeper water.

14 Sarah was no longer scared. The shark's behavior hadn't frightened her. When her grandfather signaled that they should follow the shark, she swam forward fearlessly.

15 After a few minutes the shark's movements quickened. Sarah and her grandfather stopped at a respectful distance. An instant later the giant that had seemed to fill the sea was gone. He had vanished. There was nothing left but the brilliant blue water of Florida Bay as far as they could see.

25 How does paragraph 5 relate to paragraph 4?

A Paragraph 5 explains why Sarah feels helpless in paragraph 4.

B Paragraph 5 shows how Sarah is brave even though she is afraid in paragraph 4.

C Paragraph 5 explains why the grandfather is concerned about Sarah in paragraph 4.

D Paragraph 5 reveals how the grandfather keeps Sarah out of the danger described in paragraph 4.

26 In paragraph 7, the word "croaked" shows that Sarah

A does not want the shark to notice her

B does not want to scare the shark away

C has difficulty getting the words out

D wants to hide her feelings

27 How is Sarah helped by her previous swimming experience?

A She knows how to get in the water without disturbing the shark.

B She knows which supplies to bring with her on the boat.

C It helps her to pretend that she is the shark.

D It helps her to feel calm in the water.

28 Which detail **best** shows that the stories about sharks being killers are wrong?

A "But he was no fool and knew there were always risks when you were near any wild animal." (paragraph 2)

B "If the shark comes toward us, just stay calm and don't wave your hands or feet in front of him." (paragraph 6)

C "Now she *knew* a shark was below her." (paragraph 8)

D "The tiger shark rested on the bottom not ten feet from them." (paragraph 12)

29 How does paragraph 12 contribute to the rest of the story?

A It shows the reason for the change in a character.

B It gives important details about the story's setting.

C It gives new details about the shark's condition.

D It shows why people are able to get close to sharks.

30 Which sentence describes how Sarah's grandfather feels about sharks in the ocean?

A He thinks sharks will never harm humans who swim with them.

B He respects sharks as wild animals and is careful around them.

C He knows sharks are smarter than humans and can sense fear.

D He admires sharks' ability to eat almost anything they find.

31 Which detail would be **most** important to include in a summary of the story?

A Sharks can eat boards and even nails.

B Sharks depend on their strong sense of smell.

C Sarah notices that the shark is bigger than average.

D Sarah is nervous but she is prepared to swim with the shark.

Directions

Read this article. Then answer questions 32 and 33.

The California Gold Rush started in 1848 after gold was first found near Sacramento, California. It lasted through 1855. Many prospectors, or people hoping to become wealthy by finding gold, made the trip. These prospectors were also called forty-niners because so many of them came to California in 1849.

Rushing West

by Joan Holub

1 There were three main ways to get to California from the eastern United States. Each way was hard and dangerous. In 1848 and 1849, about forty-one thousand people went by sea in 697 ships. About forty-eight thousand went overland.

2 Going overland was the cheapest way. To stay safe, travelers formed groups called wagon trains. Trails were rugged, so wagons pulled by oxen went slowly. If you walked, you could keep up with the wagons. But your shoes wore out fast, and your feet would get awfully sore.

3 Wagons crossed rivers, prairies, deserts, and steep mountains on the trip. West of Ohio, the country was mostly unsettled. There were no people or houses for many miles around.

4 It took seven months to get to California from East Coast cities such as New York. Two other major starting points were the Missouri cities of St. Joseph and Independence. From the Midwest, the trip was two thousand miles long and took five months. The Oregon, California, and Santa Fe Trails were the most popular wagon routes to the West.

5 Most overland travelers made it to California if they stayed on schedule. They had to leave Missouri by the end of April in order to make it through the Sierra Nevada mountains before winter came. Otherwise, they might get trapped in the snow.

6 Many "overlanders" faced plenty of problems. Like accidents and snakebites. Or running out of food and water. Or broken wagons and injured oxen. Cholera was caused by drinking water polluted by bacteria. It killed 1,500 travelers in 1849.

7 Prospectors who could afford it went to California by sea. They paid fares of $200 to $1,000. Going by ship was faster than traveling by wagon train.

8 There were two main sea routes from the East Coast. Both usually sailed southward on the Atlantic Ocean from New York or Boston.

9 The longer route went around Cape Horn. That's at the southern tip of South America. From there, ships sailed north on the Pacific Ocean to San Francisco. This route was almost 15,000 miles long. It usually took five or six months to complete the journey. Fast clipper ships like the *Flying Cloud* could make the trip in three months. But there weren't enough of them to take everyone who wanted to go.

10 The shorter sea route (only 5,300 miles) went down the Atlantic coastline only as far as the Isthmus of Panama. The isthmus was a fifty-mile-wide strip of land connecting North America and South America. The east coast of Panama is on the Atlantic Ocean. Its west coast is on the Pacific.

11 At the isthmus, passengers got off their ships. They went forty miles up Panama's Chagres River in wooden canoes. Then, they traveled on mules through a jungle to Panama City on the Pacific side. There were wild animals such as crocodiles and monkeys in the jungle. Panama is near the equator. It was hot and humid. Some travelers caught diseases such as malaria and yellow fever from mosquitoes.

GO ON

12 If all went well, the trip across the isthmus took only six weeks. However, prospectors might have to wait weeks in Panama City before a ship would arrive that was bound for San Francisco.

13 Today, traveling by ship often means enjoying a floating vacation. But life aboard a ship in the 1840s and 1850s was very different. The food had bugs and mold. The drinking water wasn't always clean. Sometimes ships ran out of both before the trip was over. There were rats on board. If passengers were injured or sick, they were on their own. There might not be a doctor to help them. There were terrible storms, especially near Cape Horn. Some ships sank.

14 Still, ships left for California almost every day in 1849. Shipping companies advertised all around the world for passengers. This fueled gold fever in faraway places such as China, Australia, and Europe. But the ads didn't mention the problems passengers would face on the voyage.

15 Many prospectors kept diaries and sent letters home. A man named S. Shufelt, who sailed from New York to California in 1849, wrote in a letter to his cousin, "I have left those that I love as my own life behind & risked every thing and endured many hardships to get here, & I want to make enough to live easier & do some good with, before I return."

16 Like all forty-niners, he hoped his struggles would pay off. In gold!

32 How does the first map contribute to the understanding of "Rushing West"? Use **two** details from the article to support your response.

33 Why is the letter included in paragraph 15 of "Rushing West"? Use **two** details from the article to support your response.

GO ON

Directions

Read this story. Then answer question 34.

Jack, a Border collie, was born on a sheep ranch owned by people named Bob and Ellen. Jack loves his life on the ranch and has been working hard to prove to Bob that he's ready to join his dad, as well as Old Dex and the other dogs, out in the field with the sheep.

Excerpt from *Sheep*

by Valerie Hobbs

1 The air was clean and cold and filled with what I had no name for. Excitement is probably what you'd call it. But it was more than that, though I didn't know it then. I figured if all we did was ride out to where the world ended and back again, well, that would be enough for me.

2 That was before I saw the sheep. Sheep everywhere! The truck stopped, and they closed in all around us like a big gray woolly blanket, bawling and baaing, stinking like, well, like sheep. Bob hopped down out of the cab and pushed his way through them to the back of the truck. When he lowered the tailgate, the fellas jumped down, working the sheep the minute they hit the ground, rounding them up without even trying.

3 I hung back, a little soft in the belly, if you know what I mean. Nervous. They were bigger than I was, every last one, and so many I couldn't count them, more sheep than I thought there were in the whole wide world.

4 Well, you didn't have to count them, though I didn't know it then. You just sort of *felt* them, Dad said. That was how you knew when one went missing. You felt it somewhere inside you. Sounded crazy to me. The smell was bad enough. But *feeling* sheep? I didn't like the sound of that. I figured if worst came to worst, and the sheep wouldn't do what I wanted, well, I'd just bite them. But I learned soon enough that wasn't the way. Only as a last resort would a dog bite a sheep.

5 You should have seen Dad and Old Dex, how they got those woolly guys all moving in the same direction. You could tell the sheep didn't like it. They'd have to run a little, which they hated, so they grumbled the whole time. One old ewe really had her back up. She turned, frowned at the dogs, and tried to hold her

ground. It came down to her and Old Dex then, him with his snout low, ready to leap left or right. And that eye he gave her! It made you shiver just to watch.

6 The old lady just couldn't hold out against that eye. She gave Old Dex one last haughty look, then turned away and trotted off after the others, her fat little tail between her legs.

7 I ran back and forth, trying to look like I knew what I was doing, practicing my sheep eye. The sheep ignored me, like I was a pesky fly. After a while Dad told me to calm down, but I couldn't. I'd gotten a taste of what life was all about, and I didn't want to miss a second of it.

8 "Keep your eye on Old Dex," Dad said. "You've got a chance to learn from a master." And so I did. Wherever Old Dex went, that was where I'd try to be. But it wasn't easy. One second he'd be racing full out alongside the flock, then he'd stop, ears up, and cut the other way. Bob would call an order from a long way off, telling you what he wanted, and you had to do it right then. It was tricky, but when you got the sheep going the way they were supposed to, like a big muddy gray river rolling across the land, you were happy inside. It was better than a good meal, better than a rubdown, even better than Mom saying you were her own best boy (well, she said it to my brothers, too, I know she did). When the sheep were right, you had that deep down good feeling that you were making a difference. You were doing what you were meant to do, what you believed in, what you were really good at.

9 I'll tell you, nothing in the world is better than that.

10 The day came to an end too soon for me. We all bounded back up into the truck, and as the land took that last lick of the sun, we headed home. I'd learned more than my head could hold. I knew for certain my purpose in this life, and I was ready to do it, flat out, with all my heart.

GO ON

34

Jack's feelings about the sheep change at different times in the story. When do his feelings change? Why do his feelings change? Use details from the story to support your response.

In your response, be sure to

- explain when Jack's feelings about the sheep change in the story
- explain why Jack's feelings change
- use details from the story to support your response

STOP

Place Student Label Here

Grade 4
2016 Common Core English Language Arts Test Book 2
April 5–7, 2016

Name: _____

New York State Testing Program

2016 Common Core English Language Arts Test Book 3

Grade 4

April 5–7, 2016

Released Questions

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Book 3

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- In writing your responses, be sure to

  —clearly organize your writing and express what you have learned;

  —accurately and completely answer the questions being asked;

  —support your responses with examples or details from the text; and

  —write in complete sentences using correct spelling, grammar, capitalization, and punctuation.

- For the last question in this test book, you may plan your writing on the Planning Page provided but do NOT write your final answer on this Planning Page. Writing on this Planning Page will not count toward your final score. Write your final answer on the lined response pages provided.
- Plan your time.

Directions

Read this story. Then answer questions 35 and 36.

This story takes place in Seoul, Korea, in 1473.

The Kite Fighters

by Linda Sue Park

1 Young-sup watched as his older brother, Kee-sup, ran down the hill with the kite trailing behind him. The kite bumped and skittered along the ground, but if Kee-sup got up enough speed, it sometimes caught a low puff of wind and rose into the air.

2 Sometimes.

3 Not very often.

4 Every tenth try or so.

5 In the air the kite would hold steady for several moments, then dive without warning. Kee-sup ran in different directions, pulling desperately on the line, but to no avail. The kite always ended up on the ground with its twin "feet" crumpled beneath it, looking, Young-sup thought, both angry and ashamed.

6 Young-sup watched silently. He did not bother to ask for a turn; Kee-sup would offer when he was ready. It was his kite, after all.

7 Kee-sup had been given the kite as a birthday present several days before, as part of the New Year celebration. The New Year was everyone's birthday. It didn't matter on which date you were born; you added a year to your age at the New Year holiday.

8 Young-sup's gift had been a *yut* set. Normally, he would have been delighted to receive the popular board game, with its little carved men. But when they opened their gifts, his first feeling was one of envy.

9 His brother's kite was wonderful. It had been purchased from Kite Seller Chung, who made the finest kites in the marketplace. Two huge eyes were painted on it, to help it see its way clear into the skies; heavy eyebrows made it look fierce and determined. Young-sup had to swallow hard to hold back his jealous words.

10 It hadn't helped that Kee-sup had left immediately to fly the kite on his own. Young-sup had begged and pleaded and pestered for days, and today, at last, Kee-sup had invited him to the hillside to fly.

11 The snow-dusted hill on which the brothers stood stretched down toward the great wall that surrounded Seoul. The road that wound around the base of the hill led to one of the city's nine enormous gates. Beyond the wall Young-sup could see hundreds of rooftops, huddled together and crouched low to the ground, as if bowing to the palace at the center of the city. The grand tiled roofs of the royal palace stood out in graceful curved splendor. No other structure was permitted to rise higher.

12 Young-sup continued watching in silence as the kite took yet another dive and crashed. At last Kee-sup handed it over. Young-sup felt a river of eagerness surge through him as he took it.

13 He had decided to try a different technique. Holding the kite at arm's length in one hand and the reel in the other, he threw the kite up into the air.

14 It came straight down and would have hit him on the head if he hadn't dodged out of the way.

15 "I tried that before," said Kee-sup. "A hundred times. It never works."

16 Young-sup picked up the kite. In that brief moment he had felt why it would not fly.

17 On only his second try he launched the kite from a complete standstill.

18 Kee-sup's jaw dropped. "Hey! How did you do that?"

19 Young-sup shrugged, not wanting to display too much pride. "I'll show you," he said. For he knew in his bones that he could do it again.

20 The kite flew proudly. Young-sup let it play for a few moments, thrilled at the pull on the line in his hands. Bringing in an arm's length of line, he experimented, plying it to and fro. The kite made graceful figure eights, swooping and dipping like a playful fish. Then Young-sup reeled in, keeping control until the kite floated just overhead. He gave the line a final, gentle tweak, and the kite drifted to the ground.

21 Young-sup picked it up and began to demonstrate. "First, you let out some line, not too much but enough to give it a little slack." Holding the middle of the kite in one hand with his arm outstretched, he turned his body slightly. "Then you must stand with the strength of the wind at your back, and hold the kite like so. There will come a moment when the wind is just right. That's when you throw the kite into the air and allow it to take up the extra line."

22 Young-sup waited a few moments. Then, as if obeying his words, the kite leaped and rose to stretch the line taut. It was as if an invisible hand had pulled the kite into the air.

23 He brought it down again and handed Kee-sup the reel. "Now you try."

GO ON

35 What is the main idea of paragraphs 7 through 9 of "The Kite Fighters"? Use **two** details from the story to support your response.

36 Which character trait **most** helps Young-sup fly the kite? Use **two** details from the story to support your response.

Directions

Read this article. Then answer questions 37 and 38.

Northern leopard frogs migrate twice per year in and out of lakes and ponds in Minnesota. This migration can be dangerous for the frogs so volunteers help carry them across the roads.

Beware of Frogs!

by Roxa Crowe

1 At the end of the long, dreary afternoon, banks of gray, ominous clouds hovered over Lake Independence in Minnesota. It was Halloween.

> ominous = suggesting that something bad may happen

2 In the shadows of the oak trees stood two women and a boy. Rain splattered and soaked the dense accumulation of fallen leaves. Then it trailed off to a slow drizzle. Darkness sat down heavily on the Baker Park Reserve.

3 A soft thump sounded in the spongy leaves. First just one, then a second, a third . . . quiet bumps in the night.

4 "Sounds like the frogs are headed our way," a hushed voice said.

5 Madeleine Linck and the two volunteers listened as the frogs approached the drift fence. Two and a half feet high, the fence of black plastic consisted of eight 100-foot lengths, staked down parallel to the highway. About every 30 to 50 feet along the fence, a five gallon plastic bucket was sunk in the ground and filled about one-third full with lake water.

6 Fall migration of the northern leopard frogs had begun. The frogs migrate twice a year. In the spring the frogs migrate out of the lake to the breeding ponds. In the fall they come back to the deep lake to hibernate on the bottom.

7 Bright lights flashed as a pickup truck hummed down County Road 19, which separates the marshes and woods from the lake. Frogs follow the same route in and out of the lake that they have for thousands of years. During each month-long migration period, the frogs face a high fatality rate on the highway. They also create a hazardous situation for motorists. Mashed frog bodies can be very slippery.

8 A quiet plop. The first frog had encountered the fence. It hopped along the edge looking for a way around it. A splash announced the frog had landed in one of the buckets. More splashes followed as the frogs tried to navigate the fence.

9 Linck swished her hand around in the cold bucket and pulled out a frog. She slipped it into her plastic pail and fished for another. Carrying her cargo of frogs across the road to the weeds near the edge of the lake, she tipped the pail on its side. Quiet rustlings told her that the frogs were slithering out into the grasses.

10 "They always know which way to go," she said. "They never turn back and try to go the other way."

11 The three people spent most of the night carrying more than 2,000 frogs across the road.

12 "That was the most frogs we ever had in one night," Linck said. "Some nights we just get a few frogs, and on others we get several hundred."

13 Linck, wildlife technician for the Three Rivers Park District in Plymouth, Minnesota, has organized the spring and fall frog ferry since 1994.

14 "Usually the juveniles come first in the fall," she said. "They're followed by the mature males and mature females. Females are the largest. You can tell a mature male by his swollen thumb pad which is really enlarged in the spring. The old frogs are the last. They wait until after the frost. Sometimes you can see them coming across the snow."

15 Migration for these frogs is a ghoulish nightmare. The frog ferry is one way to temporarily solve the problem. Frog Crossing signs are helpful for warning drivers, and have been installed in a few areas in the eastern United States and western Europe.

16 Toad tunnels are another way of dealing with the problem. Drift fences guide the animals to the tunnels under the road, allowing them to cross safely.

17 "I hope the highway department considers putting in a bridge or a large box tunnel when they upgrade the road in a few years," Linck added.

18 On dark, wet nights around Halloween, signs posted along County Road 19 say, "Beware of Frogs!" Although not accompanied by any trolls or goblins, the frogs can still be very dangerous.

37 What feeling does the author create in paragraphs 1 and 2? Use **two** details from the article to support your response.

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38 What is the main idea of paragraphs 15 through 18? Use **two** details from the article to support your response.

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GO ON

Directions

Read this article. Then answer questions 39 and 40.

Earthwatch is a group of volunteers who study horned lizards in Arizona. The volunteers are helping us to know more about these lizards.

Looking Out for Lizards

by Deborah Churchman

1 There are 13 different species (kinds) of horned lizards. Most of them live in warm, dry places from southern Canada to Central America. (The species in this story is called the Texas horned lizard.) Scientists don't know much about any of them.

2 They do know that there seem to be fewer and fewer of these lizards around. People are building roads, houses, and malls in many of the places where the lizards once lived. Plus, some kinds of pesky ants may be pushing out the lizards' favorite food—harvester ants.

3 To save these lizards, people need to know a lot more about where they are and what they need. And that's why the Earthwatch group was helping to study them.

Wicked Cool

4 A horned lizard is one wicked-looking dude, with its sharp spikes and tough skin. But it's really a fat, harmless little creature with a slow, gentle way of life.

5 Horned lizards waddle around and scarf up ants—as many as 170 of them in one day. It takes a long time each day to catch that many ants—and a big, tough stomach to digest them.

6 That big stomach slows the lizard down. The lizard can't dash away from enemies, so it uses other tricks to stay safe.

7 For example, if a hawk flies overhead, the lizard flattens itself on the ground. That way it casts no shadow. (Shadows act as easy-to-see outlines.) The lizard's colors also help it blend into its sandy desert home.

8 If the lizard is attacked, it puffs up and hisses. And if the attack is from a fox or coyote, the lizard may shoot blood out of its eyes! Sounds pretty creepy, huh? Plus, the blood tastes really bad.

9 Even if the enemy does get hold of the lizard, those prickles make it tough prey to swallow. Yowch!

Looking for Lizards

10 The first thing the volunteers did to study horned lizards was find them. That's a lot harder than you'd think! The Earthwatch volunteers had to walk around all day in the hot sun just to find 10. As they caught each one, they put it in a mesh bag to keep it safe. They also marked the place where it had been found.

11 They took the lizards back to the lab to weigh and measure them and put little backpacks on them. (The backpacks held tiny radio transmitters.) They gave each lizard a number and put the lizards back where they'd found them. The transmitters helped the volunteers find the lizards again a few days later. The volunteers used antennas to pick up beeps from the transmitters and follow them to the lizards.

12 Once they found the numbered lizards again, the volunteers spent four hours each day keeping track of each one. The volunteers had to be very careful not to bother the lizards. They wanted to see how each one normally acted. The volunteers wrote down what the lizards ate, when and where they ate it, and whether they hung out in the sun or shade.

Final Answers

13 Finally, the volunteers scooped up a lot of lizard droppings and took them back to the lab. There, they looked through a microscope to see what was in the droppings.

14 What they found were a lot of ant heads. If the volunteers looked carefully, they could figure out which species of harvester or other ants the lizards were eating. It was yucky work, but at least they were out of the sun!

15 On the last day, the volunteers caught all of their lizards again and took off the animals' backpacks. Then they gently carried each one back to where it was found and set it free. It was sad to say goodbye. But it was good to know that their work helped scientists understand more about what horned lizards need. The more scientists know, the easier it will be for them to help save these gentle little creatures.

GO ON

The Food Chain Gang

16 Texas horned lizards are part of a simple food chain. Plants such as mesquite (mess-KEET) grow seeds (1). Harvester ants eat the seeds (2). And horned lizards eat the harvester ants (3).

17 But when people move in, they often clear away the plants. That means fewer seeds to feed the ants—and fewer ants to feed horned lizards.

39 In the section "Looking for Lizards," why are the tools the workers use to study the lizards important? Use **two** details from the article to support your response.

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GO ON

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Both articles focus on animals that need help. Why do these animals need help? How is the help these animals need similar and different in both articles? Use details from **both** articles to support your response.

In your response, be sure to

- explain why the animals in both articles need help
- explain how the help these animals need is similar and different in both articles
- use details from **both** articles to support your response

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