FCAT Format
Weekly Assessment
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Introduction to the Weekly Assessment

The Weekly Assessment is designed to assess your students’ mastery of the skills taught throughout the week. The test questions use formats your students will encounter on the Florida Comprehensive Assessment Test (FCAT) in grade 4. Each test includes questions that cover the following areas:

- Vocabulary Strategies
- Reading Comprehension
- Spelling
- Grammar, Mechanics, and Usage

Purpose of the Weekly Assessment

Each week, there will be a new passage for students to read. The passage will be either fiction or nonfiction, depending on the genre of the core selection for the week. It will be followed by 15 questions that cover the skills for the week.

Providing students with a new read allows you to assess how well they have mastered the skills for the week. When students apply what they have learned, you can evaluate the degree of mastery they have achieved.

Using the Results to Inform Instruction

Use the results of the Weekly Assessment as a formative assessment tool to help monitor student progress. Information gathered by evaluating the results of this assessment also can be used to diagnose specific strengths and weaknesses of your students. If you use Weekly Assessment scores to help determine report card grades, then you can consider the tests to be summative assessments as well.
Each Weekly Assessment consists of 14 multiple-choice questions, and 1 constructed-response question. The format and length of the test is the same each week. You may want to explain each section of the test to students the first time you administer it.

- For the multiple-choice questions, students should fill in the circle next to the best answer. Remind students to fill in the circle completely for each answer.
- For the constructed-response questions, students should write their answers in the space provided on the page.

The Answer Keys to score the tests can be found on pages 369–377.

Sample score points for the constructed-response questions can be found on the web site at http://www.macmillanmh.com.

General Procedures

Before the test: Distribute copies of the Weekly Assessment.

Directions: Say: Write your name and the date on the cover of your test booklet. When all students are finished, say: Open the booklet to page 2. You will read a passage. Then carefully read the questions that follow. For each multiple-choice question, read all of the answer choices. Then fill in the circle next to the best answer. For the constructed-response question, you will write your answer in the space provided on the page. When you finish the last question, close your booklet and put your pencil down. You may begin now.

During the test: Monitor students’ test-taking behavior to make sure that each student is following the directions and writing responses in the correct places. Answer questions about procedures and materials, but do not help students answer questions.

After the test: Before collecting the papers, make sure that students have written their names on the cover of the test booklet.
Using the Student Evaluation Charts

After each Weekly Assessment there is a Student Evaluation Chart. It lists all of the skills covered and the number of the question that assesses each skill.

- In the column labeled “Number Correct,” fill in the point value for the questions answered correctly for each skill. Add the total number of points for correct responses and write the number for each subtest next to the total possible score.
- Add the scores for each skill (point value of the items answered correctly) to determine the total test score.
- To convert these raw test scores to percentages, see the Scoring Chart on the inside back cover of this book.

Multiple-choice questions are worth one point. Short-response questions are worth two points and extended-response questions are worth four points. Use the Constructed-Response Rubrics on page 378 to help score the constructed-response questions.

Evaluating the Scores

The primary focus of the Weekly Assessment is to measure students’ progress toward mastery of each skill. Scores that fall below the 80th percentile suggest that students require additional instruction before mastery of that skill can be achieved.

Evaluating the results of this assessment provides specific information about students’ daily instructional needs. We recommend that you use these results for instructional planning and reteaching opportunities. Compare these results with your own observations of students’ work and identify objectives that still need reinforcement. Incorporate these into your instructional plans for the coming week for individual, small-group, or whole-group instruction as indicated.
Directions for Taking the **Format Weekly Assessment**

This test contains 14 multiple-choice questions and 1 constructed-response question. A multiple-choice question is followed by several answer choices. Read all the answer choices under each question and decide which answer is correct. Fill in the bubble next to the answer choice you think is correct for each multiple-choice question. For the constructed-response question, write your answer in the space provided on the page. You will mark your answers in this book.
Name ________________________________

Date ________________________________

FCAT Format
Weekly Assessment
TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “The Missing Statue” before answering Numbers 1 through 9.

The Missing Statue

“I am exhausted and my feet are soaking wet!” shouted Mr. Jones. “I do not want to be questioned by a suspicious know-it-all!”

Mr. Green and Mrs. Smith also were upset. Simon Wise had awakened them early in the morning on one of his first assignments as a detective. Meanwhile, a huge storm raged outside.

Five minutes earlier, Mrs. Majors had said to Simon, “The statue in the living room is gone. Please help me. But please take into consideration that these people are my guests. I do not want anyone to feel insulted.”

Now Simon turned to Mr. Green. “Why did you go downstairs?” he asked.

“The storm woke me,” Mr. Green answered. “I was hungry, and so I went to the kitchen to eat a piece of cake.”

“And you, Mrs. Smith?” asked Simon.

“The storm woke me, too,” said Mrs. Smith. “Then I remembered that I had forgotten to take my pill for my allergies. I came downstairs to get a glass of water.”

“And you, Mr. Jones?”

“I heard a noise,” Mr. Jones replied. “I came downstairs to see what it was. Then I thought I heard someone outside, so I opened the door to see if anyone was there. That’s how I got wet.”
Simon Wise watched the guests carefully as he talked to them.

Simon studied their faces. “One of you is not telling the truth, and guilt will consume the liar.”

“I am not a liar!” cried Mrs. Smith. As she stood, a small piece of silver foil tumbled out of her pocket.

“I know who took the statue,” Simon told them.

He walked over to Mrs. Smith and picked up the foil. “This is the wrapper from your pill. You are telling the truth.”

Simon turned to Mr. Green and asked, “Did you enjoy your carrot cake?”

Mr. Green’s eyes opened wide. “How did you know it was carrot cake?”

Simon pointed to the brown crumbs that were still on Mr. Green’s robe. Then he turned to Mr. Jones. “You took the statue.”
“What a ridiculous statement! You cannot be serious, sir. You cannot accuse me of anything without sufficient evidence!” Mr. Jones roared.

“Then tell me, how did you get wet?” Simon asked.

“I already told you! When I opened the door to look outside, the wind blew rain on me.”

Simon shook his head and pointed to Mr. Jones’s soaked slippers. “If you merely had opened the door, your slippers would not be wet. They are wet because you were walking outside, looking for a place to hide the statue.”

It did not take Simon long to uncover the thief.

1 Read this sentence from the story.
   “I do not want to be questioned by a suspicious know-it-all!”
   What does the word *suspicious* mean?
   A smart  C doubting
   B angry  D dishonest

2 Read this sentence from the story.
   “Then I remembered that I had forgotten to take my pill for my allergies.”
   Which guide words would you look under to find the meaning of the word *allergies* in the dictionary?
   F art–avenue
   G abacus–aggravate
   H aardvark–alligator
   I angry–applesauce

3 Read this sentence from the story.
   “You cannot accuse me of anything without sufficient evidence!” Mr. Jones roared.
   The word *accuse* means
   A obey.  C blame.
   B bring.  D ignore.
Simon has enough evidence to accuse Mr. Jones of taking the statue. Where would you look to find the meaning of the word *evidence*?

- an atlas.
- a dictionary.
- a newspaper.
- an encyclopedia.

What is Simon’s MAIN problem?

- He must figure out who took the statue.
- He must figure out who went downstairs.
- He must figure out who ate the carrot cake.
- He must figure out who opened the front door.

What is Mr. Jones’s MAIN problem?

- He wants some cake but there is none left.
- He thinks that Mr. Green knows who has the statue.
- He can’t fall asleep because he’s afraid of the storm.
- He does not want Simon to figure out that he took the statue.
Based on the first picture and its caption, how can you tell that Simon is working on the case?

A. He is asking Mr. Green to leave.
B. He is forcing Mr. Jones to confess.
C. He is watching all the guests carefully.
D. He is convincing the thief to steal another statue.

Mrs. Majors wants Simon to find her missing statute and she also

F. wants her guests to go home.
G. wants Mrs. Smith to pick up the foil.
H. does not want her guests to feel insulted.
I. does not want to tell Simon the statue is missing.
How does Simon solve the case? Use details from the story to support your answer.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A flat
   B bluf
   C band
   D crunch

11 Read this sentence.
   He decided to put his mill next to the dock, even though many people told him that was an odd place to build it.
   Which underlined word is spelled incorrectly?
   F mill
   G odd
   H buld
   I dock

12 Which word is spelled incorrectly?
   A bell
   B grim
   C shelf
   D welth
Several students from my brother’s fifth-grade class went to the spelling bee this year. Do you know how many words you have to study to be in a spelling bee? when my brother told me, I could hardly believe it! i don’t know how they keep track of all those words? Even so, when I am in fifth grade next year, I want to be in the spelling bee, too.

What do these mean?

This type of symbol is in the Florida test to show a sentence number.

This symbol in the test shows a new paragraph.

The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
13 Which sentence is a question?
   ☐ sentence 1
   ☐ sentence 2
   ☐ sentence 3
   ☐ sentence 5

14 What is the correct way to write sentence 3?
   ☐ when my brother told me, I could hardly believe it
   ☐ when my brother told me, I could hardly believe it.
   ☐ When my brother told me, I could hardly believe it!
   ☐ When my brother told me, I could hardly believe it?

15 What is the correct way to write sentence 4?
   ☐ I don’t know how they keep track of all those words
   ☐ I don’t know how they keep track of all those words.
   ☐ I don’t know how they keep track of all those words.
   ☐ I don’t know how they keep track of all those words?
# Grade 4 • Unit 1 • Week 1

## Student Evaluation Chart

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<thead>
<tr>
<th>Tested Skills</th>
<th>Number Correct</th>
<th>Percent Correct</th>
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<tbody>
<tr>
<td><strong>Vocabulary Strategies:</strong> Synonyms, 1, 3; dictionary: unfamiliar words, 2, 4</td>
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<td><strong>Reading Comprehension:</strong> Problem and solution, 5, 6, 7, 8</td>
<td>/4</td>
<td>%</td>
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<tr>
<td>Short response: Problem and solution, 9</td>
<td>/2</td>
<td>%</td>
</tr>
<tr>
<td><strong>Spelling:</strong> Words with short vowels, 10, 11, 12</td>
<td>/3</td>
<td>%</td>
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<tr>
<td><strong>Grammar, Mechanics, and Usage:</strong> Sentences, 13, 15; sentence punctuation, 14</td>
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**Total Weekly Test Score** | /16 | % |

### Correlations

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<tr>
<th>Item</th>
<th>Assessed Benchmarks*</th>
<th>New Sunshine State Standards</th>
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</tbody>
</table>

* See benchmarks and standards on pages 379–384.
FCAT Format
Weekly Assessment
TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Did you know that the sun is really a star? It is a giant star at the center of our solar system. The sun is a large ball made of many kinds of gases. It gives light and heat to the planets that make up our solar system and spin around it.

The sun rises in the eastern sky each morning. It swallows up the eerie darkness from the night before. It chases away the moon and stars that lurk in the night sky. The shimmer and sparkle of sunlight mark the beginning of a new day. At the end of the day, the sun sets in the western sky. Then, night returns and the stars can be seen in the dark sky overhead.

Without the sun there would be no life on Earth as we know it. There would be no spiders spinning their silken webs. There would be no elephants lumbering across vast stretches of land.
All living things need the sun to survive. Plants use sunlight to make food. While doing this, they give off oxygen. Animals and people eat plants and breathe in oxygen. They breathe out carbon dioxide. Plants use carbon dioxide, energy from sunlight, and water to make more food.

People, animals, and plants are not the only things that depend on the sun. Earth’s climate and temperature depend on the sun, too. The temperature of a place on Earth depends on the position of the sun. It is cooler in the morning, when the sun is lower in the sky. As the sun rises, it becomes hotter. Then it cools down as the sun sets. Places near the equator are hot because the sun shines almost directly overhead at noon. Places near the North Pole and South Pole are cold because the sun does not rise high in the sky there.

Healthy trees and plants mean a healthier Earth.
Every 365 days Earth makes a trip around the sun. For six months, the northern half of Earth faces the sun. This causes spring and summer in that part of the world. For six months, the northern half of Earth points away from the sun. This causes fall and winter in that part of the world.

As you can see, the sun controls many things on Earth. It controls the food that we eat and the air that we breathe. Without the sun, nothing would be able to stay alive.
Now answer Numbers 1 through 9. Base your answers on the article “A Giant Star.”

1. Read this sentence from the article.
   
   The shimmer and sparkle of sunlight mark the beginning of a new day.

   Which word tells you what *shimmer* means?
   
   A. new  
   B. mark  
   C. sparkle  
   D. sunlight

2. Read this sentence from the article.
   
   It swallows up the eerie darkness from the night before.

   The word *eerie* means almost the same as
   
   F. sad.  
   G. loud.  
   H. dark.  
   I. strange.

3. Read this sentence.
   
   The stars lurk and hide in the night sky until the sun comes up.

   Which word helps you figure out what *lurk* means?
   
   A. sun  
   B. sky  
   C. hide  
   D. night
4. Read this sentence from the article.

   Earth's climate and temperature depend on the sun, too.

Which word helps you figure out the meaning of *climate*?

- sun
- Earth's
- depend
- temperature

5. What is the MAIN idea of the third paragraph of the article?

   - The sun is a large ball made of many gasses.
   - Living things on Earth need the sun to survive.
   - The sun is a star at the center of our solar system.
   - Animals and people eat plants and breathe in oxygen.

6. Plants make food by

   - making trips around the sun.
   - saving oxygen that people breathe.
   - using carbon dioxide, sunlight, and water.
   - turning the sun's energy into light and heat.
7 Based on the first picture and its caption, what does *orbit* mean?

- A. facing the sun
- B. number of days in a year
- C. a planet’s path around the sun
- D. number of planets in the solar system

8 What is the MAIN idea of the article?

- F. The sun controls many things on Earth.
- G. Plants change carbon dioxide into oxygen.
- H. Without the sun there would be no spiders.
- I. Humans survive in hot and cold temperatures.
The sun is a very important star. Use information and details from the article to explain:

• how the sun affects the seasons on Earth, and
• how the seasons affect people’s lives.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A graz
   B steak
   C flame
   D claim

11 Read this sentence.
   Jan put the clay pot in the crate today, because she didn’t want it to braik.
   Which underlined word is spelled incorrectly?
   F clay
   G braik
   H crate
   I today

12 Which word is spelled incorrectly?
   A rail
   B slate
   C strae
   D drain
Read and answer questions 13–15.

13 In which sentence below is all **punctuation** NOT correct?

- F Erica and Tamara go camping in the summer.
- G During the day they go swimming, hiking, and fishing.
- H At the end of the week, Erica Tamara and their father go back home.

14 Read the sentence in the box.

The three girls cannot find their red shirts.

What is the **simple subject** of the sentence in the box?

- A find
- B girls
- C shirts
Read the sentence in the box.

The cat and the dog were sleeping on the couch.

What is the **complete predicate** of the sentence in the box?

- **F** The cat and the dog
- **G** sleeping on the couch
- **H** were sleeping on the couch
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<tr>
<td>Punctuate types of subjects and predicates, 13; subjects and predicates, 14, 15</td>
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| Total Weekly Test Score | /18 | % |

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* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the article “Yellowstone” before answering Numbers 1 through 9.

Yellowstone

A national park is a special area set aside by a country. It protects plants and animals. It also protects natural beauty. People who visit a national park can take a journey through nature.

The world’s first national park was created in the United States in 1872. That year, President Ulysses S. Grant signed the law that set up Yellowstone National Park.

How did this come about? During the 1800s, trappers and hunters came back with tales of wonderful sights they had seen out west. They told stories of pools of hot water. They described a hill made of black glass. They spoke of columns of water bursting from the ground.

Some people did not believe these strange tales. So, in 1870, a group of men set out to see if the stories were true.

Yellowstone National Park occupies land in three states.
They were amazed by the land’s beauty. They decided to try to protect the land so everyone could enjoy it. The men wrote newspaper stories. They gave speeches and met with government officials. Yellowstone National Park came into being thanks to their hard work.

The park got its name from the yellow rocks found in the river that runs through it. Most of the park is in the northwest corner of Wyoming. Parts of the park also are in Montana and Idaho.

Old Faithful erupts on a regular, dependable schedule.

Yellowstone is a very popular park. It is famous for its geysers. These hot-water springs erupt and throw heated water and steam into the air. The park’s most famous geyser is called Old Faithful.
Yellowstone also is known for its wildlife. Most of its animals have wandered and roamed the park for many years. There are black bears, grizzly bears, and deer. Moose, bison, bighorn sheep, and mountain lions live there, too. Many kinds of fish can be found in the park’s rivers and streams. In addition, more than 275 kinds of birds can be seen in the park.

If we want to be able to enjoy our national parks for a long time, we have to do what we can to keep them beautiful and wild. We must preserve the balance of nature. Park visitors can help by making sure they do not hurt or disturb animals or plants. Also, people should not leave trash in the parks. If all visitors do their part, people will be able to enjoy Yellowstone and other parks like it for a long time to come.
Now answer Numbers 1 through 9. Base your answers on the article “Yellowstone.”

1. Which words in the first paragraph help you figure out the meaning of the word *natural*?
   - A. help protect
   - B. a special place
   - C. plants and animals
   - D. an area that is set aside

2. Which word below is a **compound word**?
   - F. region
   - G. animal
   - H. wildlife
   - I. national

3. Read this sentence from the article.
   
   Most of its animals have wandered and roamed the park for many years.
   
Which word helps you figure out the meaning of *roamed*?
   - A. most
   - B. years
   - C. animals
   - D. wandered
4 Read this sentence.

Be careful not to disturb the bison that live uphill.

Which word in the sentence is a **compound word**?

- ✘ bison
- ✑ uphill
- ✘ disturb
- ✑ careful

5 What is the MAIN idea of the second paragraph?

- A Yellowstone was the world's first national park.
- B There are many different animals in Yellowstone.
- C President Ulysses S. Grant led an interesting life.
- D There are different weather patterns in Yellowstone.

6 What kinds of wildlife live in Yellowstone?

- F only animals that can live in extreme cold
- G only animals that can live in extreme heat
- H bears, moose, deer, mountain lions, birds, and fish
- I lions, tigers, leopards, monkeys, parrots, and alligators
7. The caption of the second illustration explains that Yellowstone’s famous geyser is called Old Faithful because it
   A. hardly ever erupts.
   B. always erupts on schedule.
   C. is the tallest geyser in the park.
   D. was the first geyser found in the park.

8. This article is MAINLY about
   F. yellow rocks in the river.
   G. Yellowstone National Park.
   H. President Ulysses S. Grant.
   I. national parks around the world.
How can visitors help protect Yellowstone National Park? Use details from the article to support your answer.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A heal
   B thief
   C squeek
   D wheeze

11 Read this sentence.
   “Please,” the chief said, “do not breath a word about my brave deed.”
   Which underlined word is spelled incorrectly?
   F chief
   G deed
   H breeth
   I please

12 Which word is spelled incorrectly?
   A feet
   B peep
   C league
   D speach
Read and answer questions 13–15.

13 Which sentence below is a compound sentence?

- I watched the news, and I heard that tomorrow will be hot.
- Everyone from my school goes to the swimming pool on hot days.
- I cannot wait until it is cool enough to play football and soccer again.

14 Read the sentence in the box.

Jack went to the library, and he read two books in a few hours.

Which word joins two ideas in the sentence in the box?

- and
- read
- went
In which sentence below is all punctuation correct?

F My favorite color is blue but, my sister’s favorite color is yellow.

G My favorite color is blue, but my sister’s favorite color is yellow.

H My favorite color is blue but, my sister’s favorite color, is yellow.
# Grade 4 • Unit 1 • Week 3

## Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Read the story “Stopped in Space” before answering Numbers 1 through 9.

**Stopped in Space**

They were three weeks into their mission when it happened. A loud crash shook the spaceship. Then the entire ship went dark as they lost power. Minutes before, they were gliding smoothly forward. Now their speed was getting slower and slower. Soon the sleek spaceship was little more than a hulk of metal floating in endless space.

Parker called a meeting to talk about their situation. “We’ve been hit by a meteor,” he told Haley. “It punched a hole in our main fuel tank. We’ve lost all the fuel from that tank. We cannot operate the ship. We’re paralyzed.”

“That’s not our only problem,” Haley reported. “We also have an electrical short. That’s why we lost power. I’ve restored power, but we have no communications. We can’t call for help.”
“We haven’t lost the fuel in our spare tank,” said Parker. “Let’s try to get to the nearest base. The spare tank doesn’t have a lot of fuel, but I think we have enough to make it.”

“I don’t think we should do that,” protested Haley. “The electrical short might have affected the spare tank. If there’s still a short, turning on the engine could cause an explosion.”

“I’m not sure we have much choice,” Parker answered. “We can’t just sit here.”

“No, we can’t,” Haley agreed. “But we need to be sensible about this. Starting the engine is risky. When we don’t report in, they’ll send a rescue ship. Let’s wait.”

“We do have to be sensible,” replied Parker. “But we also need to be realistic. We’re floating in space. We’re off course. Let’s say they do send a rescue ship. By the time it gets to our last location, we could be halfway to the end of the universe. We’ll test for an electrical short before we turn on the engine.”

“What if we don’t find the short because our equipment isn’t working?” said Haley. “We’ll think it’s safe to turn on the engine. If it isn’t, we’ll have a much bigger problem than being off course.”
Parker thought it over, then said, “I’ve made my decision. We’re going to use the spare tank.”

An hour later, each astronaut waited anxiously as Parker turned on the engine. There was a loud hum and a crackle ... then fuel started flowing from the spare tank. They turned the ship and headed for the base.
Now answer Numbers 1 through 9. Base your answers on the story “Stopped in Space.”

1 Read this dictionary entry.

**operate** (op-ә-rә-te) *Verb.* 1. to make something work 2. to perform surgery 3. to direct a project 4. to produce a desired effect

In the pronunciation key above, *operate* has a

A. long a.  C. long o.
B. long e.  D. long u.

2 Which definition in the dictionary entry in Number 1 above gives the meaning of *operate* as it is used in the story?

F. definition 1
G. definition 2
H. definition 3
I. definition 4

3 Read these sentences from the story.

“We cannot operate the ship. We’re paralyzed.”

What does the word *paralyzed* mean?

A. lifeless  
B. restless  
C. careless  
D. helpless
4 Read this sentence from the story.

“But we need to be sensible about this.”

What does the word sensible mean?

F long
G kind
H weak
I smart

5 Who is the leader of the mission?

A Haley
B Parker
C the pilot of the rescue ship
D the ship’s communications officer

6 Which statement below BEST describes Haley?

F She likes to take chances.
G She doesn’t like to travel in space.
H She becomes confused very easily.
I She is very careful about what she does.
7 Which statement below BEST describes Parker?

A He is easily frightened.
B He has confidence in himself.
C He doesn’t think before he acts.
D He finds it hard to make decisions.

8 Why do Parker and Haley wait an hour BEFORE seeing if the spare tank will work?

F They continue to argue about what to do.
G They don’t know how to use the spare fuel tank.
H They run tests to see if there is still an electrical short.
I They decide to see if the rescue ship will come and get them.
9 How are Parker’s and Haley’s reactions to their situation DIFFERENT? How are their reactions ALIKE? Use details from the story to support your answer.

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Read and answer questions 10–12.

10 Read this sentence.

The slight extra wind helped the kite climb farther into the sky, pushing it to a new height.

Which underlined word is spelled incorrectly?

A kite  
B height  
C climb  
D slight

11 Which word is spelled incorrectly?

F pry  
G drive  
H insid  
I fright

12 Which word is spelled incorrectly?

A shi  
B sigh  
C twice  
D minding
A student wrote the story below. The story contains mistakes. Read the story to answer questions 13–15.

1. Ava overslept today. 2. She caught the bus on time. 3. Because she was running late, she forgot her homework. 4. After the bus dropped her off at school she called her mother. 5. Ava’s mother rushed to the school where Ava was waiting. 6. Ava thanked her mother and she hurried off to class. 7. Thinking about what had happened Ava decided that she would not oversleep again.

What do these mean?

1. This type of symbol is in the Florida test to show a sentence number.

This symbol in the test shows a new paragraph.

The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
What is the correct way to combine sentence 1 and sentence 2?

F Although, Ava overslept today she caught the bus on time.

G Although Ava overslept today, she caught the bus on time.

H Although Ava overslept today and she caught the bus on time.

I Although Ava overslept today and, she caught the bus on time.

Which sentence is not a complex sentence?

A sentence 3

B sentence 4

C sentence 5

D sentence 6

In which sentence is all punctuation correct?

F sentence 3

G sentence 4

H sentence 5

I sentence 7
# Grade 4 • Unit 1 • Week 4
## Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Name ________________________________
Date ________________________________

FCAT Format Weekly Assessment
TESTED SKILLS AND STRATEGIES

- Vocabulary Strategies
- Reading Comprehension
- Spelling
- Grammar, Mechanics, and Usage
Now they’d been waiting for what seemed like ages. Dale sounded more annoyed than he had been all day, if that was even possible. Jenna didn’t think Dale could be more unhappy, but now he sounded completely disgusted with how the day was going.

Dale and Jenna planned their day carefully.

Now they’d been waiting for what seemed like ages. Dale sounded more annoyed than he had been all day, if that was even possible. Jenna didn’t think Dale could be more unhappy, but now he sounded completely disgusted with how the day was going.
“Want to know why we’re not seeing any birds?” Dale asked. “Lucky is scaring them away.”

“That isn’t true,” Jenna replied. “He’s at the other end of the field.”

“Then why haven’t we seen any birds?”

“Give it a little time. I know it feels like we’ve been sitting here all day. But the truth is, we haven’t really been waiting that long. You didn’t expect to see them as soon as we got here, did you?”

Unlike Dale, Jenna was content to wait all day to see the herons.
“I always see herons when I come here. It has to be because of the dog. I knew we shouldn’t have brought him.”

“There was no way I was going leave Lucky home,” Jenna said. “He loves being out here.”

As if he knew they were talking about him, Lucky came racing over. His wagging tale brushed against Dale’s cheek. Dale let out a loud sigh to show how much this bothered him. Then Lucky licked Jenna’s face and lay down next to her.

Lucky was quiet for a minute. Then he sat up and whined twice. Jenna felt his big wet nose in her palm as he began to nuzzle her hand.

“This is great!” Dale grumbled. “Now he’ll scare them away for sure!”

Lucky’s deep bark echoed through the woods.

Suddenly there was the sound of wings flapping. A dozen birds scattered into the air, filling the sky above them.

“Wow! Look at all those herons!” Dale cried.

“They were there all the time,” Jenna said. “You just didn’t know it. Good thing we have Lucky with us!”
Now answer Numbers 1 through 9. Base your answers on the story “Lucky Birdwatchers.”

1 Which words in the second paragraph help you figure out the meaning of *downstream*?
   - A half an hour ago
   - B all their supplies
   - C following the river’s current
   - D looked at him to see if he had fallen asleep

2 What information in the second paragraph helps you figure out the meaning of the word *cluttered*?
   - F Lucky had not been a problem.
   - G Jenna promised that Lucky would behave.
   - H The crowded raft had barely enough room.
   - I They came down the river half an hour ago.

3 Read this sentence from the story.
   
   Jenna felt his big wet nose in her palm as he began to nuzzle her hand.

   The word *nuzzle* means almost the SAME as
   - A bite.
   - B push.
   - C scare.
   - D nibble.
Read this sentence from the story.

Then, a dozen birds scattered into the air, filling the sky above them.

The word scattered means

F hid in trees.
G made loud sounds.
H went in all directions.
I came together in a group.

Which statement below BEST describes Jenna?

A She is selfish.
B She is patient.
C She is very quiet.
D She is often angry.

Why is Dale upset with Lucky?

F Lucky is making a lot of noise.
G Lucky is jumping around on the raft.
H Dale thinks Lucky is scaring the birds.
I Dale thinks Lucky is being disobedient.
What is the setting of the story?

A. the middle of a river
B. the peak of a mountain
C. a field alongside a river
D. a campsite in the woods

Which statement below BEST describes Lucky?

F. He is not very friendly.
G. He never does what he’s told.
H. He is a friendly dog who likes to run around.
I. He is a shy dog who avoids getting close to people.
9 What kind of person is Dale? Use details and information from the story to support your answer.

[Blank lines for student response]
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   - A tole
   - B stove
   - C groan
   - D blown

11 Read this sentence.

   Meg chose to mold the fome so that it looked like stone.

   Which underlined word is spelled incorrectly?
   - F fome
   - G mold
   - H stone
   - I chose

12 Which word is spelled incorrectly?
   - A fold
   - B quot
   - C lower
   - D roasting
A student wrote the story below. The story contains mistakes. Read the story to answer questions 13–15.

1 It was Alfred’s first day at his new school, he wanted to make friends. 2 During lunch he sat down at a table by himself, ate his sandwich, and drunk his juice. 3 Before long a boy came up he asked if he could sit with Alfred. 4 As soon as they started talking, Alfred knew that he had found a new friend. 5 That was a year ago. 6 To this day. 7 They are still good friends.
13 What is the correct way to write sentence 1?
   A. It was Alfred’s first day at his new school he wanted to make friends.
   B. It was Alfred’s first day at his new school but he wanted to make friends.
   C. It was Alfred’s first day at his new school, and he wanted to make friends.
   D. It was Alfred’s first day at his new school and he wanted. To make friends.

14 Which sentence is a run-on sentence?
   F. sentence 2
   G. sentence 3
   H. sentence 4
   I. sentence 5

15 What is the BEST way to correct the fragment in sentence 6?
   A. To this day, they are still good friends.
   B. To this day they, are still good friends.
   C. To this day they are. Still good friends.
   D. To this day, they are still. Good friends.
Grade 4 • Unit 1 • Week 5

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*See benchmarks and standards on pages 379–384.*
Name ____________________________

Date ____________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “Swing and a...” before answering Numbers 1 through 9.

Swing and a...

It was Gordon’s first day on the baseball team. That, by itself, made him nervous. But today his team was facing Billy Fallon, the best pitcher in the league. Fallon’s fast ball was legendary. Gordon’s team had never won a game against him. And, as the game began, it seemed that today would be no different.

Fallon struck out the first three players on Gordon’s team. But in the second inning, their first batter managed to get on base with a single. The next player hit another single. Now they had two players on base!

Fallon struck out the next two batters. Then, Gordon was up. This was his chance to really help the team, but there already were two outs. He felt the pressure. He knew that if Fallon struck him out, the inning would be over.

“You don’t stand a chance,” the catcher muttered as Gordon walked up to the plate. Gordon knew the catcher was trying to make him nervous. Even so, it seemed as though the catcher had read his mind. Gordon didn’t think he could ever hit Fallon’s fast pitches, but he was sure going to try. He decided that he would ignore the catcher’s insult and put all of his attention on the ball. He swung the bat a few times to loosen up. Then he squared his shoulders, lifted his chin, and faced the pitcher.

Fallon’s first pitch came so fast that Gordon flinched. He hadn’t even seen the ball. Standing on the mound, Fallon gave him a self-satisfied smile.
“It doesn’t look like it’s going to happen,” the catcher said, snickering behind Gordon.

The second pitch blazed by so fast that it was in the catcher’s glove almost before Gordon knew that Fallon had thrown the ball. The fielders on the other team moved in from the outfield. There was no need to play this batter deep. He wasn’t going to hit the ball. Even if he did manage to hit it, the ball wasn’t going very far. With Fallon pitching, he wouldn’t even know where the ball was.

Gordon barely saw the third pitch, but something told him to swing hard. He felt the bat connect with the ball. Everyone gaped with wide eyes and open mouths as the ball sailed over the fence.

Gordon had hit a home run! The score was three to zero! It was the best his team had ever done against Billy Fallon.
When the inning was over, Fallon walked up to him.  
“That was a fluke!” he hissed.  
“Maybe it was,” Gordon admitted. “But the next time you face me, you won’t be so sure of yourself.”  
This time, it was Billy Fallon who flinched.
Now answer Numbers 1 through 9. Base your answers on the story “Swing and a...”

1. Read this sentence from the story.
   “You don’t stand a chance,” the catcher muttered as Gordon walked up to the plate.
   What does the word *muttered* mean?
   A. looked closely  
   B. shouted clearly  
   C. sang in a high voice  
   D. spoke in a low voice

2. Read this sentence from the story.
   “It doesn’t look like it’s going to happen,” the catcher said, snickering behind Gordon.
   Which word means almost the SAME as *snickering*?
   F. asking  
   H. laughing  
   G. talking  
   I. whispering

3. Read this sentence from the story.
   Everyone gaped with wide eyes and open mouths as the ball sailed over the fence.
   What does *gaped* mean?
   A. walked slowly  
   B. ran away in fear  
   C. stared in wonder  
   D. listened carefully
4 Read this sentence from the story.

“That was a fluke!” he hissed.

Which word could replace fluke in the sentence?

F habit
G talent
H training
I accident

5 The author describes the catcher snickering, Billy Fallon smiling, and the players in the field moving in after Gordon’s second strike.

Why does the author include these details in the story?

A to show that nothing important is happening
B to show that the author knows a lot about baseball
C to show that the players on the other team feel bad for Gordon
D to show that players on the other team do not think Gordon will hit the ball

6 Why did the author write the story “Swing and a…”?

F to persuade people to play baseball
G to inform the reader about how to pitch
H to teach new players how to hit a fast ball
I to entertain the reader with a story about sports
The author does not explain every detail in the story. This is MOST LIKELY because the author

- [ ] wants to surprise readers.
- [ ] is trying to confuse readers.
- [ ] wants readers to figure things out for themselves.
- [ ] does not fully understand all the details in the story.

At the end of the story, the author says that Billy Fallon “flinched” to show that

- [ ] Gordon got a lucky hit.
- [ ] Gordon’s team won the game.
- [ ] Billy is not so sure of himself as he was before.
- [ ] Billy does not want to pitch against Gordon’s team ever again.
9 Why does the author use baseball words and expressions in the story? Use details and information from the story to support your answer.

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________________________________________________________________________
10 Read this sentence.

In the kitchen, the chef had to choose which vegetable would be chopped first.

Which underlined word is spelled incorrectly?

A chef  
B kitchen  
C choose  
D chopped

11 Which word is spelled incorrectly?

F hitch  
G cheap  
H pitcher  
I branch

12 Which word is spelled incorrectly?

A patch  
B chatter  
C scetched  
D marching
Read and answer questions 13–15.

13 Read the sentences in the box.

On independence day sam visits his cousin Liz in georgia. They watch the fireworks over lake harding. Then he drives back to coral gables.

Which words in the sentences in the box should be capitalized?

- Sam, Cousin, Georgia, Harding, Coral
- Independence Day, Fireworks, Lake Harding
- Independence, Sam, Cousin, Fireworks, Harding
- Independence Day, Sam, Georgia, Lake Harding, Coral Gables
14 Read the sentence in the box.

**Tomorrow night Lee will take a bus to Miami to see his family.**

Which words in the sentence in the box are all *common nouns*?

- A night, Lee, bus
- B night, bus, family
- C Lee, Miami, family

15 In which sentence below is all *capitalization* correct?

- F On Memorial Day we went to Arizona and hiked down the Grand Canyon.
- G On memorial day We went to arizona and hiked down the Grand Canyon.
- H On Memorial Day we went to Arizona and hiked down the Grand Canyon.
Grade 4 • Unit 2 • Week 1
Student Evaluation Chart

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<thead>
<tr>
<th>Tested Skills</th>
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<td><strong>Spelling:</strong> Words with ch and tch, 10, 11, 12</td>
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| Correlations |
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| 2             | LA.A.1.2.3 | LA.4.1.6.8 |
| 3             | LA.A.1.2.3 | LA.4.1.6.3 |
| 4             | LA.A.1.2.3 | LA.4.1.6.8 |
| 5             | LA.A.2.2.2 | LA.4.1.7.2 |
| 6             | LA.A.2.2.2 | LA.4.1.7.2 |
| 7             | LA.A.2.2.2 | LA.4.1.7.2 |
| 8             | LA.A.2.2.2 | LA.4.1.7.2 |
| 9             | LA.A.2.2.2 | LA.4.1.7.2 |
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| 11            | LA.4.3.4.1 | LA.4.3.4.1 |
| 12            | LA.4.3.4.1 | LA.4.3.4.1 |
| 13            | LA.4.3.4.2 | LA.4.3.4.2 |
| 14            | LA.4.3.4.2 | LA.4.3.4.2 |
| 15            | LA.4.3.4.2 | LA.4.3.4.2 |

* See benchmarks and standards on pages 379–384.
Teresa did not understand everything she heard. If the adults had been talking in English, she would have understood even less. But, like her family, they had come from across the border to live in the United States. They all came in search of work opportunities in the United States. Many of them spoke very little English, so they spoke to each other in Spanish.

They were talking about something called a union. Teresa was not sure what unions were, but she knew that a union could make their lives better. She had heard workers in the fields talk about how a union could help them.

Tomorrow

Teresa was wide awake again as she lay in bed. She was listening to the adults talk in the next room. She had been doing this for the last two nights, since she first overheard them talking in these low, urgent voices.
Tonight, a stranger named Mr. Ramirez was doing most of the talking. Teresa did not know who he was. She had heard someone say that he had become a citizen of the United States. Teresa had heard her parents use that word. When they spoke the word *citizen*, there was always hope and longing in their voices.

In the next room, Mr. Ramirez was talking about a strike. Teresa knew what that was. It meant that everyone would stop working until they got things they wanted. Mr. Ramirez talked about other strikes. He said that some strikes had been successful, while others had not. He also said that some strikes went on for a long time.

He answered a few questions, then started talking about something else. Now he was speaking about a boycott. Teresa was glad when she heard someone ask what a boycott was. Mr. Ramirez explained that if there was a strike, the public would be asked to stop buying melons. Teresa’s father and many of their friends had jobs picking melons.
Mr. Ramirez answered a few more questions. Then Teresa could tell the meeting was coming to an end. Finally, Mr. Ramirez said that all the workers were going to vote on whether there would be a strike. He told them to think about everything he had said, because tomorrow was going to be a very important day.

After everyone left, Teresa lay in bed. She was unable to fall asleep. She was thinking about tomorrow.
Now answer Numbers 1 through 9. Base your answers on the story “Tomorrow.”

1 Read this sentence from the story.

But, like her family, they had come from across the border to live in the United States.

The word *border* means

A a bridge over a body of water.
B a line that separates two nations.
C a person who lives in two countries.
D the distance between two points on a map.

2 Read this sentence from the story.

They all came in search of work opportunities in the United States.

What does the word *opportunities* mean?

F places
G people
H chances
I countries

3 Read this dictionary entry.

**cit-i-zen** (sit’-ə-zen) *Noun.* resident [Anglo-French]

Which part of the dictionary entry tells the origin of the word *citizen*?

A *Noun*  
B resident  
C (sit’-ə-zen)  
D [Anglo-French]
Read this dictionary entry.

**boy-cott** (boi´-kot) *Noun.* organized refusal to do something [from Charles Boycott (1832–1897). When he denied farmers’ requests to lower rents, they refused to have anything to do with him]

Why is the word *boycott* named after Charles Boycott?

- He lived from 1832 to 1897.
- Farmers asked him to lower rents.
- He denied requests to lower farmers’ rents.
- The farmers would not have anything to do with him.

Why do the adults in the story talk to each other in “low, urgent voices”?

- They are planning a surprise party for Teresa.
- They do not want anyone to hear them speaking Spanish.
- They want Teresa to try to hear what they are talking about.
- They are excited and nervous as they make important decisions.

Mr. Ramirez MOST LIKELY is

- someone from the union.
- a man who pays the workers.
- someone from the government.
- a man who wants to buy melons.
7 Which reason BEST explains why Mr. Ramirez says that tomorrow is “a very important day”?

A Teresa will become a citizen.
B Teresa will start going to school.
C The workers will decide if they will strike.
D The workers will pick a new crop of melons.

8 Why is Teresa glad when someone asks what a boycott is?

F She does not know the word and now it will be explained.
G She wants to see if Mr. Ramirez knows what the word means.
H She thinks she knows the word and wants to see whether she is right.
I She has just made noise and thinks the adults know that she is listening to them.
9. Why is Teresa having trouble going to sleep? Does the reason why she cannot sleep change during the story? If so, why does it change? Use details from the story to support your answer.

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Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A bother
   B washer
   C nowear
   D headphone

11 Which word is spelled incorrectly?
   F whirl
   G brush
   H graph
   I thirtie

12 Read this sentence.
   After taking his fifth photo of the door,
   Mark took a picture of the whol shed.
   Which underlined word is spelled incorrectly?
   A fifth
   B shed
   C whol
   D photo
Read the story “First Day of Vacation.” Choose the word or words that correctly complete questions 13 and 14.

**First Day of Vacation**

As our plane landed in Orlando, I saw sandy beaches from the window. We rented a car and drove to the hotel. It had two (13) and a (14). We put on our bathing suits and went downstairs. Then we had to make a decision. Did we want to swim in a lake or a pool? We chose the lake. Tomorrow, we’ll try the pools. This is going to be a really great vacation!

13 Which answer should go in blank (13)?
- a heated pool
- b heated pools
- c heateds pools

14 Which answer should go in blank (14)?
- a giant lake
- b giant lakes
- c giants lakes
Read and answer question 15.

15 In which sentence below is all punctuation correct?

- F We took pictures of lions monkeys and seals at the zoo in Tampa.
- G We took pictures of lions monkeys, and seals at the zoo in Tampa.
- H We took pictures of lions, monkeys, and seals at the zoo in Tampa.
## Grade 4 • Unit 2 • Week 2
### Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Name ________________________________

Date ________________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the article “The Clay Army” before answering Numbers 1 through 9.

**The Clay Army**

Thousands of years ago, a powerful king named Qin Shi Huangdi ruled China. He belonged to one of China’s great dynasties, or ruling families. He is famous today, but not for the same reasons as other kings. Some kings became famous for the temples they built. Others are famous for their ideas. Qin Shi Huangdi is famous for a different reason. He is famous for the army he left behind when he died.

Qin Shi Huangdi was a great general who defeated many enemies. He believed that his enemies might attack him after he died. For that reason, he did not want to be buried alone. He thought that if he had an army with him, he would be safe.

He ordered his workers to make thousands of clay soldiers. These soldiers looked just like a real army. Each clay soldier was as big as a real person. Many of them had real weapons. When Qin Shi Huangdi died, his body was placed in a huge tomb. The clay soldiers were put in the tomb with him. They were lined up in rows like a real army.

After a while, people forgot about the tomb. Then, thousands of years later, a group of workers who were digging a well found very old pieces of clay. Scientists thought these pieces of clay might be an important part of China’s history. They went to that part of China and started digging deeper. What they discovered amazed them. They had found the tomb of Qin Shi Huangdi.
Today, the tomb is a museum. The museum has three sections that have soldiers. The largest section has more than 6,000 soldiers and horses. They are arranged in columns. Another section has about 1,000 soldiers and about 90 chariots.
Scientists were overjoyed that the tomb was found. With this discovery, they would be able to protect it so that other generations could learn about it. Now, people from all over the world visit the tomb to see this famous clay army.

Many of the soldiers look just as they did when they were put in the tomb. Some of the soldiers are on horses. Some look angry. Others hold weapons. Some soldiers look as if they are ready to fight. There also are more than 10,000 weapons in the tomb. These include swords, daggers, spears, and axes.
Now answer Numbers 1 through 9. Base your answers on the article “The Clay Army.”

1 Read this sentence from the article.

   Scientists were overjoyed that the tomb was found.

   The word *overjoyed* means
   
   A) angry.
   B) happy.
   C) frustrated.
   D) disappointed.

2 Read this sentence from the article.

   He is famous for the army he left behind when he died.

   The **plural** of the word *army* is
   
   F) arms.
   G) armys.
   H) armies.
   I) armees.

3 In which word below does the *y* change to an *i* when it becomes **plural**?

   A) clay
   B) body
   C) many
   D) angry
4 Read this sentence from the article.

*With this discovery, they would be able to preserve an important part of China’s heritage.*

Which words in the last paragraph help explain the meaning of *preserve*?

- F protect it
- G was found
- H learn about it
- I famous clay army

5 What is the MOST important fact in the first paragraph?

- A Qin Shi Huangdi was a powerful king.
- B Qin Shi Huangdi lived thousands of years ago.
- C Qin Shi Huangdi belonged to one of China’s great ruling families.
- D Qin Shi Huangdi is famous for the army he left behind when he died.

6 Why are the details in the fourth paragraph important?

- F They describe where the tomb is.
- G They explain what is in the tomb.
- H They talk about Qin Shi Huangdi.
- I They tell how the tomb was found.
Which statement below is NOT a fact about the soldiers found in Qin Shi Huangdi’s tomb?

A. The soldiers are lined up in rows.
B. Some soldiers are sitting on horses.
C. The soldiers are the size of real people.
D. Some soldiers are made of silver and gold.

What is the MOST important information in the fifth and sixth paragraphs of the article?

F. how to visit the tomb
G. where the tomb is located
H. what it looks like inside the tomb
I. what kinds of weapons Qin Shi Huangdi had
Choose three facts about Qin Shi Huangdi from the second paragraph and tell why they are important. Support your answer with details from the article.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A throat  
   B sprang  
   C shrinck  
   D straighten

11 Read this sentence.
   Lisa decided to sprawl in the sand but Hal was looking for a bigger thril, so he started splashing in the waves and soon began to shriek with joy.

Which underlined word is spelled incorrectly?
   F thril  
   G shriek  
   H sprawl  
   I splashing

12 Which word is spelled incorrectly?
   A throb  
   B strand  
   C sprout  
   D screach
Read the article “The New Zoo.” Choose the word or words that correctly complete questions 13–15.

The New Zoo

The city zoo will soon have new cages and pens for its animals. This month, we will build bigger cages for the tigers, lions, and monkeys. Next month, we will build a new barnyard for the chickens and (13). At the end of the year, we will build new pens for the deer and the (14). These (15) a better zoo experience. Be sure and come to the newer, bigger city zoo!

13 Which answer should go in blank (13)?
   - F goose
   - G geese
   - H gooses

14 Which answer should go in blank (14)?
   - A sheep
   - B sheeps
   - C sheepes

15 Which answer should go in blank (15)?
   - F change will give visitor
   - G changes will give visitor
   - H changes will give visitors
### Grade 4 • Unit 2 • Week 3
#### Student Evaluation Chart

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| Total Weekly Test Score | /16 | % |

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* See benchmarks and standards on pages 379–384.
Grade 4 • Unit 2 • Week 4

Name ________________________________

Date ________________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the article “What’s Next?” before answering Numbers 1 through 9.

What’s Next?

People have been inventing things for thousands of years. A whirlwind of inventions has become part of our daily lives. Some of them are extremely useful. Others might be considered hilarious. The silly inventions often don’t get much attention. But the really useful ones can make an enormous difference in the way we live.

Thinking about all these inventions can make a person feel dizzy, yet it also can make us aware of just how much inventions change our lives. Can you imagine what your life would be like without electric lights, television, computers, or automobiles? Nowadays, we do not even think about all these handy things that give us so much independence. There was a time, though, when they did not exist.

Before the wheel was invented, people had to carry loads on their backs. They also had to drag heavy things behind them. With the wheel, people were able to build carts and wagons. This helped them move heavy things much more easily. It also helped them move larger loads.

Before the seed drill, farmers planted seeds by simply throwing them on the ground. This wasted a lot of seeds. When the seed drill came along, farmers could make straight rows of holes in the ground. Then they could drop their seeds into these holes. Farmers used fewer seeds, and had more control over where they planted crops. This helped them grow more crops, which meant more food for people.
The first cars had to be started using a hand crank. This crank sometimes was hard to turn. It was not convenient in rain and cold weather. Charles Kettering was convinced that there had to be a better way. He invented the electric self-starter. This invention made it possible for people to start a car’s engine by pushing a button.

A hand crank was used to start cars before Charles Kettering invented the electric self-starter in 1911.
While flying a kite during a storm, Ben Franklin discovered that lightning conducts electricity. This little bit of creative mischief led him to invent the lightning rod. Before his invention, people had problems protecting their houses from lightning damage. The lightning rod protects buildings and ships from lightning damage. It has saved a lot of property from being destroyed, and it has saved many lives.

Buildings were at greater risk of fires caused by lightning before Ben Franklin invented the lightning rod in 1752.

We welcome inventions that make our lives safer, better, and easier. Even silly inventions have their place. Think about how far all our inventions have brought us. Can you imagine the exciting things that might be next?
Now answer Numbers 1 through 9. Base your answers on the article “What’s Next?”

1. Read this sentence from the article.
   Nowadays, we do not even think about all these handy things that give us so much independence.

   The word *independence* means
   
   A. trouble.  
   B. sadness.  
   C. freedom.  
   D. responsibility.

2. What is the BEST place to find the meaning of the idiom *break a leg*?
   
   F. in a thesaurus under *break*  
   G. in a dictionary under *break*  
   H. in an almanac under *break a leg*  
   I. in an encyclopedia under *break a leg*

3. Read this sentence from the article.
   Charles Kettering was convinced that there had to be a better way.

   The word *convinced* means
   
   A. sure.  
   B. careful.  
   C. stubborn.  
   D. wondering.
4 The article describes more than one invention that “comes in handy.”

What does *comes in handy* mean?

- ☐ is silly
- ☐ is useful
- ☐ is expensive
- ☐ is unnecessary

5 The invention of the wheel helped people

- ☐ farm land in wet and rainy weather.
- ☐ hunt animals that ran faster than people.
- ☐ move heavy loads from one place to another.
- ☐ decide where crops were going to be planted.

6 Which invention solved the problem of needing to turn a car’s hand crank?

- ☐ the seed drill
- ☐ the car engine
- ☐ the computer printer
- ☐ the electric self-starter
7 Which statement below tells how the seed drill helped farmers?

A It told farmers when it would rain.
B It helped crops grow faster and taller.
C It controlled the way grass grew on farms.
D It helped farmers control where they planted seeds.

8 The MAIN way an invention makes life better is by

F solving a problem.
G creating a problem.
H making people laugh.
I bringing people together.
Ben Franklin made a discovery that gave him the idea for an invention. What problem did that invention help solve? Use information from the article to support your answer.

________________________________________________________________________

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________________________________________________________________________
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   - A dart
   - B worn
   - C guard
   - D boare

11 Which word is spelled incorrectly?
   - F fort
   - G smart
   - H charge
   - I stormey

12 Read this sentence.
   There was a spark of excitement in the air on Saturday morning as Amanda walked down the red carpet to receive her award.

Which underlined word is spelled incorrectly?
   - A spark
   - B award
   - C carpett
   - D morning
Read the story “Pat’s Room.” Choose the word or words that correctly complete questions 13 and 14.

Pat’s Room

My best (13) room is a great place to be on a rainy afternoon. The (14) walls are painted yellow. That’s one of my favorite colors. Pat has a lot of books and games, so there’s always plenty for us to do. Sometimes we lie on the bed and read. Sometimes we sit on the floor and play a game. Next year, I’ll have my own room. I’m thinking of painting it yellow.

13 Which answer should go in blank (13)?
- F friend
- G friends
- H friend’s

14 Which answer should go in blank (14)?
- A rooms
- B room’s
- C rooms’

Go On
Read and answer question 15.

15 In which sentence below is all punctuation correct?

F The name of Allan’s favorite book is the pilot’s dog.
G The name of Allan’s favorite book is The Pilot’s Dog.
H The name of Allan’s favorite book is The Pilot’s Dog.
# Grade 4 • Unit 2 • Week 4

## Student Evaluation Chart

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<td><strong>Short response:</strong> Problem and solution, 9</td>
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<tr>
<td><strong>Spelling:</strong> Words with /ôr/ and /ärl/, 10, 11, 12</td>
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*See benchmarks and standards on pages 379–384.
Grade 4 • Unit 2 • Week 5

Name _______________________________________

Date _______________________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “Sadie Says Hello” before answering Numbers 1 through 9.

**Sadie Says Hello**

Howard had been counting the weekdays until today. Finally, it was Friday, the first day of the town’s big pet festival. Howard’s pet snake, Sadie, was going to be in the festival. He knew that she would be a big hit. He had gotten her a new cardboard box, just for the occasion.

He could barely contain his excitement as he put the box next to the front door. He placed Sadie in the box and made sure she was comfortable. Then he waited for his mother to finish getting ready.

Howard and his mother were about to leave when their neighbor, Mrs. Brent, rang the doorbell. Mrs. Brent was a very nervous person. She made Howard nervous, too. As his mother and Mrs. Brent greeted each other, Howard decided that this was the ideal opportunity to get a glass of juice. He headed for the kitchen, leaving his mother and Mrs. Brent talking by the door.
Howard went into the kitchen and poured himself a large glass of orange juice. He drank it very slowly. He wanted to give his mother and Mrs. Brent plenty of time to talk. When Howard returned from the kitchen, he looked at Sadie’s box. It was empty! Then he saw a slight movement out of the corner of his eye. Sadie had slithered out of the box and was headed straight for Mrs. Brent!

She had not seen Sadie yet. Maybe Howard could do something before it was too late. He rushed forward, but not soon enough. Mrs. Brent felt something on her foot and looked down. “Oh my goodness, a snake!” she screamed.

“Don’t worry, Mrs. Brent. She’s harmless,” Howard said. “Just keep still and she’ll go away. She won’t hurt you.” He scooped Sadie up and put her back in her box.
“No snake is harmless!” said Mrs. Brent. “Did it bite me? Am I all right? Should we call an ambulance? Oh, I think I may faint!”

Howard knew that Sadie had not hurt Mrs. Brent. Sadie would not hurt anyone. But he saw that Mrs. Brent’s fear was genuine. She really thought Sadie was dangerous.

“Please don’t worry. Everything is all right,” Howard’s mother assured her. “And my son is going to apologize right now. Aren’t you, Howard?”

Howard was not quite sure why he should apologize. But one look at his mother told him he had better do it.

“I’m sorry, Mrs. Brent,” he said. “Sadie just wanted to say hello.”

“Stop that foolish talk! How in the world does a snake say hello?” Mrs. Brent asked.

By curling around you, Howard thought to himself. But he decided it would be better if he did not say that to Mrs. Brent.
Now answer Numbers 1 through 9. Base your answers on the story “Sadie Says Hello.”

1. Read this sentence from the story.
   
   Sadie had slithered out of the box and was headed straight for Mrs. Brent!

   What is the base word in slithered?
   
   A lit
   B here
   C there
   D slither

2. Read this sentence from the story.
   
   “No snake is harmless!” said Mrs. Brent.

   The base word in harmless is
   
   F less.
   G arm.
   H harm.
   I armless.

3. Read this sentence from the story.
   
   But he saw that Mrs. Brent’s fear was genuine.

   The word genuine means almost the SAME as
   
   A real.
   B fake.
   C special.
   D necessary.
Read these sentences from the story.

Howard was not quite sure why he should apologize. But one look at his mother told him he had better do it.

Which words in the last three paragraphs help you figure out what apologize means?

F say hello
G I’m sorry
H foolish talk
I thought to himself

Which statement BEST explains why Howard is excited at the beginning of the story?

A It is the first day of school.
B He wants to show Mrs. Brent his snake.
C He is proud that Sadie will be in the festival.
D It is time to get Sadie a bigger cardboard box.

Which statement BEST explains why Howard gets a glass of juice when Mrs. Brent arrives?

F He knows she does not like snakes.
G She is upset with him about something.
H She always says something mean to him.
I He does not feel very comfortable around her.
Howard’s mother MOST LIKELY wants him to apologize to Mrs. Brent because

- it will make Mrs. Brent feel a little better.
- it was Mrs. Brent’s fault that Sadie got loose.
- Howard’s mother had asked Mrs. Brent to visit her.
- Mrs. Brent had told Howard not to put Sadie in the box.

In the second picture, what is Howard MOST LIKELY going to do as he rushes forward?

- pick Sadie up
- apologize immediately
- push Mrs. Brent out of the way
- run out the door before Mrs. Brent sees Sadie
9 Why does Howard decide to keep his thoughts to himself at the end of the story? Use details and information from the story to support your answer.
Read and answer questions 10–12.

10. Which word is spelled incorrectly?
   - A) gear
   - B) mere
   - C) scare
   - D) chear

11. Read this sentence.
   He crept up to the beast’s lair with a speer in one hand, a snare in the other, and fear in his heart.
   Which underlined word is spelled incorrectly?
   - F) lair
   - G) fear
   - H) snare
   - I) speer

12. Which word is spelled incorrectly?
   - A) hear
   - B) area
   - C) career
   - D) compair
Read the story “Wall Art.” Choose the word or words that correctly complete questions 13 and 14.

**Wall Art**

Last week, (13) at Sunrise Central School decided to do a group art project. They voted to paint a big picture on the (14) back wall. Ms. Tam, their art teacher, directed the project. She helped the boys and girls gather supplies. She gave advice that improved everyone’s work. When the picture was finished, everyone agreed that the young artists had done a wonderful job. People from all over the neighborhood came to admire their work.

13 Which answer should go in blank (13)?
   - (F) student
   - (G) students
   - (H) student’s

14 Which answer should go in blank (14)?
   - (A) building
   - (B) buildings
   - (C) building’s
Read and answer question 15.

15 Read the letter in the box.

Dear Lisa Grant.
      I will be in Sarasota on Thursday, Nov. 3, for a meeting with Ms Parker. Can we meet for lunch at 2:00 P.M. on Swift Rd.?

Sincerely,
       Don Rawls

In which part of the letter is all punctuation correct?

- Sincerely,
- Ms Parker
- Dear Lisa Grant.
Grade 4 • Unit 2 • Week 5

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**Correlations**

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</table>

* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “What Did She Want?” before answering Numbers 1 through 9.

**What Did She Want?**

Dan studied the tracks on the ground. For the third night in a row, the adult bear had returned. Was she here because she was just looking for an easy meal? Or was she here because of the cub locked in the pen? If that was the reason, what did she want with the cub?

Dan thought about the cub. He knew there was a lot the cub could learn from an adult bear. He did not want to disturb or interfere with the bears getting to know each
other. But the cub had been brought in injured. As the cub’s guardian, Dan had a responsibility to make sure that the cub was safe. Perhaps he had been hurt by this very bear. On the other hand, what if the adult were friendly? She could teach the cub things he had to learn if he were to live in the wilderness. Dan decided it was worth taking a chance. He would let the adult bear near the cub. But he would be ready for trouble, if this turned out to be a mistake.

That night, Dan waited in the shadows near the pen. In his hand was a big flashlight. If the adult bear tried to hurt the cub, he would try to scare her off with the light. If that did not work, he had a loud horn with him. He thought that the sudden noise from the horn would drive her away.

Dan did not have to wait very long. Soon there was a rustling in the woods. Then the adult proclaimed her presence with a low growl and emerged from behind a tree. She was agile and healthy. Dan hoped she would scare easily.
As soon as the cub heard her growl, he perked up and started toward the fence in an awkward run. When the two bears met at the fence, the adult stood and put her front paws against it. The cub tried to do the same, but tottered and fell forward. The adult bear snorted. Dan was not sure what the snort meant. Then the cub stuck his nose through the fence in a friendly greeting. How would the adult respond? Dan’s heart raced. He raised the flashlight and the horn, ready to act.

The adult leaned forward and gently rubbed her nose against the cub. Dan lowered the flashlight. Everything was going to be fine.
Now answer Numbers 1 through 9. Base your answers on the story “What Did She Want?”

1 Read this sentence from the story.

   He did not want to disturb or interfere with the bears getting to know each other.

Which words in the sentence help you figure out what *interfere* means?

A not want
B to disturb
C each other
D getting to know

2 Read this sentence from the story.

   As the cub’s guardian, Dan had a responsibility to make sure that the cub was safe.

What does the word *guardian* mean?

E hunter
F explorer
G enemy
H protector

3 Read this sentence from the story.

   Then the adult proclaimed her presence with a low growl and emerged from behind a tree.

What does *proclaimed* mean?

A hid
B waited
C escaped
D announced

GoOn
4 Read this sentence from the story.

As soon as the cub heard her growl, he perked up and started toward the fence in an awkward run.

The word *awkward* means

F) clumsy.
G) painful.
H) graceful.
I) comfortable.

5 Why did the author MOST LIKELY write this story?

A) to show people how to behave at the zoo
B) to inform the reader about extinct animals
C) to persuade the reader to give money to zoos
D) to entertain the reader with a story about bears

6 The author asks questions at the beginning of the story to

F) help people remember the story.
G) get the reader interested in the story.
H) find out if the reader can answer them.
I) see how much the reader knows about bears.
7 Why does the author use a question as the title of the story?

A to get an answer from the reader
B to see if the reader is paying attention
C to create suspense before the story begins
D to tell the reader that the end of the story is uncertain

8 In the fourth paragraph, the reader learns that the adult bear is agile and healthy and that Dan hopes she will scare easily.

Why does the author include these details?

F to make it clear that Dan is very brave
G to hint that Dan fears that his plan might fail
H to show that this bear already had hurt the cub
I to suggest that the bear is getting ready to attack Dan
Why does the author have Dan lower his flashlight at the end of the story? Use details from the story to support your answer.

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________
Read and answer questions 10–12.

10. Which word is spelled incorrectly?
   A) birth  
   B) curve  
   C) sternly  
   D) serpent

11. Which word is spelled incorrectly?
   F) curl  
   G) pearl  
   H) worse  
   I) purpus

12. Read this sentence.
    
    Standing at the curb, Marie began to twerl her purse as she held it in front of her shirt.
    
Which underlined word is spelled incorrectly?
   A) curb  
   B) shirt  
   C) twerl  
   D) purse
Read and answer questions 13–15.

13 Read the sentence in the box.

**Tom helps Linda with her homework.**

Which underlined word in the sentence in the box is an **action verb**?

- helps
- Linda
- homework

14 Read the sentence in the box.

**I bought a canvas on Friday, painted the picture this morning, and will send it tomorrow.**

Which underlined word in the sentence in the box is NOT an **action verb**?

- send
- bought
- morning
15 In which sentence below is all punctuation correct?

F “It is getting late, Mark said.”

G “We need to” head home, he continued.

H “I don’t want to get in trouble,” he cried as he got on his bike.
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* See benchmarks and standards on pages 379–384.
Name

Date

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Rosa Parks was a black woman who helped start the Civil Rights movement in a very simple way. She refused to give up her seat on a bus just because she was required to because of her skin color.

That was in 1955, when segregation was a way of life in the American South. Under segregation, black people could not go to the same hospitals or restaurants as white people.

They could not go to the same restaurants. They could not use the same water fountains. Black children did not attend the same schools or use the same playgrounds as white children.

Segregation also meant that black people had to ride in the back of public buses. In Montgomery, Alabama, even if a black person was seated in the back of the bus, he or she had to give up that seat if the front seats were taken and a white person wanted to sit down. Black people followed these rules every day. But one day, Rose Parks refused. When she refused to give up her seat to a white man, she was arrested.

Such unfair treatment of black people had been going on for hundreds of years. It began when their ancestors were forced into slavery. Some people saw the injustice of segregation. Others did not. There were numerous challenges in court, but Southern states avoided ending segregation.
The bus driver had ordered Rosa Parks to give up her seat. The official charge against her was “refusing to obey orders of bus driver.”

Parks’s challenge was not meant to result in a court case. That day on the bus, it is likely that the riders had little idea that they were watching history being made. The people on the bus probably were unsuspecting about what Parks’s actions would lead to. After she was arrested, black leaders in Montgomery organized a boycott of the city bus system. The boycott was led by Dr. Martin Luther King, Jr.

For 382 days, black people refused to ride the Montgomery city buses. They found other ways to get to work and school. They walked and rode bicycles. They rode with people who had cars. As the boycott went on, it grew bigger. Finally, the United States Supreme Court said that segregated seating on city buses was against the Constitution.
Rosa Parks continued her civil rights work for the rest of her life. She became a well-known activist who spoke out for the rights of African Americans. In 1999, she was awarded a Congressional Gold Medal of Honor, the highest award given by the government of the United States.
Now answer Numbers 1 through 9. Base your answers on the article “Standing Up to Segregation.”

1. Read this sentence.
   We waited patiently for the bus driver to reappear.
   What does the prefix re- mean in reappear?
   A. not
   B. large
   C. again
   D. always

2. When the prefix un- is added to the word fair, it forms a new word that means
   F. not fair.
   G. fair again.
   H. always fair.
   I. fair enough.

3. Read this sentence from the article.
   There were numerous challenges in court, but Southern states avoided ending segregation.
   The word numerous means
   A. few.
   B. many.
   C. public.
   D. private.
4 Read this sentence from the article.

The people on the bus probably were unsuspecting about what Parks’s actions would lead to.

What does the word unsuspecting mean?

☐ happy
☐ blaming
☐ not guilty of
☐ not imagining

5 In the second paragraph, the author wants to

☐ persuade the reader to boycott local buses.
☐ explain the history of slavery in the United States.
☐ entertain the reader with stories about Parks’s life.
☐ give the reader an idea of what segregation was like.

6 Why does the author call the article “Standing Up to Segregation”?

☐ to say that Rosa Parks fought segregation
☐ to say that Rosa Parks deserved to be arrested
☐ to show that Rosa Parks respected segregation
☐ to show that Rosa Parks always obeyed the law
7 The author included these two pictures with the article to

A prove that Rosa Parks was arrested.
B entertain the reader with illustrations.
C make the reader feel sorry for Rosa Parks.
D show how much Rosa Parks accomplished.

8 “Standing Up to Segregation” was written MAINLY to

F teach people how to ride a public bus.
G entertain readers with a fictional story.
H inform people about the Montgomery bus boycott.
I persuade the reader to visit Montgomery, Alabama.
Why did the author include details about slavery in an article about segregation? Use details and information from the article to support your answer.

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Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   - A riggle
   - B knives
   - C combs
   - D honest

11 Read this sentence.
   The **plumber** had no **doubt** about which **wrench** to use as he began to **neel** by the sink.
   Which underlined word is spelled incorrectly?
   - F neel
   - G doubt
   - H wrench
   - I plumber

12 Which word is spelled incorrectly?
   - A thums
   - B known
   - C answer
   - D wrinkle
Ruth and Darcy go to the same school. Last year, Ruth was on the basketball team and Darcy played soccer. This year, both of them joined the swimming team. They decided to try out for the team after they met the coach. She’s a champion swimmer. Ruth and Darcy know she holds a world record and hope she can teach them a lot. By the end of the year, they’ll both be much better swimmers.

13 Which answer should go in blank (13)?
- F plays
- G played
- H playing

14 Which answer should go in blank (14)?
- A join
- B joining
- C will join

15 Which answer should go in blank (15)?
- F know she hold
- G know she holds
- H knows she hold
### Student Evaluation Chart

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<tr>
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<td><strong>Spelling:</strong> Words with silent letters, 10, 11, 12</td>
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| **Total Weekly Test Score** | /16 | % |

### Correlations

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* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

Tested Skills and Strategies

- Vocabulary Strategies
- Reading Comprehension
- Spelling
- Grammar, Mechanics, and Usage
Read the article “Young Thomas Edison” before answering Numbers 1 through 9.

Young Thomas Edison

The name Thomas Edison has come to stand for inventions that greatly helped people. A look at his early life shows us that even when he was young he liked to make things.

Edison was born in 1847. His mother had been a teacher. Instead of sending Thomas to school, she educated him at home. Judging by what he eventually accomplished, she did a very good job.

As a boy, Edison loved to read science books. The books made him ask questions. He wanted to know how things worked. He started to build models of things. He built a working sawmill. He also built a working train engine. Both models ran on steam.

Edison did not invent the lightbulb, but he greatly improved it. His lightbulb was safe, inexpensive, and easy to use.
Young Edison was an enterprising boy. He was always ready to start a new business venture. His father had a farm. Edison raised vegetables and sold them in town. When he was 12, he sold food and newspapers on trains. He later identified a way to help his business grow. He had other people sell things for him.

As a teen, Edison started his own newspaper, which he called the *Weekly Herald*. At this time, he began to have problems with his hearing. As he grew older, his hearing would become worse and worse. Later in life, he had a lot of trouble hearing people unless they shouted. However, these problems did not stop him from constantly trying to improve the world around him.

When he was 15 years old, Tom saved a boy’s life by pulling him out of the path of a train. The boy’s father was a telegraph operator. As a reward for saving his son, he taught Tom how to operate a telegraph. Edison worked hard, and his persistence paid off. He got jobs working as a telegraph operator, sending and receiving messages.

Working as a telegraph operator was another learning opportunity for Edison. He sent and received messages from people all over the country. This helped him learn a great deal about what
was going on in the world. He also used it as an opportunity to learn all about the telegraph and how it worked. He began to think of ways to make it better. He started doing his own experiments with telegraph equipment.

Later, he moved to Boston. He started making things that helped improve the telegraph. The hard-working boy had grown into a busy young man whose inventions would later change the world.

This very early movie camera is another of Edison’s inventions. One of his early “movies” showed a man making believe he was sneezing.
Now answer Numbers 1 through 9. Base your answers on the article “Young Thomas Edison.”

1 Read these sentences from the article.

   Young Edison was an enterprising boy. He was always ready to start a new business venture.

   In the fourth paragraph, which words help you figure out what venture means?
   
   A always ready
   B had other people
   C start a new business
   D his father had a farm

2 Read this sentence from the article.

   Edison worked hard, and his persistence paid off.

   Which words from the sixth paragraph help you figure out what persistence means?
   
   F got jobs
   G worked hard
   H saving his son
   I sending and receiving

3 Read this sentence.

   Roy is ____ his paper because he has messy handwriting.

   Which word BEST completes the sentence?
   
   A type
   B types
   C typed
   D typing
Read this sentence.

Yesterday, Mr. Ming’s class _____ the different inventions that they found in the factory.

Which word BEST completes the sentence?

- identify
- identifies
- identified
- identifying

How was Edison’s education DIFFERENT from the education of most other children?

- Edison did not attend school as other children did.
- Edison took harder classes than other children did.
- Edison got extra help from his teachers after school.
- Edison was younger than the other children when he started school.

As a child and as an adult, Thomas Edison

- did not like science.
- often forgot to do things.
- was always building things.
- never finished what he started.
7. How was Edison’s work with the lightbulb SIMILAR to his work with the telegraph?

A. He invented both of them.
B. He predicted that they would not work.
C. He built models of both when he was a boy.
D. He did not invent them, but he improved them.

8. Which statement correctly compares the sawmill and the train engine that Edison built when he was a boy?

F. The sawmill worked but the engine did not.
G. They both worked and they both ran on steam.
H. They both failed to work when Edison tested them.
I. The engine ran on steam and the sawmill ran on gas.
9. How were Edison’s inventions as a boy SIMILAR to his inventions as a man? How were they DIFFERENT? Use details and information from the article to support your answer.

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Read and answer questions 10–12.

10 Read this sentence.

The police did more than just glanc at the strange man standing in the center of the street.

Which underlined word is spelled incorrectly?

- A glanc
- B center
- C police
- D strange

11 Which word is spelled incorrectly?

- F jinger
- G circus
- H dance
- I arrange

12 Which word is spelled incorrectly?

- A spice
- B certin
- C germs
- D orange
Read and answer questions 13–15.

13 Read the sentence in the box.

This week Tanya is reading two books for a class report.

Which underlined word in the sentence in the box is the main verb?

- is
- report
- reading

14 Read the sentence in the box.

Miranda has eaten two pieces of pie.

Which underlined word in the sentence in the box is the helping verb?

- has
- eaten
- pieces
In which sentence below is all punctuation correct?

F Dylan’s mother couldn’t see him at the playground.
G Dylan’s mother could’nt see him at the playground.
H Dylan’s mother could’n’t see him at the playground.
# Student Evaluation Chart

## Tested Skills

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**Total Weekly Test Score** /16 %

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* See benchmarks and standards on pages 379–384.
Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
The Night Before

Running Deer sat on the hill, under the countless stars that lit the night sky of the Great Plains. He was a Lakota Sioux, and his people were a powerful nation. But the settlers were coming. With them would come their mysterious need for land. It was a need that could never be satisfied. No matter how much land these people had, they still wanted more.

The settlers had started in the east, taking land as they spread west. It was Indian land, but the settlers had loosened the Indians’ hold on it and had taken what they wanted. To the east, Indian land was now just a patchwork—a little here, a little there.

At first Running Deer had listened to the stories with amazement. In the midst of so much land, how could these people always want more? Then his amazement had turned to anger. Now it was great sadness.
The settlers had reached the eastern edge of the Great Plains. What would happen now? As leader of the Lakota Sioux, it was Running Deer’s responsibility to make the right decision for his people.

Running Deer had heard about a group of Indians to the east. At first, they had welcomed the settlers. The settlers had promised that they could keep their land. Then the settlers broke their promise, took the land, and made the Indians leave. Now the settlers were building a town with big wooden houses on this land. They were putting up fences. They had rules about who could use the land and what they could do with it. The Indians who had lived there had been pushed west.

Running Deer was willing to fight for Sioux land. He would stay on his horse for days, letting his body become full of sores, if that would help. But would it? There were so many settlers, and they had better weapons. Was it better to give up their land so that the Sioux might live, or was it better to fight for what was theirs? What if fighting meant there would be no one left to live on the land if they won?
Tomorrow was the great council, when all the Sioux chiefs would talk this over. Sitting here tonight, Running Deer did not know what the council would decide. But he did know that, for his people, life would never be the same.

1. Read these sentences from the story.
   But the settlers were coming. With them would come their mysterious need for land.
   The word *mysterious* means almost the SAME as
   A. unfair.
   B. strange.
   C. common.
   D. comfortable.

2. Read this sentence from the story.
   In the midst of so much land, how could these people always want more?
   What does the word *midst* mean?
   F. area
   G. sign
   H. region
   I. middle

3. Which two words are homophones?
   A. young, old
   B. horse, pony
   C. midst, missed
   D. horse, hoarse
4 Read this dictionary entry.

\[\text{sores (sôrz) Noun}\]

Which dictionary entry below is a homophone for sores?

\(\text{F} \) sews (sōz) Verb
\(\text{G} \) saws (sōz) Noun
\(\text{H} \) soars (sôrz) Verb
\(\text{I} \) shores (shôrz) Noun

5 What does Running Deer do AFTER everyone is asleep?

\(\text{A} \) He listens to stories about the settlers.
\(\text{B} \) He sits on his horse and spies on the settlers.
\(\text{C} \) He sits under the stars and thinks about what to do.
\(\text{D} \) He watches the settlers move across the Great Plains.

6 Contrast how Running Deer feels at the BEGINNING and at the END of the third paragraph.

\(\text{F} \) First he is angry, and then he is sad.
\(\text{G} \) First he is sad, and then he is amazed.
\(\text{H} \) First he is amazed, and then he is sad.
\(\text{I} \) First he is amazed, and then he is angry.
7 What is the correct order of events in the fifth paragraph?
- A. Indians welcome settlers, settlers build a town, settlers make promises.
- B. Indians welcome settlers, settlers make promises, settlers build a town.
- C. Settlers build a town, settlers make promises, Indians welcome settlers.
- D. Settlers make promises, Indians welcome settlers, settlers build a town.

8 What is the correct order of events in the story?
- F. The settlers arrive at the Great Plains, take Indian land, and start from the east.
- G. The settlers start from the east, arrive at the Great Plains, and take Indian land.
- H. The settlers take Indian land, start from the east, and arrive at the Great Plains.
- I. The settlers start from the east, take Indian land, and arrive at the Great Plains.
How does the BEGINNING of the story “The Night Before” explain what happens at the END? Use details from the story to support your answer.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A berries
   B parents
   C arrowes
   D couches

11 Which word is spelled incorrectly?
   F mints
   G babyes
   H glasses
   I mistakes

12 Read this sentence.

   We saw caves and beautiful arches on both ranchs, and we found clams on the beach.

Which underlined word is spelled incorrectly?

   A clams
   B caves
   C ranchs
   D arches
A student wrote the paragraph below. The paragraph contains mistakes. Read the paragraph to answer questions 13–15.

1. Deena is really smart in math. 2. She and Keith are the best students in class. 3. I am amazed at how many answers they know. 4. They study really hard. 5. They do all their homework. 6. They get good grades in all their subjects. 7. They seem to really like school. 8. They inspire me to work harder.

What do these mean?

1. This type of symbol is in the Florida test to show a sentence number.
2. This symbol in the test shows a new paragraph.
3. The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
13 What is the linking verb in sentence 1?
   F is
   G in
   H math
   I smart

14 What are the linking verbs in sentences 2 and 3?
   A in, am
   B are, am
   C are, know
   D and, amazed

15 Which sentence is written incorrectly?
   F sentence 4
   G sentence 5
   H sentence 6
   I sentence 7
## Grade 4 • Unit 3 • Week 4
### Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Name ________________________________

Date ________________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the article “Water from the Sky” before answering Numbers 1 through 9.

Water from the Sky

There are several kinds of precipitation. Two very well-known forms are rain and snow. Rain is precipitation made of drops of water. These drops start out so small that you would need to magnify them with a microscope to see them. In the clouds, they get bigger until they are the size of raindrops that you can see without any help.

Rain is part of a cycle. This cycle begins when water from Earth’s surface begins to evaporate. This water usually comes from oceans, rivers, and lakes. When the water turns into vapor, it rises into the sky and forms clouds of liquid droplets. Eventually, the drops fall back to the surface as rain. Much of the rain falls in oceans, rivers, and lakes. Then the process begins again.

In the clouds, some of the water vapor may freeze, forming tiny snow crystals. The crystals may stick together and form snowflakes. A snowflake consists of up to 100 snow crystals stuck together. If the temperature is right, this precipitation falls as snow instead of rain. Snow is a major source of water in many places. In mountain areas, melting snow feeds rivers and streams.
Precipitation provides us with water and cleans the air. However, too much precipitation can have negative effects. Too much rain can cause floods. These floods can destroy property and put lives at risk. Towns and cities that experience bad flooding often have big problems. People cannot drive on the roads or walk on the streets. These problems usually are solved after the water drains away. But outside of cities they may last a lot longer. Heavy rainfall can damage crops and speed up the loss of soil. These problems are not always solved when the water drains away.

A common problem of flooding—water that is only two feet deep can carry away a car.
Snow can be pretty and it may inspire poems and pictures. But too much snow can be a serious problem. Heavy snow can block roads and bring entire cities to a complete stop. One technique that helps people walk in deep snow is using snowshoes. However, most people who live in cities do not have snowshoes.

Heavy snow and strong winds can combine to create a blizzard. In a blizzard, roads close, schools shut down, and airports cancel flights. Anyone who has seen a blizzard knows just how powerful these storms are. Snowshoes are little help. In fact, going out in a blizzard if you do not have to might be viewed as plain foolishness.

In 1978, a blizzard in Michigan lasted for two days. It left up to 30 inches of snow and had winds that blew as fast as 50 miles an hour.
Now answer Numbers 1 through 9. Base your answers on the article “Water from the Sky.”

1. Read this sentence from the article.
   
   These drops start out so small that you would need to magnify them with a microscope to see them.

   You can tell from the sentence that a microscope makes things look
   
   A. bigger.
   B. smaller.
   C. colorful.
   D. awkward.

2. Which definition of negative does the author mean when writing about the “negative effects” of too much precipitation?
   
   F. Adjective. bad, harmful
   G. Adjective. disagreeable
   H. Noun. a way of saying “no”
   I. Noun. developed, unprinted film

3. Read this sentence.
   
   Mr. Forman kept the negative of the picture.

   Which definition of negative is used in the sentence?
   
   A. Adjective. bad, harmful
   B. Adjective. disagreeable
   C. Noun. a way of saying “no”
   D. Noun. developed, unprinted film
Heavy snow and strong winds can combine to create a blizzard.

A blizzard is a

- thunderstorm.
- light snowfall.
- mixture of light rain and a gentle breeze.
- mixture of heavy snow and strong winds.

What is the MAIN idea of the second paragraph of the article?

- Rain happens only when the temperature is right.
- Much of our rain falls in oceans, rivers, and lakes.
- Rain is created by a cycle that keeps repeating itself.
- Most rain starts as water from oceans, rivers, and lakes.

What is the MAIN idea of the next-to-last paragraph of the article?

- Heavy snow can block roads.
- Snowshoes can help people walk in snow.
- Heavy snow brings entire cities to a complete stop.
- Snow may look pretty, but too much snow can cause big problems.
7 The author uses the drawings and captions in the article to help explain that
   A precipitation is never a problem.
   B rain and snow are always beautiful.
   C nature can cause problems for people.
   D cities can always use more precipitation.

8 If the article “Water from the Sky” needed a new title, which would be BEST?
   F “Enjoying Rain and Snow.”
   G “Where It Rains and Snows.”
   H “Precipitation: We Need It, but Not Too Much, Please!”
   I “Precipitation: It’s Never Bad, There’s Never Too Much!”
Precipitation is a necessary part of nature. Use details and information from the article to explain:

• why too much precipitation can be a problem, and
• the kinds of problems that can result from different types of precipitation
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A lookout
   B railroad
   C overhed
   D snowstorm

11 Read this sentence.
   Can you hang the [underline]bedspread on the clothesline
   in the [underline]backyard by [underline]yoursself?
   Which underlined word is spelled incorrectly?
   F backyard
   G yoursself
   H bedspread
   I clothesline

12 Which word is spelled incorrectly?
   A fishbole
   B campfire
   C blindfold
   D grandparent
Read the story “Sunday with Sam.” Choose the word or words that correctly complete questions 13–15.

**Sunday with Sam**

Lyle used to spend a lot of time with Sam, but Sam moved away. They still see each other as often as they can.

Last Sunday, Lyle’s mother (13) him to Sam’s house after breakfast. They (14) a shortcut and got there fast. Lyle and Sam watched a football game on TV and (15) a ball back and forth in the yard. Before Lyle knew it, his mother rang the doorbell. It was time to go home.

13. Which answer should go in blank (13)?
- F drove
- G drived
- H driven

14. Which answer should go in blank (14)?
- A take
- B took
- C taked

15. Which answer should go in blank (15)?
- F throw
- G threw
- H thrown
**Student Evaluation Chart**

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**Correlations**

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* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “Sit! But Not There!” before answering Numbers 1 through 9.

Sit! But Not There!

Josh was the first to admit that things were not going perfectly with Boomer. But he knew that Boomer would do a lot better if only he were given a chance.

Maybe Boomer wasn’t the best when it came to obedience. But couldn’t any dog learn to obey? That’s what Josh believed. Yet Boomer simply wouldn’t listen to Josh’s father when he told him to get down.

It wasn’t Boomer’s fault that he didn’t know how big he was. He was just being friendly when he leaped on Josh’s father and sat in his lap. However, Josh’s dad did not see it that way.
Making things worse, no one in the house was on Boomer’s side. Everyone in the family already seemed to have forgotten that they had gotten Boomer from the pound. He had probably been badly neglected by his first owner. And who knew what he had endured at the pound? In fact, Josh was sure that he kept jumping onto his father’s lap because he was trying to show how much he appreciated his new home.

Josh felt that Boomer was misunderstood. He just needed a little time to learn a few things. The problem was, Josh’s father was running out of patience. Yesterday morning, he had threatened to send Boomer back to the pound. Josh thought he was bluffing, but what if he wasn’t? The risks were too great, and Josh was growing desperate.

Josh knew that he could teach Boomer to listen to his father. He certainly could teach him not to jump onto his father’s chair. He just needed a little more time. Unfortunately, last night Boomer had done it again. As soon as Josh’s father sat down, Boomer raced over to him and leaped onto his lap. When Josh’s father told him to get down, Boomer just licked his hand. That’s when Josh was given three days to solve the problem.

Now Josh stood in the living room next to his father’s chair, as Boomer busily sniffed around.
“Sit, Boom!” Josh said. Boomer immediately trotted over and settled down comfortably in front of Josh. “Good dog!” Boomer wagged his tail.

“Now, you have to learn something,” Josh told Boomer. “And trust me on this—it might be the most important thing you’ve ever had to learn. Are you ready?”

Boomer barked once and stared eagerly at Josh.

*Here we go,* Josh said to himself, thinking about how important this moment was for both of them.
Now answer Numbers 1 through 9. Base your answers on the story “Sit! But Not There!”

1 Read these sentences from the story.

   Maybe Boomer wasn’t the best when it came to obedience. But couldn’t any dog learn to obey?

Which words help you figure out what obedience means?

   A  learn to obey  C  when it came to
   B  wasn’t the best  D  couldn’t any dog

2 Read these sentences from the story.

   He had probably been badly neglected by his first owner. And who knew what he had endured at the pound?

What does the word neglected mean?

   F  fed  H  ignored
   G  trained  I  unknown

3 Read this sentence from the story.

   Josh felt that Boomer was misunderstood.

When the prefix mis- is added to the word understood, it forms the new word misunderstood, which means

   A  forgotten fast.
   B  understood well.
   C  remembered easily.
   D  understood incorrectly.
4 Read this sentence from the story.

Unfortunately, last night Boomer had done it again.

What does the prefix un- mean in the word unfortunately?

① in
② not
③ very
④ before

5 Why are things “not going perfectly” with Boomer?

① Josh’s father is afraid of Boomer.
② Boomer is bothering Josh’s father.
③ Josh does not want to keep Boomer.
④ Boomer keeps barking at Josh’s father.

6 Josh thinks that Boomer keeps jumping onto Josh’s father’s lap because

① Boomer likes his new home.
② Boomer doesn’t like Josh’s father.
③ Josh’s father keeps yelling at Boomer.
④ Josh’s father does not want to keep Boomer.
Why does Josh’s father threaten to send Boomer back to the pound?

A. Boomer is chasing people.
B. Boomer does not like Josh.
C. Boomer will not listen to him.
D. Boomer is too big for the house.

At the end of the fifth paragraph, Josh is growing desperate because he

F. is afraid that Boomer will be sent away.
G. is worried that Boomer will try to run away.
H. does not want Boomer to learn new things.
I. will be in trouble if Boomer does not behave.
Why does Josh tell Boomer that he is about to teach him “the most important thing” that he will ever learn? Use details from the story to support your answer.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A  cared
   B  tasting
   C  saving
   D  flagged

11 Which word is spelled incorrectly?
   F  tasted
   G  tapped
   H  careing
   I  flipping

12 Read this sentence.
   We thought we had saved time by skiping a step and forcing the tent into the bag, but the bag ripped as soon as we were finished.

Which underlined word is spelled incorrectly?
   A  saved
   B  ripped
   C  forcing
   D  skiping
A student wrote the story below. The story contains mistakes. Read the story to answer questions 13–15.

Bill’s father took Bill to the museum. They went to the dinosaurs first because dinosaurs were Bill’s favorite animals. After looking at the dinosaurs, they had a picnic lunch in the courtyard. Then, them went to look at rocks and gems. Bill liked that almost as much as his liked the dinosaurs. When Bill got tired, his father took him home. Bill said he wanted to go back to the museum next month.

What do these mean?

1 This type of symbol is in the Florida test to show a sentence number.

→ This symbol in the test shows a new paragraph.

The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
Which sentence does NOT contain a pronoun?

- sentence 1
- sentence 2
- sentence 6
- sentence 7

What is the correct way to write sentence 4?

A Then, I went to look at rocks and gems.
B Then, we went to look at rocks and gems.
C Then, him went to look at rocks and gems.
D Then, they went to look at rocks and gems.

What is the correct way to write sentence 5?

- Bill liked that almost as much as he liked the dinosaurs.
- Bill liked that almost as much as she liked the dinosaurs.
- Bill liked that almost as much as him liked the dinosaurs.
- Bill liked that almost as much as they liked the dinosaurs.
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* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “A Rising Star” before answering Numbers 1 through 9.

**A Rising Star**

Tor and Kam had crisscrossed back and forth through the empty water for hours without seeing land. To Kam, the water seemed to go on forever. While it was still light, Kam had hoped that they would get out of this alive. As it grew dark, his hopes for ever reaching shore began to lessen and fade. They probably were going to sail off the edge of the world.

“We are going to die!” Kam’s wail echoed over the water.

“No, we are not!” Tor shouted back. “When it is dark enough, I will get us back home.”

“How can you say that?” Kam asked with a confused look on his face. “The darkness is our enemy!”

“The darkness will save us,” Tor replied calmly.
Kam shot a puzzled look in Tor’s direction. What madness was this? He had never heard anything so insane. Tor was going to get them killed.

Minutes later, Tor turned to Kam, pointed to the sky, and said, “There! See that star?”

Kam gazed up and saw the faint gleam of a star high in the sky.

“That star is always in the northern sky,” Tor said. “We came from the south. If we go away from the star, we will be going south again. We will get home. Turn the boat around!”

Kam thought about it. If he tried very hard, he could see the wisdom in what Tor was saying. But how did Tor know this? Was it all the time he had been spending with the Old One? Could there be another explanation for how Tor could know this? Did Tor have some kind of secret power? Kam decided that he should act cautiously.

He paused before clutching the oar and turning the boat around. Then he began to row. But he was not happy. Kam was bigger and stronger than Tor. Why should he take orders from him?

Kam steered the boat away from the star. He rowed for what seemed like hours. All the while, Tor kept his eyes on the sky, guiding them by the star. Finally, they spied land. Tor had been right!
On the shore, the people of their village had gathered to look for them. Now they began to cheer. Small, skinny Tor would be a hero to them.

Kam smiled, glad to be home. But his smile disguised the jealousy he felt deep inside.
Now answer Numbers 1 through 9. Base your answers on the story “A Rising Star.”

1. Read this sentence from the story.

   Tor and Kam had crisscrossed back and forth through the empty water for hours without seeing land.

   Which words in the sentence help explain what crisscrossed means?

   A for hours
   B seeing land
   C empty water
   D back and forth

2. Read this sentence from the story.

   As it grew dark, his hopes for ever reaching shore began to lessen and fade.

   Which word in the sentence tells you what fade means?

   F grew
   G hopes
   H lessen
   I reaching

3. Read this sentence from the story.

   If he tried very hard, he could see the wisdom in what Tor was saying.

   Which words below are in the same word family as wisdom?

   A is, wise
   B wise, wiser
   C is, wise, wiser
   D freedom, kingdom
4 Read this sentence from the story.

   Kam decided that he should act cautiously.

Which word below is in the same word family as cautiously?

- F careful
- G caught
- H cautious
- I carefully

5 In what way are Kam and Tor DIFFERENT?

- A Tor is cautious but Kam is not cautious.
- B Kam can steer a boat but Tor cannot steer.
- C Kam fears the darkness but Tor does not fear it.
- D Tor fears the darkness but Kam does not fear it.

6 In what way are Kam and Tor ALIKE?

- F They both are heroes in their village.
- G They both want to find their way home.
- H They both spend time with the Old One.
- I They both can use the stars to find their way.
In the sixth paragraph, why does the author say that Kam “shot a puzzled look” at Tor?

A. Kam likes being lost at sea with Tor.
B. Kam is afraid that no one will find them.
C. Kam admires Tor’s knowledge of the stars.
D. Kam does not think that Tor is making any sense.

Kam is jealous at the end of the story because

G. Tor had given him too many orders.
H. Tor will be a hero to the people in the village.
I. Tor will decide to move away from their village.
Explain the DIFFERENT ways that Kam and Tor react to being lost. Use details from the story to support your answer.
Read and answer questions 10–12.

10 Read this sentence.

*Familyys should not get too worried about crying children because even the happiest baby cries sometimes.*

Which underlined word is spelled incorrectly?

A. cries  
B. familys  
C. worried  
D. happiest

11 Which word is spelled incorrectly?

F. lazier  
G. sillest  
H. replied  
I. marries

12 Which word is spelled incorrectly?

A. easily  
B. pennys  
C. sorriest  
D. merrier
A student wrote the letter below. The letter contains mistakes. Read the letter to answer questions 13–14.

1 In two weeks I will visit Sarah and Sol at their school. 2 They are both graduating from middle school. 3 I have been friends with they for five years. 4 It will be nice to see theirselves on that special day. 5 I won’t be graduating from middle school for another four years. 6 When I do, I know that Sarah and Sol will be there to see it.

What do these mean?

1 This type of symbol is in the Florida test to show a sentence number.

2 This symbol in the test shows a new paragraph.

The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
13 Which sentence is written incorrectly?

- F sentence 2
- G sentence 3
- H sentence 5
- I sentence 6

14 Which word should replace “theirselves” in sentence 4?

- A we
- B they
- C them
- D ourselves

Read and answer question 15.

15 In which sentence below are all pronouns correct?

- F I wanted to see that movie with he, but I went by myself.
- G I wanted to see that movie with him, but I went by myself.
- H I wanted to see that movie with him, but I went by himself.
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* See benchmarks and standards on pages 379–384.
Name ______________________________

Date ____________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Coal-burning power plants cause air pollution.

Read the article “Nuclear Power: The Key to the Future!”
before answering Numbers 1 through 9.

Nuclear Power: The Key to the Future!

Today, people all over the globe use nuclear energy to make electrical power. Most people would agree that nuclear energy is a useful way to provide a good source of electricity.

We have come a long way since nuclear energy was first used in the middle of the 1900s, more than 50 years ago. Since then, we have learned how to better control both the atom and nuclear energy. In years to come, we may learn even more ways to control these forces.

Many groups have formed to speak out in favor of nuclear energy. Actors, athletes, and other famous people strongly believe in the benefits of using nuclear energy. But some people still question its safety.

One argument against using nuclear energy is that it could have negative effects on the environment. It might, if we are not careful. But think about this: nuclear energy saves natural resources. Nuclear energy gives us more heat and power than other fuels give us. For example, uranium is one material used to create nuclear energy. Coal is a natural resource. One pound of uranium can produce more energy...
than we can get from three million pounds of coal. So, using nuclear energy is better than burning other fuels to get heat and power. In addition, burning fuels like coal or oil causes air pollution. Using uranium to make electricity does not cause air pollution.

There still is one problem with nuclear energy that we have yet to solve. That question is, what do we do with the uranium when it no longer can be used to make electricity? Uranium gives off radiation, or dangerous energy waves, for a long time after it is removed from a reactor. It takes thousands of years before this nuclear material is fully decayed. When all the uranium has wasted away, it is safe. Until then, nuclear material must be handled with care. However, this writer believes that we will find a safe way to store nuclear material that we no longer need.
Indeed, we have little choice.
We will not have huge amounts of
natural resources like coal and oil
forever. So, we must find other ways
to get the energy we need. Once we
solve the small problem mentioned
above, more and more people will
share the same vision of how we will
get the energy we need in years to
come. Nuclear energy is the key to
the future!
Now answer Numbers 1 through 9. Base your answers on the article “Nuclear Power: The Key to the Future!”

1 Which word means about the SAME as globe as it is used in the first paragraph?
   A ball  
   B map  
   C land  
   D Earth

2 Read this sentence.
   Nuclear energy is used around the world to create electrical power.
   What does the word electrical mean?
   F powered by water  
   G powered by the sun  
   H powered by electricity  
   I powered by natural gas

3 Read this sentence from the article.
   So, using nuclear energy is better than burning other fuels to get heat and power.
   What does the word fuels mean?
   A materials that use heat and power  
   B materials that save heat and power  
   C materials that create heat and power  
   D materials that destroy heat and power
4 Read this sentence from the article.

It takes thousands of years before this nuclear material is fully decayed.

Which words in the fifth paragraph help you figure out the meaning of decayed?

- wasted away
- gives off radiation
- still is one problem
- dangerous energy waves

5 What is the purpose of the first paragraph of the article?

- to ask readers to think about their feelings about nuclear power
- to begin the article with an amusing story about a power failure
- to introduce the argument that nuclear power is the key to the future
- to tell the reader that the article will not provide any arguments against nuclear power

6 Why did the author include the fifth paragraph of the article?

- to explain how nuclear material decays
- to discuss safe ways to store nuclear material
- to answer a common argument against nuclear power
- to prove that nuclear power is a better source of energy than oil
7 What purpose do the illustrations serve in the article?
   A. They show that nuclear power plants do not hurt the environment.
   B. They prove that using uranium to produce electricity does not work.
   C. They show that coal-burning power plants are not a cause of air pollution.
   D. They prove that burning coal is a safe and useful way to produce electricity.

8 Why did the author write this article?
   F. to entertain readers with facts about nuclear energy
   G. to teach readers that our oil supply will not last forever
   H. to inform readers that nuclear power is used all over the world
   I. to persuade readers that nuclear power can meet our energy needs
9 Why does the author repeat the title in the last sentence of the article? Use details and information from the article to support your answer.

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Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   - (A) grew
   - (B) tunes
   - (C) stewl
   - (D) move

11 Read this sentence.
   
   You’ll be amazed at the **hooge** amount of **food** this **crew** can eat.

   Which underlined word is spelled incorrectly?
   - (F) food
   - (G) crew
   - (H) You’ll
   - (I) hooge

12 Which word is spelled incorrectly?
   - (A) suits
   - (B) shuld
   - (C) zoom
   - (D) group
Read and answer questions 13–15.

13 Which sentence below is written correctly?

- F Your brother goes to practice after you has your recital.
- G Your brother goes to practice after you have your recital.
- H Your brother goes to practice after you having your recital.

14 Which sentence below is written correctly?

- A I is disappointed that my vacation is over.
- B I be disappointed that my vacation is over.
- C I am disappointed that my vacation is over.
Read the paragraph in the box.

I’ll go to the fair after school today. My brother and sister want to join me, but they can’t. Mom says that they’ve too young to go. When they get older, they’re going to go, too.

Which sentence in the box is NOT written correctly?

F  I’ll go to the fair after school today.
G  Mom says that they’ve too young to go.
H  When they get older, they’re going to go, too.
### Student Evaluation Chart

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<th>Number Correct</th>
<th>Percent Correct</th>
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<td><strong>Grammar, Mechanics, and Usage:</strong> Pronoun-verb agreement, 13, 14; using correct contractions, 15</td>
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**Total Weekly Test Score**  
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### Correlations

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* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the article “A Whale of a Creature” before answering Numbers 1 through 9.

A Whale of a Creature

Many people are surprised when they learn that whales are not fish. Even though they live mainly in the water, whales are mammals, like dogs, apes, and people.

The blue whale is the largest animal that has ever lived. This massive creature can reach sizes up to 100 feet long and can weigh more than 150 tons.

The ancestors of whales lived on land and, like many other mammals, they had four legs. In fact, early whales looked like small dogs. Then, for some reason, they started going into the ocean. Perhaps they were looking for food or trying to escape enemies. Over time, they dove into the ocean and stayed

The blue whale is the largest creature the world has ever seen.
there. After they moved into the sea, their bodies slowly changed. Over millions of years, their front legs became flippers and their back legs vanished.

The whales we know today are unique sea creatures. One way in which they are different from many sea animals is that they do not lay eggs in the water. Instead, whales give birth to live young. Mother feed their babies with milk from their bodies. Babies stay with their mothers for several months before they go off on their own. Whales also are warm-blooded; their body temperature is always about the same. Most sea creatures are cold-blooded, which means that their body temperature changes as the temperature of the water around them changes. In addition, whales have lungs and breathe air. They can stay underwater for a long time, but they must come to the surface to breathe.

People have hunted whales since early times, when they killed them for their meat. Whale oil was used for cooking and as fuel for lamps. Until the 1970s, whale oil and parts of whales were used to make glue, soap, cosmetics, and medicines. Enormous numbers of whales were killed during much of the 1900s. In fact, scientists began to think that some types of whales might be wiped off the planet. Finally, in the second half of the twentieth century, politicians heard the angry rumbling and open protests of people who wanted to save whales. Whaling countries now forbid the hunting of whales for commercial purposes.
Today, whales are a protected species.

Even so, whales still face danger from people. They often become tangled in fishing nets meant for other sea creatures. Also, in some places, whales still are hunted for scientific research. Illegal hunting is yet another problem. So, while people are acting to help save whales, we also remain one of the biggest threats to these magnificent creatures.
Now answer Numbers 1 through 9. Base your answers on the article “A Whale of a Creature”

1. Read this sentence from the article.

   This massive creature can reach sizes up to 100 feet long and can weigh more than 150 tons.

   What does the word massive mean?

   A  tall  C  ancient
   B  large  D  intelligent

2. Read this dictionary entry.

   1. dove (dōv) Verb. jumped into water
   2. dove (duv) Noun. a small bird
   3. dove (duv) Noun. a gentle person
   4. dove (duv) Noun. a person who wants peace

   Which definition gives the meaning and pronunciation of dove as it is used in the third paragraph of the article?

   F  definition 1  H  definition 3
   G  definition 2  I  definition 4

3. Read this sentence from the article.

   The whales we know today are unique sea creatures.

   What does the word unique mean?

   A  scary  C  unusual
   B  friendly  D  common
4 Read this dictionary entry.

1. **live** *(liv)* Verb. to be alive
2. **live** *(liv)* Verb. to occupy a home
3. **live** *(li-v)* Adverb. at the time of occurrence
4. **live** *(li-v)* Adjective. having life

Which definition gives the meaning and pronunciation of *live* as it is used in the fourth paragraph of the article?

- definition 1
- definition 2
- definition 3
- definition 4

5 BEFORE early whales’ bodies adapted to water, they

- walked on four legs.
- moved to warmer water.
- were hunted in many countries.
- had babies that hatched from eggs.

6 AFTER whales had lived in the water for millions of years,

- they lost their flippers.
- they looked like small dogs.
- their bodies slowly started to change.
- their ancestors returned to living on land.
7. Which statement below gives the correct order of events?
   A. Whale hunting started; soap was made from whales; people tried to save whales.
   B. Whale hunting started; people tried to save whales; soap was made from whales.
   C. People tried to save whales; whale hunting started; soap was made from whales.
   D. Soap was made from whales; people tried to save whales; whale hunting started.

8. The author uses the second illustration to add information about something that happened
   F. before whales started living in water.
   G. in the first half of the twentieth century.
   H. in the second half of the twentieth century.
   I. before commercial whale hunting was forbidden.
People have hunted whales for many, many years. Use details and information from the article to explain what happened BEFORE the hunting of whales for commercial purposes was forbidden.
Read and answer questions 10–12.

10. Read this sentence.

   The **hound** in the **flower** bed was **howling** for so long that it began to **annoy** everyone.

   Which underlined word is spelled incorrectly?

   - A. annoy
   - B. hound
   - C. flower
   - D. howling

11. Which word is spelled incorrectly?

   - F. pouch
   - G. grown
   - H. cookie
   - I. voyage

12. Which word is spelled incorrectly?

   - A. froun
   - B. cough
   - C. wound
   - D. cowboy
A student wrote the e-mail below. The e-mail contains mistakes. Read the e-mail to answer questions 13–15.

1 In class, we continued to hear students’ reports.
2 Since we heard everyone else’s report yesterday, we heard Kathy’s today.
3 Everyone in class knew that hers report was about giant pandas.
4 Ours teacher suggested we do our research on the computer.
5 Kathy did her research on the computer at her best friend Luka’s house.
6 I did mine’s research at home and in the library.

What do these mean?

1 This type of symbol is in the Florida test to show a sentence number.
2 This symbol in the test shows a new paragraph.
3 The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
13 What is the correct way to write sentence 3?

F Everyone in class knew that her report was about giant pandas.

G Everyone in class knew that her’s report was about giant pandas.

H Everyone in class knew that she’s report was about giant pandas.

14 What is the correct way to write sentence 4?

A Our teacher suggested we do our research on the computer.

B Our teacher suggested us do our’s research on the computer.

C Our’s teacher suggested we do our research on the computer.

15 What is the correct way to write sentence 6?

F I did me research at home and in the library.

G I did my research at home and in the library.

H I did mine research at home and in the library.
### Grade 4 • Unit 4 • Week 4

**Student Evaluation Chart**

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* See benchmarks and standards on pages 379–384.
Read the article “The Coral Reef” before answering Numbers 1 through 9.

The Coral Reef

Some people think a coral reef is a large rock under the surface of the water, but that is not true. Unlike a rock, coral is a living thing. It also is brittle. Many people are not aware of just how easy it is to break coral. Many people also are not aware that when they break a piece of live coral, they kill it. If many pieces of coral are broken off a reef, the entire reef eventually might die.

Many coral reefs have fish near them. The fish and the reef form a partnership. They work together as a team. Fish get a great deal from living near a reef because plants growing on the reef are food for the fish. The reef also provides the fish with a home.

There are many ways to enjoy a coral reef.
Swimming near a coral reef is fun. It is exciting to explore the reef, and it is interesting to study the coral. Some coral is very pretty. Some coral looks like it might be something from another planet. When some people swim near a reef, they like to just drift with the current and enjoy the colorful fish. Sometimes it can be hard to decide what to look at first. The coral and the fish both are spectacular and beautiful.

There are two different types of people who visit a coral reef. The first group is made up of people who do not know the proper behavior when they arrive at a reef. They think it is all right to break off pieces of the reef so they can take home some coral. They think it is all right to stand on the reef, too. However, standing on a reef can hurt the coral. It also can hurt the person who stands on it. A person standing on or touching a reef can get cut or scratched on the coral. Because coral is alive, sometimes these cuts and scratches can be very serious.
The second group is made up of people who take the time to learn how to behave near the reef. These people learn what they can do on the reef. They also learn what they should not do. They make sure that both they and the coral will stay safe. It would be wonderful if everyone took the time to do this. It would help us all be able to enjoy coral reefs for a long time to come.

It is important to know how to behave near a coral reef.
Now answer Numbers 1 through 9. Base your answers on the article “The Coral Reef.”

1 Read these sentences from the article.

Unlike a rock, coral is a living thing. It also is brittle. Many people are not aware of just how easy it is to break coral.

Which words help you figure out the meaning of brittle?

A unlike a rock  
B is a living thing  
C easy it is to break  
D people are not aware

2 Read this sentence from the article.

If many pieces of coral are broken off a reef, the entire reef eventually might die.

What does the word eventually mean?

E very soon  
F after a while  
G right away  
H every few years

3 Read these sentences from the article.

Many coral reefs have fish near them. The fish and the reef form a partnership. They work together as a team.

Which words help you figure out the meaning of the word partnership?

A many coral reefs  
B have fish near them  
C the fish and the reef  
D work together as a team
4 Read this sentence from the article.

When some people swim near a reef, they like to just drift with the current and enjoy the colorful fish.

What does the word *current* mean?

- F the direction in which water flows
- G the direction in which people swim
- H the direction in which traffic moves
- I the direction in which the wind blows

5 The first paragraph of the article compares

- A fish and people.
- B plants and rocks.
- C coral reefs and rocks.
- D people and coral reefs.

6 How are coral reefs and fish ALIKE?

- F They both swim.
- G They both are brittle.
- H They both need air to breathe.
- I They both are spectacular to see.
How are coral reefs and people ALIKE?

A. They both work together as a team.
B. They both need to eat fish to survive.
C. They both bruise very easily in rough water.
D. They both can get hurt if people stand on the reef.

What information does the second drawing help explain?

F. It shows how one coral reef is similar to another.
G. It shows the different kinds of people who visit coral reefs.
H. It shows the different kinds of fish who swim near coral reefs.
I. It shows how people who live near coral reefs are similar to one another.
9 Explain how the two kinds of visitors to coral reefs are DIFFERENT. Use details from the article to support your answer.

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Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A bald  
   B stalke  
   C fought  
   D strawberry

11 Which word is spelled incorrectly?
   F halt  
   G laws  
   H caut  
   I chalk

12 Read this sentence.
   Randy listened, thought, and was filled with aw as he heard the small man talking at the mall.

Which underlined word is spelled incorrectly?
   A aw  
   B small  
   C talking  
   D thought
Read and answer questions 13–15.

13 In which sentence below are all pronouns correct?
   - F She’s carrying her bag.
   - G She’d carrying her bag.
   - H She’s carrying hers bag.

14 In which sentence below are all homophones correct?
   - A Your going to hurt you’re back.
   - B Hour house is an our from here.
   - C They’re leaving to go on their trip.
Read the paragraph in the box.

If you’re the one who put the lamp away, why can’t I find it? I know its not in your room because I’ve looked there. Your sisters said the lamp is not in their room, either. If it isn’t in your room or theirs, where can it be?

Which sentence in the box is NOT written correctly?

F If it isn’t in your room or theirs, where can it be?
G I know its not in your room because I’ve looked there.
H If you’re the one who put the lamp away, why can’t I find it?
# Student Evaluation Chart

**Grade 4 • Unit 4 • Week 5**

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<th>Tested Skills</th>
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<td><strong>Spelling:</strong> Words with /ôr/, 10, 11, 12</td>
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**Correlations**

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* See benchmarks and standards on pages 379–384.
Name ________________________________

Date ________________________________

**FCAT Format Weekly Assessment**

**TESTED SKILLS AND STRATEGIES**

- Vocabulary Strategies
- Reading Comprehension
- Spelling
- Grammar, Mechanics, and Usage
Read the story “Looking It Up at the Library” before answering Numbers 1 through 9.

Looking It Up at the Library

When Julie’s teacher, Mr. Parks, told the class they would have to write research reports during their winter break, everyone groaned. It was as if everyone had the same thought at the same time. Their winter break had just been totally ruined. Then Mr. Parks said that they could write their reports on any topic they chose. Again, it was as if everyone had the same thought. The students started selecting easy topics that they knew would not take much time to research. Mr. Parks silently nodded as he wrote down each topic.

For some reason, Julie was positive that there was something Mr. Parks wasn’t telling them about this assignment. When it was her turn to pick a topic, she picked something more advanced than anything anyone else had named. Around her, many students laughed. With a topic like this, she was giving herself even more work on her winter break! How peculiar was that?
Maybe the other students were right. Julie spent most of her break in the library, and she had a bad cold. On the first visit, she needed a lot of help from the librarian. She snuffled into a tissue as she asked where she could find books on her topic. The librarian gave her a list that had much more on it than books. It consisted of everything from old letters and maps to out-of-print newspapers. There were information sources that she had never seen before.

At first Julie needed help doing her research, but by her last visit to the library she knew exactly where to find everything she needed. She was amazed at how much she now knew about using the library. She was even finding new sources of information all on her own!
When Mr. Parks gave back the reports, he asked Julie to stay after class. “You are the only one in class who understood the real purpose of this assignment,” he said, smiling. “I knew people were choosing easy topics. I didn’t say anything because I did not really care what people wrote about. I wanted the class to learn how to do research. You did yourself a real favor when you picked a hard topic. I can see by your report that you did a lot of research. Now you will always know how to use the library. And, by the way, you wrote the best paper in the class!”
Now answer Numbers 1 through 9. Base your answers on the story “Looking It Up at the Library”

1 Read this sentence from the story.

The students started selecting easy topics that they knew would not take much time to research.

The word selecting means

- A writing.    - C discussing.
- B choosing.   - D researching.

2 Read this sentence from the story.

When it was her turn to pick a topic, she picked something more advanced than anything anyone else had named.

What is the connotation of the word advanced?

- F special
- G strange
- H difficult
- I creative

3 Read this sentence from the story.

She snuffled into a tissue as she asked where she could find books on her topic.

What does snuffled mean?

- A sniffed
- B shouted
- C shuffled
- D coughed
4 Read this sentence from the story.

She was amazed at how much she now knew about using the library.

What is the connotation of the word **amazed**?

- F curious  
- G pleased  
- H worried  
- I confused

5 What is the correct order of events in the first paragraph of the story?

- A Mr. Parks gives an assignment; students select topics; students groan
- B Students select topics; students groan; Mr. Parks gives an assignment
- C Mr. Parks gives an assignment; students groan; students select topics
- D Students groan; Mr. Parks gives an assignment; students select topics

6 Julie picks a hard topic

- F before winter break begins.
- G after she goes to the library.
- H after the students laugh at her choice.
- I before Mr. Parks gives the assignment.
7 The second picture shows an event that takes place
   ☐ after Mr. Parks returns the reports.
   ☑ before the librarian speaks to Julie.
   ☐ after Julie asks the librarian for help.
   ☐ before Julie picks her research topic.

8 What happens AFTER Mr. Parks tells Julie the real purpose of the assignment?
   ☐ Mr. Parks gives back the reports.
   ☐ Mr. Parks asks Julie to stay after class.
   ☒ Mr. Parks tells Julie that she wrote the best paper in the class.
   ☐ Mr. Parks tells Julie that her research topic is too difficult.
Write the MAIN events of the story in the correct order in which they occur. Use details and information from the story to support your answer.

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Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   - A tickit
   - B thriller
   - C nodded
   - D witness

11 Read this sentence.
   
   When summer comes, we welcome the chance to spread a blanket on the grass and eat dinner in the park.

   Which underlined word is spelled incorrectly?
   - F dinner
   - G blanket
   - H summer
   - I welcome

12 Which word is spelled incorrectly?
   - A foggy
   - B planner
   - C membre
   - D blossom
Read the paragraph in the box and answer questions 13 and 14.

The hungry man quickly ate the Italian food. Then he purchased a large drink and put it on his tray cluttered. After he finished eating, he drove his new red car to the park. He practiced hitting golf balls for the rest of the lazy summer day.

13 Which sentence in the box is NOT written correctly?

F The hungry man quickly ate the Italian food.
G Then he purchased a large drink and put it on his tray cluttered.
H He practiced hitting golf balls for the rest of the lazy summer day.

14 Which underlined words in the paragraph in the box are all adjectives?

A hungry, Italian, new, red
B hungry, quickly, new, car
C quickly, food, finished, park
Read and answer question 15.

15 In which sentence below is all punctuation correct?

F If the movie starts on time we will, get out early!

G If the movie starts on time, we will get out early.

H If the movie, starts on time we will get out early?
## Grade 4 • Unit 5 • Week 1

### Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Name ____________________________
Date ____________________________

FCAT Format
Weekly Assessment
TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “The School Play” before answering Numbers 1 through 9.

**The School Play**

It was the first day of rehearsal for the school play. Mr. Woods, whose specialty was acting, informed the students that they were going to learn a new way to show what kind of person they were playing.

“Tommy,” he said, “in the play, you’re famished. How are you going to show that?” Tommy shouted, “Give me something to eat!”

“That is one way to do it,” laughed Mr. Woods, “but can you demonstrate hunger for us without talking about eating?”
“Without talking about eating?” Tommy asked, showing his surprise. Mr. Woods nodded. Tommy scratched his head and thought for a moment about what he should do. Then he turned to Linda, licked his lips, and said, “That apple you’re holding looks really good!”

“Excellent!” said Mr. Woods. “I got that message loud and clear!”

Mr. Woods turned to Linda. “Linda, in the play, your character is exasperated. Can you show us that?”

“I wish I could, but I have no clue what that word means!” cried Linda, throwing up her hands and stamping her foot.

“That was great!” said Mr. Woods. “See? You can show the audience something without talking about it. You don’t have to name it at all. Billy, do you want to help us out and go next?”

“No!” Billy snorted. “I don’t want to help! I don’t even want to be here! Can I leave?”

Everyone was silent while Mr. Woods gazed at Billy. Then he turned to the others and said, “Billy just showed us two different emotions. Does anybody know what those emotions are?”

“Not wanting to help was pretty selfish,” said Tony.

“And wanting to leave was being cranky,” Kim added.

“Right on both counts!” Mr. Woods agreed. “That’s the kind of person Billy is playing! Judy, are you still backstage? Front and center, please.”
Judy was sweeping backstage. She stepped forward carrying a broom and a pan. When she reached the front of the stage, there was a sudden commotion as she dropped everything. She bent down to pick up the fallen items, but she lost her balance and tumbled to the ground in a clumsy heap. Then she tried to pick up the pan, but it flew out of her hands and sailed into the air.

“She’s bumbling!” everyone yelled as they laughed at Judy’s actions.

“Perfect!” said Mr. Woods. “I think this is going to be the best play we have ever done!”

1 Read this sentence from the story.
   “Not wanting to help was pretty selfish,” said Tony.
   The OPPOSITE of selfish is
   A mean.  C generous.
   B greedy.  D self-centered.

2 Read this sentence from the story.
   “And wanting to leave was being cranky,” Kim added.
   The OPPOSITE of cranky is
   F upset.  H annoyed.
   G cheerful.  I embarrassed.

3 Read this sentence from the story.
   When she reached the front of the stage, there was a sudden commotion as she dropped everything.
   What does the word commotion mean?
   A quiet cheer  C light applause
   B noisy activity  D frightened gasp
Read this sentence from the story.

“She’s bumbling!” everyone yelled as they laughed at Judy’s actions.

What does the word *bumbling* mean?

- F bruised
- G clumsy
- H careful
- I graceful

Mr. Woods has gathered the students together to

- A begin rehearsing the school play.
- B ask Tommy to demonstrate hunger.
- C find out who wants to be in the school play.
- D see if anyone knows what emotions Billy is showing.

Why does Linda throw up her hands and stamp her foot?

- F She does not like Mr. Woods.
- G She is acting as if she is exasperated.
- H She is showing that her character is patient.
- I She wants to have a different part in the play.
7 Why is everyone silent after Billy asks if he can leave?

A They are waiting for Judy to finish sweeping.
B He has acted so well, they think he really wants to leave.
C They are waiting for the next student to step forward and act.
D He has asked them all to be quiet while he shows how his character behaves.

8 Why does Mr. Woods say that he thinks this will be the best play the school has ever done?

F He has hired professional actors to play the students’ characters.
G It is the first day of rehearsal and the students already are acting well.
H He wants to build up the students’ confidence so they do not get nervous.
I It is the end of rehearsal and he wants the students to leaving feeling happy.
9 How is Mr. Woods helping the students to become better actors? Use details and information from the story to support your answer.

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Read and answer questions 10–12.

10 Read this sentence.

The divor pushed his talent to the limit when he explored the dangerous river.

Which underlined word is spelled incorrectly?

A limit  
B river  
C divor  
D talent

11 Which word is spelled incorrectly?

F cabin  
G finish  
H famus  
I spoken

12 Which word is spelled incorrectly?

A habit  
B razor  
C never  
D stowlen
A student wrote the paragraph below. The paragraph contains mistakes. Read the paragraph to answer questions 13–15.

I bought a poster at the museum. The poster has a picture of a large, beautiful tree. The tree has brightly colored leaves and a thick trunk. It stands tall above a river that flows next to it. There’s a sunset in the background of picture. The sunset is red, orange, and yellow. It reminds me of apple and pear floating in the sky.

What do these mean?

1. This type of symbol is in the Florida test to show a sentence number.
2. This symbol in the test shows a new paragraph.
3. The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
13 Which words in sentence 1 are articles?
   ⑥ a, at
   ② a, the
   ④ the, museum
   ① bought, poster

14 Which sentence is missing one or more than one article?
   ③ sentence 2
   ⑤ sentence 3
   ① sentence 4
   ① sentence 5

15 What is the correct way to write sentence 7?
   ⑥ It reminds me of a apple and a pear floating in the sky.
   ④ It reminds me of an apple and a pear floating in the sky.
   ⑥ It reminds me of a apple and an pear floating in the sky.
   ① It reminds me of an apple and an pear floating in the sky.
Grade 4 • Unit 5 • Week 2

Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the article “On the Open Ocean” before answering Numbers 1 through 9.

On the Open Ocean

When Columbus sailed across the ocean with three vessels, he was setting off into the unknown. During this period, people did not know so much about Earth and the oceans as they do now.

Columbus was looking for a way to reach Asia by sailing west. He thought he could simply sail straight there. He did not know that there was a huge body of land in his way. That was one reason why the time he estimated for the voyage was not entirely accurate. The voyage went on longer than anyone on the ship had anticipated.
The longer the voyage went on, the more unhappy Columbus’s men became. At some point, their unhappiness might have become fear. How long were they supposed to be at sea before they reached land? Did their captain know what he was doing, or was he going to get them lost forever?

Columbus spent a great deal of time documenting his journey. He knew that his records would be extremely valuable to the king and queen of Spain. But his men began to care less and less about documenting the voyage. They just wanted to reach shore.

It must have been very difficult to be a sailor on one of those ships. As they sailed farther west without seeing land, Columbus probably lost some support from his men. While some sailors remained loyal to their captain, others might have thought he was crazy. As they sailed through the middle of nowhere, with no sign of land in sight, some of the men may have questioned their original decision to join Columbus on this voyage. Back in Spain, they had signed on for several weeks at sea. They certainly did not have this kind of trip in mind when they had boarded the ships. What they did not realize was that they were taking part in one of the most important explorations in history.
Columbus’s voyage was one of the bravest trips ever taken. His journey still inspires us. Today we know a great deal about our planet and the ocean. However, some parts of Earth still are mysteries. One of these places is the world under the ocean. There are places beneath the sea that still remain unknown to us. The brave people who explore this unknown world often must feel what Columbus felt when he set out on his journey of discovery.
Now answer Numbers 1 through 9. Base your answers on the article “On the Open Ocean.”

1. Read this sentence from the article.

   During this period, people did not know so much about Earth and the oceans as they do now.

   What does the word *period* mean in the sentence?
   
   A. a special place  
   B. a length of time  
   C. the end of a sentence  
   D. the beginning of a trip

2. Read this sentence from the article.

   That was one reason why the time he estimated for the voyage was not entirely accurate.

   Guessed is to estimated as ____ is to found.
   
   F. lost  
   H. explained  
   G. owned  
   I. discovered

3. Read this sentence from the article.

   Columbus spent a great deal of time documenting his journey.

   The word *documenting* means
   
   A. taking.  
   B. traveling.  
   C. planning.  
   D. recording.
4 Read this analogy.

**Worthless is to valuable as weak is to strong.**

What is the relationship between each pair of words in the analogy?

- They are antonyms.
- They are synonyms.
- They show cause and effect.
- They show a part to its whole.

5 In the first paragraph, the author contrasts

- travel in Columbus’s time with travel today.
- sailors in Columbus’s time with sailors today.
- vessels in Columbus’s time with vessels today.
- knowledge in Columbus’s time with knowledge today.

6 How was Columbus’s actual voyage DIFFERENT from the voyage he had anticipated?

- It was hotter.
- It was colder.
- It was longer.
- It was shorter.
7 How were all the sailors on Columbus’s ships ALIKE?
   □ They wanted to reach land.
   □ They remained loyal to Columbus.
   □ They did not care about reaching land.
   □ They did not want to go back so Spain.

8 The illustrations and the last paragraph of the article
   □ contrast Columbus’s ocean exploration with today’s jungle explorers.
   □ compare Columbus’s ocean exploration with today’s ocean explorers.
   □ compare Columbus’s journey of discovery with modern land exploration.
   □ contrast Columbus’s journey of discovery with modern space exploration.
How was the behavior of Columbus’s men during the voyage DIFFERENT from their behavior at the beginning of the voyage? Use details and information from the article to support your answer.

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Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A relait
   B tender
   C gather
   D unfold

11 Which word is spelled incorrectly?
   F excite
   G frosty
   H action
   I between

12 Read this sentence.
   Seeing the poster above the door helped reminded us to cancel the show.
   Which underlined word is spelled incorrectly?
   A poster
   B above
   C cancel
   D reminded
Read the story “Two Books.” Choose the word or words that correctly complete questions 13 and 14.

**Two Books**

Rob read two books for school. The first book was (13) than the second book. It included a lot of details. The second book was shorter. It didn’t have as many details, but it had a (14) ending than the first book.

When Rob wrote about the second book, he said that he wished it had more details. When he wrote about the first book, he said that he wished it had a different ending.

13. Which answer should go in blank (13)?
- F long
- G longer
- H more long

14. Which answer should go in blank (14)?
- A happier
- B happiest
- C more happy
Read and answer question 15.

15 In which sentence below is all punctuation correct?

F “Oh I can’t wait until we go to the aquarium tomorrow!”
G “Oh I, can’t wait until we go to the aquarium tomorrow!”
H “Oh, I can’t wait until we go to the aquarium tomorrow!”
### Grade 4 • Unit 5 • Week 3
#### Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Grade 4 • Unit 5 • Week 4

Name ____________________________

Date ____________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “Artist of the Year” before answering Numbers 1 through 9.

**Artist of the Year**

As Wayne approached the gallery with a bundle under his arm, he saw a crowd of people in front of one of the downtown skyscrapers near the gallery. He smelled fresh food cooking and assumed that there was a big event at the famous barbecue restaurant next door. As he passed the skyscraper, an enormous car pulled to the curb. The man who stepped out of the car walked over to Wayne.

“Wayne Heston, is that you?” the man asked. It was Don Lombard. He and Wayne had gone to art school together. “I haven’t seen you in years! How are you?”

“Not bad,” Wayne answered. “I know that you have been doing very well.”

“I’ll say! I’m here to show my latest statue. It’s in the lobby of this building,” Don said, indicating the skyscraper. “My
statues are in buildings all over town. They are calling this one my most glorious work!” Don leaned closer to Wayne, as if he were about to tell him a secret. “They’re right! It is glorious! They just keep getting better and better.”

“You must be happy,” Wayne said.

“I am!” Don answered. “What about you?”

“I’m on my way to a gallery now.”

Don noticed the bundle under Wayne’s arm. He flicked at the brown paper that covered it.

“Still doing collage?” he asked.

“Yes, I am.”

“Maybe you should try working on something bigger. Something that will get you noticed. It might make you famous,” Don laughed.

“It might,” Wayne answered quietly. “You never know what can make someone famous.”

“Come back later,” Don suggested. “If I’m not too busy, I can introduce you to some people who can help you.”

“Thank you,” Wayne said quietly.

“Well, it’s been great to see you,” Don said with a big smile. “But I’ve got to get inside. My public is waiting for my grand entrance.”

Don turned and soon was strutting into the building, followed by swarms of people.

With the street empty, Wayne continued on his way. As he entered the gallery, the owner rushed over to him.
“Wayne, good to see you!” She looked at the bundle. “Is this your new collage?”
“Yes,” said Wayne. “It might be my best one yet.”
“I can’t wait to see it!” exclaimed the smiling gallery owner. “And congratulations on being named Best Artist of the Year last week.”
Wayne smiled warmly. “Thank you.”
Now answer Numbers 1 through 9. Base your answers on the story “Artist of the Year.”

1. Read this sentence from the story.
   “They are calling this one my most glorious work!”
   The word **glorious** means
   A. famous.
   B. popular.
   C. expensive.
   D. wonderful.

2. Read these sentences from the story.
   Don noticed the bundle under Wayne’s arm. He **flicked** at the brown paper that covered it.
   What does the word **flicked** mean?
   F. pulled firmly
   G. tapped lightly
   H. pushed harshly
   I. twisted carefully

3. When the author says that Don was “strutting into the building,” you can tell that Don was
   A. rushing.
   B. shouting.
   C. walking angrily.
   D. walking proudly.
4 Read this sentence.

The famous artist had to make his way through swarms of people at the gallery.

What does swarms mean?
- ideas
- crowds
- memories
- collections

5 Which statement BEST describes Don?
- A. He does not think he is a very good artist.
- B. He likes to talk about how successful he is.
- C. He thinks Wayne is a better artist than he is.
- D. He does not want people to know he is successful.

6 Which statement BEST describes Wayne?
- E. He does not like to talk about himself.
- G. He thinks he is the best artist in the city.
- H. He wishes he was a more successful artist.
- I. He wants to start making paintings and statues.
Don offers to introduce Wayne to people who can help him because

A. Don admires Wayne’s art.
B. Wayne wants to be more like Don.
C. Don thinks he is more important than Wayne is.
D. Wayne shows his art in the lobby of a skyscraper.

Which statement BEST describes how Don and Wayne feel about one another?

F. Don is proud of Wayne; Wayne is jealous of Don.
G. Don looks up to Wayne; Wayne looks down on Don.
H. Don wants Wayne to change; Wayne accepts Don for who he is.
I. Don supports Wayne’s artwork; Wayne thinks Don should try collage.
The story “Artist of the Year” is about two successful artists, Wayne and Don. Use details and information from the story to explain:

• how Wayne and Don are ALIKE, and
• how they are DIFFERENT

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Read and answer questions 10–12.

10. Which word is spelled incorrectly?
   (A) polar
   (B) harbour
   (C) anchor
   (D) danger

11. Read this sentence.

   The grosser asked his daughter to bring him a bag of pepper and a box of baking powder.

   Which underlined word is spelled incorrectly?
   (F) grosser
   (G) pepper
   (H) powder
   (I) daughter

12. Which word is spelled incorrectly?
   (A) odor
   (B) enter
   (C) popular
   (D) elevator
Read and answer questions 13–15.

13 Which sentence below is written correctly?
- F Jan has most stamps of all.
- G Jan has more stamps of all.
- H Jan has the most stamps of all.

14 Which sentence below is written correctly?
- A Karla’s book has most pages than Fred’s.
- B Karla’s book has more pages than Fred’s.
- C Karla’s book has the more pages than Fred’s.
Beth has more homework than Reyna, but Marta has the most homework of all. Reyna’s teacher gives the most math homework than all of the other teachers. Marta gets more reading homework than her friends in other classes.

Which sentence in the box is NOT written correctly?

- Marta gets more reading homework than her friends in other classes.
- Reyna’s teacher gives the most math homework than all of the other teachers.
- Beth has more homework than Reyna, but Marta has the most homework of all.
**Student Name**

**Grade 4 • Unit 5 • Week 4**

**Student Evaluation Chart**

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**Correlations**

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* See benchmarks and standards on pages 379–384.
Name ________________________________

Date ________________________________

**FCAT Format Weekly Assessment**

**TESTED SKILLS AND STRATEGIES**

- Vocabulary Strategies
- Reading Comprehension
- Spelling
- Grammar, Mechanics, and Usage
Read the article “Wild Horses” before answering Numbers 1 through 9.

**Wild Horses**

Long ago, the ancestors of the horse roamed all over North and South America. These early horses were much smaller than the horses we are familiar with today. They died out about 8,000 to 10,000 years ago, although no one is sure why. Scientists guess that they might have died from disease. It also is possible that predators killed them.

When the Spanish arrived in the 1500s, they introduced horses back into the Americas. The Native Americans living here at the time had never seen horses. However, Native Americans quickly formed a close relationship with the horse. They became highly skilled riders. They also created new breeds of horses.

Sometimes tamed horses escaped and returned to their wild way of life. Back in nature, they found other horses. These horses stayed together and formed herds. With few predators and plenty of land, the herds grew larger. By the early 1900s, more than two million wild horses, known as mustangs, roamed the western parts of North America.

In the early 1900s, more than two million mustangs roamed the western parts of North America.
Then things began to change. The balance between people and nature often is fragile. When people want land that is being used by animals, the people often get it, but the animals pay the price. That is exactly what happened with the wild horses. As people spread westward, they took more land. At first there was enough space for everyone. After a while, however, wild horses were in danger of losing the land they lived on. Their habitat was threatened. People wanted the land for ranches and farms. People also killed wild horses. They used the meat for pet food and for other purposes.

By the early 1970s, fewer than 20,000 mustangs remained in the western United States. Some people began to think that the wild horses would become extinct. In 1971, the United States government passed a law to protect the country’s wild horses.

This law seems to have given the horses a sanctuary. The mustangs have shown their adaptability to habitat changes. As a result, there are now about 47,000 wild horses in the western United States. These horses are the descendants of horses that belonged to Spanish explorers, Native Americans, and cowboys.
Many people have seen these horses thundering across the land, their bodies glistening and shining in the sun. It does not take much coaxing or convincing for most people to agree that the West would be a different place if it did not have its mustangs.
Now answer Numbers 1 through 9. Base your answers on the article “Wild Horses.”

1. Which words in the fourth paragraph help you figure out what *habitat* means?
   - A ranches and farms
   - B the land they lived on
   - C people spread westward
   - D wild horses were in danger

2. Read this sentence.
   The mustangs’ habitat was threatened as more and more people moved onto their land.
   What does *threatened* mean?
   - F warned
   - G protected
   - H put in danger
   - I spoke loudly to

3. Read this sentence from the article.
   This law seems to have given the horses a sanctuary.
   What does the word *sanctuary* mean?
   - A hospital
   - B safe place
   - C food supply
   - D dangerous place
4 Which word in the last paragraph helps you figure out the meaning of *glistening*?

- [F] land
- [G] seen
- [H] shining
- [I] thundering

5 According to the article, what is one possible cause for the disappearance of early horses?

- [A] They starved to death.
- [B] They became ill and died.
- [C] They returned to the wild.
- [D] They disappeared after a fire.

6 Horses returned to the Americas when

- [F] the Spanish brought them.
- [G] the government passed a law.
- [H] Native Americans raised them.
- [I] cowboys rode them to their ranches.
What happened when people spread westward onto the wild horses’ habitat?

A. Wild horses lost their homes.
B. People tried to tame wild horses.
C. Wild horses roamed freely on the land.
D. People lived peacefully with wild horses.

The caption of the second illustration talks about something that happened as a result of

F. horses helping people.
G. people helping horses.
H. people wanting space used by wild horses.
I. Native Americans creating new breeds of horses.
What was the effect of the law that was passed in 1971 to protect wild horses? Use details and information from the article to support your answer.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A. settill
   B. local
   C. symbol
   D. channel

11 Read this sentence.
   The music teacher was proud when her pupil won a special medle in the bugle contest.

   Which underlined word is spelled incorrectly?
   F. pupil
   G. bugle
   H. medle
   I. special

12 Which word is spelled incorrectly?
   A. total
   B. vesel
   C. turtle
   D. pencil
Read the story “Team Tryout.” Choose the word or words that correctly complete questions 13–15.

Team Tryout

The coach tried out two new players for the town soccer team. Denise was a good athlete, and Jessie was even (13). That made the coach happy, because last year the team had its (14) season in five years. At the tryout, Denise ran very fast, but Jessie ran faster. Afterward, the coach realized that Jessie would be the (15) player on the team. The next day, she asked both girls to join the soccer team.

13 Which answer should go in blank (13)?
   F better
   G gooder
   H more good

14 Which answer should go in blank (14)?
   A worse
   B worst
   C worstest

15 Which answer should go in blank (15)?
   F faster
   G fastest
   H most fastest
Grade 4 • Unit 5 • Week 5
Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Name ______________________________

Date ______________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
A Golden Moment

Big Bob Benton was well known among the prospectors. They said that where Big Bob went, gold followed. When he heard that, Bob got annoyed. Any real prospector knew that gold did not follow you. You had to hunt for it, and it took a lot of hard work to find it. It also took a lot of luck.

Sure, he had struck it rich three times. But he did not give up at the first disappointment, like a lot of other prospectors. And he worked tirelessly on all of his gold claims. Other prospectors would start out with big plans to strike it rich, then quit when they didn’t find gold in a few days. Bob was always prepared to work hard when he started a claim.
Now he was going out a fourth time, and there were murmuring among the prospectors of following him. People wanted to set up diggings next to his new claim. Bob knew this, so he took an exhausting circular route high into the mountains to avoid other prospectors. He steered his horse every which way for hours. Finally, he decided it was time to head for the mountain slope that was his real destination.

He had just started to cross a stream when he heard a twig snap. And there was Jokin’ Joe, the one prospector Big Bob respected and admired.

“Howdy,” Joe said, greeting him with an outstretched hand. “Find gold yet?”

“Nope,” Bob answered, wondering what Joe was doing here.

“Too bad. I figured that if I followed you, you would lead me right to it,” said Joe.

“I thought you were a better man than that,” Bob replied.

“Just jokin’,” Joe assured him. “That was a reference to the talk going around town. We both know what people are saying about following you. I am a better man than that. I’m going to try my luck on the other side of the mountain and leave this side to you. Good hunting!”
Big Bob remained still until Jokin’ Joe had vanished around a curve up the mountain. When he was sure he was alone again, he got back on his horse. He was about to continue when something caught his eye. Next to the stream, a flash of yellow glinted in the sun. He got off his horse, scooped up what appeared to be a pebble, and found himself holding a shiny gold nugget.

1. Read this sentence from the story.
   
   Big Bob Benton was well known among the prospectors.

   What does the suffix -or in the word prospectors mean?
   
   A full of
   B living in
   C one who
   D empty of

2. Read these sentences from the story.
   
   They said that where Big Bob went, gold followed. When he heard that, Bob got annoyed.

   The word annoyed means
   
   F amused.
   G bothered.
   H confused.
   I frightened.

3. Read this sentence from the story.
   
   Next to the stream, a flash of yellow glinted in the sun.

   What does the word glinted mean?
   
   A gazed
   B sparkled
   C darkened
   D disappeared
4 Read this sentence.

Big Bob was not a follower; he preferred exploring the territory by himself.

Based on the suffix -er, what does follower mean?

- one who follows others
- one who does not follow
- one who is afraid to follow
- one who has never followed

5 Why does Big Bob become annoyed when the other prospectors say that gold follows him?

- It makes him sound greedy.
- They are ignoring all his hard work.
- It means they will try to steal his gold.
- They are hinting that he will not find gold again.

6 Why does Bob take a long exhausting route high into the mountains?

- His map is old and confusing.
- His horse is afraid of wild animals.
- He does not know where he is going.
- He wants to be sure no one is following him.
Why does Joe say he is following Bob so that Bob will lead him to gold?

A. He knows this is an easy way to find gold.
B. He is making a joke about other prospectors.
C. He hopes Bob will invite him to share his claim.
D. He is trying to get Bob to give up his search for gold.

Bob does not continue up the mountain after Joe leaves because

F. his horse needs to eat and rest.
G. he is waiting for Joe to come back.
H. he sees something shiny near the stream.
I. his friends are supposed to meet him at the stream.
9 How is Jokin’ Joe part of the reason Big Bob finds gold at the end of the story? Use details and information from the story to support your answer.
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A button   B reasun   C proven   D penguin

11 Which word is spelled incorrectly?
   F robbin   G eleven   H wooden   I common

12 Read this sentence.
   Before she goes to work, my cousin often eats a raisin muffin with the rest of her breakfast.

   Which underlined word is spelled incorrectly?
   A raisin   B often   C muffin   D cousin
Read and answer questions 13–15.

13 Which sentence does NOT contain adverbs?
   - F Sandra gets very good grades on her tests.
   - G However, she works both fast and carefully.
   - H She often finishes a test several minutes before her classmates.

14 Read the boxed sentence.

   When Sandra finishes early, she sits quietly and reads a book until everyone else has finished.

Which words in the sentence are adverbs?
   - A until, else
   - B finishes, sits
   - C early, quietly
Which pair of sentences below is written correctly?

- F Brad is a well writer. Tony writes well, too.
- G Brad is a good writer. Tony writes well, too.
- H Brad is a good writer. Tony writes good, too.
# Student Evaluation Chart

**Grade 4 • Unit 6 • Week 1**

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**Total Weekly Test Score** /16 %

**Correlations**

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* See benchmarks and standards on pages 379–384.
Name ____________________________

Date ____________________________

FCAT Format Weekly Assessment
TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the story “Visitors in the Woods” before answering Numbers 1 through 9.

Visitors in the Woods

Gwen and her father were spending the day in the big state park a few miles from their house. Each time they saw an animal, her father would stop and lower his voice while they watched it. Now, as they rounded a curve in the trail, they heard a scuffling sound in the woods. Then, about 100 feet ahead, a deer and her baby cautiously stepped onto the trail.

Gwen’s father immediately put his hand on her shoulder to prevent her from taking another step. “Look!” her father whispered.

“They are beautiful!” Gwen said softly.

The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation. She also was paying close attention to her baby.

Gwen took a step toward the deer, but her father’s voice halted her in her tracks. “Keep your distance, Gwen.” He continued speaking softly. “If you get too close, you’ll scare them and they will run away.”
Gwen knew that her father’s warning was sensible and logical, but she still wanted a better look at the deer. Would it really make a difference if she went a little closer? She was thinking of taking just one more step when she noticed that she was about to walk right on top of a jumble of twigs. The noise from that would surely frighten the deer. Gwen stayed right where she was.

Just then, Russell Dyser and his son Keith appeared on the trail. Russell was an acquaintance of Gwen’s father. Russell and Keith were talking loudly. The mother deer watched them carefully and moved closer to her baby.

“Sshhh.” Gwen’s father warned. “You’ll frighten the deer.”

“So what?” Russell answered scornfully. “There are a lot of people in the park today. It’s better to scare the deer away than have them on the trail while we’re hiking.” He talked so loudly that Gwen thought he was deliberately trying to frighten the deer.
Sure enough, the mother bounded into the dense woods, with her baby at her heels. With her eyes full of longing, Gwen gazed after them wistfully. They had been so much fun to watch.

Russell and his son were completely unaffected by the departure of the deer. “They should be more careful when people are on the trail,” Russell said.

“No,” replied Gwen’s father. “It’s the other way around. The animals live here. We are the visitors.”
Now answer Numbers 1 through 9. Base your answers on the story “Visitors in the Woods.”

1 Read this sentence from the story.

   The mother deer froze in her tracks and stared at them, almost as if she were eavesdropping and following their conversation.

What does the word *eavesdropping* mean?

- (A) telling stories
- (B) secretly listening
- (C) ignoring someone
- (D) interrupting someone

2 Read this sentence from the story.

   Gwen knew that her father’s warning was sensible and logical, but she still wanted a better look at the deer.

Which word in the sixth paragraph helps you figure out the meaning of *logical*?

- (F) jumble
- (G) wanted
- (H) noticed
- (I) sensible

3 Read this sentence from the story.

   “So what?” Russell answered scornfully.

The word *scornfully* means almost the SAME as

- (A) carefully.
- (B) recklessly.
- (C) responsibly.
- (D) disrespectfully.
Sure enough, the mother bounded into the dense woods, with her baby at her heels. With her eyes full of longing, Gwen gazed after them wistfully. They had been so much fun to watch.

Which words help you figure out the meaning of *wistfully*?

- at her heels
- bounded into
- dense woods
- full of longing

What lesson about being in the woods does Gwen learn from her father?

- It is not important to spend time in nature.
- People can make as much noise as they want to.
- People should respect the animals that live there.
- It is not important to stay on trails or obey park rules.

What lesson about being in the woods does Keith learn from his father?

- People are more important than animals.
- Animals are more important than people.
- Animals should not have to look out for people.
- People should be quiet when they meet animals.
If the story “Visitors in the Woods” needed a new title, which would be BEST?

A. “Nature’s Guests”  
B. “Get Out of My Way”  
C. “How to Avoid Wild Animals”  
D. “When People Meet in the Woods”

In the first picture, Gwen’s father is

E. telling her to go closer to feed the deer.  
F. showing her the fastest way back to their camp.  
G. teaching her how to behave around wild animals.  
H. helping her scare the deer so they’ll get off the trail.
Gwen and Keith behave in very different ways in the story “Visitors in the Woods.” Use details and information from the story to explain:

• the theme of the story, and
• how Gwen’s and Keith’s actions illustrate the theme
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A root
   B route
   C bolder
   D bowlder

11 Read this sentence.
   This a tale about a doe who got her tail stuck in cookie dogh.

   Which underlined word is spelled incorrectly?
   F tail
   G tale
   H doe
   I dogh

12 Which word is spelled incorrectly?
   A whos
   B prints
   C prince
   D whose
A student wrote the story below. The story contains mistakes. Read the story to answer questions 13–15.

1. Roy spoke more faster than anyone else in class.
2. He said a lot all at once, but he was not very good at giving speeches.
3. Mrs. Morgan challenged him to speak slowest than everyone else.
4. When he gave his next report, he spoke the slowest of everyone in class.
5. That was the best speech he had ever given.
6. Roy kept practicing.
7. By the end of the year, he spoke the most clearly than anyone.

What do these mean?

This type of symbol is in the Florida test to show a sentence number.

This symbol in the test shows a new paragraph.

The test may include the kinds of writing you might do. You will be asked to change and improve the writing.
13 What is the correct way to write sentence 1?
   
   F  Roy spoke faster than anyone else in class.
   G  Roy spoke fastest than anyone else in class.
   H  Roy spoke more fast than anyone else in class.
   I  Roy spoke more fastest than anyone else in class.

14 What is the correct way to write sentence 3?

   A  Mrs. Morgan challenged him to speak more slow than everyone else.
   B  Mrs. Morgan challenged him to speak more slowly than everyone else.
   C  Mrs. Morgan challenged him to speak more slowest than everyone else.
   D  Mrs. Morgan challenged him to speak the more slow than everyone else.

15 What is the correct way to write sentence 7?

   F  By the end of the year, he spoke most clear than anyone.
   G  By the end of the year, he spoke more clearly than anyone.
   H  By the end of the year, he spoke more clearest than anyone.
   I  By the end of the year, he spoke the most clearer than anyone.
## Grade 4 • Unit 6 • Week 2

### Student Evaluation Chart

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### Correlations

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* See benchmarks and standards on pages 379–384.
Grade 4 • Unit 6 • Week 3

Name ______________________________

Date ______________________________

FCAT Format Weekly Assessment
TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Read the article “Science in Your Bones” before answering Numbers 1 through 9.

**Science in Your Bones**

What was Earth like a long time ago? What kinds of plants lived on Earth? What kinds of animals were here? There are professionals whose job is to answer questions like these. They are called *paleontologists*.

*Paeo* is a Greek word that means “old.” The suffix *-logy* also comes from Greek. It means “study.” So *paleontology* means “the study of old things.”

The “old things” that these scientists study are fossils. Fossils are the remains of plants or animals left behind in rocks. Some fossils are shells, leaves, or bones. Some are tracks that were left by animals as they passed by.

Paleontologists spend many hours digging up and studying fossils.
How did the fossils get into the rocks? The rocks were formed millions of years ago. At that time, the animals and plants were alive. The animals and plants were buried in the rocks. The rocks piled up, and the shape of the plant or the animal’s bones, became part of the rock. When paleontologists study a fossil, they can determine what the animal or plant looked like.

The oldest fossils found so far are the remains of bacteria. Scientists think these bacteria lived about 3½ billion years ago. These fossils are so small that they cannot be seen without a microscope.

Fossils have been found all over the United States. With so many fossils found, one might think that today we know about every plant and animal that has ever lived on Earth. That is not true. Scientists believe that these fossils represent just a small fraction of the animals and plants that have lived on Earth. They also think that many living things vanished from the planet without leaving a single fossil behind.
Paleontologists learn many things from fossils. One thing they learn is what kinds of animals roamed the planet long before there were people. They also learn whether rocks were formed on land or in the sea. Most rocks that have fossils of sea creatures were formed in water, while most rocks that have fossils of land creatures were formed on land. Knowing where rocks were formed tells us what Earth may have looked like millions of years ago.

Fossils tell paleontologists what kinds of animals roamed Earth millions of years ago.

Like other kinds of science, paleontology can be very exciting. Think about the first paleontologists who stumbled upon a dinosaur fossil. Imagine what they felt like when they inspected the fossil and realized what they had found!
Now answer Numbers 1 through 9. Base your answers on the article “Science in Your Bones.”

1 Read this sentence from the article.
   There are professionals whose job is to answer questions like these.
   Professionals are people who have
   □ no training.
   □ special training.
   □ jobs they do not like.
   □ many different interests.

2 Read this sentence from the article.
   Think about the first paleontologists who stumbled upon a dinosaur fossil.
   The idiom stumbled upon means
   □ got lost.
   □ searched hard for.
   □ threw away.
   □ found by accident.

3 Read this sentence.
   The audience cheered loudly when the paleontologist held up the fossil.
   The Latin root aud means “hear.” An audience is a group of people gathered together to
   □ study something.
   □ discover something.
   □ save or preserve something.
   □ watch or listen to something.
4 The Latin root *spec* means “look.” Which word below does NOT contain this Latin root?

- F special
- G spectator
- H inspected
- I spectacles

5 Which statement below BEST describes paleontologists?

- A They invent new things.
- B They predict the weather.
- C They are curious about the past.
- D They are interested in the future.

6 What is the MAIN idea of the paragraph above the second illustration?

- F Most rocks that have fossils of sea creatures were formed in water.
- G Most rocks that have fossils of land creatures were formed on land.
- H Fossils tell paleontologists what Earth was like millions of years ago.
- I Paleontologists can figure out whether rocks were formed on land or in the sea.
7 According to the article, fossils are

- worthless because they are old and fragile.
- important because they provide clues about the past.
- important for understanding what the future will be like.
- worthless because they provide very little useful scientific information.

8 What purpose does the first illustration serve in the article?

- It shows one part of a paleontologist’s job.
- It shows how easy it is to be a paleontologist.
- It supports the information in the fifth paragraph.
- It supports the idea that paleontology is an important branch of science.
The article “Science in Your Bones” is about the work paleontologists do. Use information and details from the article to explain:

- what fossils are, and
- how they help paleontologists figure out what Earth was like millions of years ago
Read and answer questions 10–12.

10 Read this sentence.

I am oncomfortable with this nonsense, but I do not want to mislead you or discourage you.

Which underlined word is spelled incorrectly?

A. mislead  
B. nonsense  
C. discourage  
D. oncomfortable

11 Which word is spelled incorrectly?

F. mistep  
G. distrust  
H. nonstop  
I. uncertain

12 Which word is spelled incorrectly?

A. nonfat  
B. unable  
C. unplug  
D. dysappoint
When Hannah Left

When Hannah moved away, she did not say anything to (13). The day before she moved, she didn’t say a word in class. She just silently sat at her desk. Her friends (14) seen her so quiet. They didn’t know what to say. None of them believed that she would not be in school with them the next day. The day after Hannah moved, everyone in class was quiet. They were too sad to say anything.

13 Which answer should go in blank (13)?
   F  nobody
   G  anybody
   H  none of us

14 Which answer should go in blank (14)?
   A  had never
   B  hadn’t never
   C  had not never
Read and answer question 15.

15 In which sentences below are all negatives correct?
   
   ⑥ I do not want dessert tonight. I cannot eat no more.
   ⑦ I do not want dessert tonight. I cannot eat any more.
   ⑧ I do not want no dessert tonight. I cannot eat any more.
### Grade 4 • Unit 6 • Week 3

#### Student Evaluation Chart

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* See benchmarks and standards on pages 379–384.
Name ______________________________

Date ______________________________

FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

• Vocabulary Strategies
• Reading Comprehension
• Spelling
• Grammar, Mechanics, and Usage
Flying High

People have dreamed of flying almost from the first moment they saw birds in the air. More than 2,000 years ago, people in China made kites. A kite is basically a glider. Gliders do not have engines. They rise into the air and stay up by riding wind currents. Eventually, people in China built kites big enough to carry people into the air. This allowed people to fly, but it was not truly flying. To truly fly, it was necessary to control the flight.

In the late 1800s, people began to build gliders that could be partially controlled. However, these gliders were unstable in the air. To achieve controlled flight, people needed to develop a flying machine that had an engine and could be operated by a pilot.

Suppose you could take a trip back in time to the year 1899. Two brothers, Orville and Wilbur Wright, are starting to build gliders. They have worked hard and finally feel that they can control a flying machine in the air. After hoisting an engine of their own creation into an airplane that they have designed and built, they are ready to try.
Now jump ahead a few years, to 1903. In Kitty Hawk, North Carolina, Wilbur and Orville are on a beach with their airplane, which they have named the Flyer. The airplane’s wings are made of wood and covered with cotton cloth. The plane has two wooden propellers and a wingspan that measures 40 feet, 4 inches. The pilot lies in the middle of the lower wing and steers the plane by moving his hips, which are attached to the plane’s controls.

With Orville as the pilot, the Flyer takes off and travels 120 feet at about 30 miles an hour! The flight lasts about 12 seconds. That sounds like almost nothing compared with today’s flights, but it has never been done before. Orville Wright is the first person to fly an engine-driven, heavier-than-air machine! With this flight, the Wright brothers make headlines—and history.
The people watching must have applauded loudly and enthusiastically. As much as people wanted to fly, there were some who thought it simply could not be done. The Wright brothers’ achievement assured people that heavier-than-air machines could take off and stay in the air. They also could land where and when people wanted them to land. Humans finally had realized their ancient dream of controlled flight.
Now answer Numbers 1 through 9. Base your answers on the article “Flying High.”

1 Read this sentence from the article.
   However, these gliders were unstable in the air.

   The word *unstable* means
   
   A strong.  
   B unusual.  
   C balanced.  
   D unsteady.

2 In the fourth paragraph, what does the word *wingspan* mean?

   F the length of an airplane from its nose to its tail.  
   G the distance a plane travels from takeoff to landing.  
   H the maximum height that a plane reaches in the air.  
   I the distance between the tips of an airplane’s wings.

3 Read this sentence.
   In 1903, everyone cheered and ____ the Wright brothers’ achievement.

   Which word BEST completes the sentence?
   
   A applaud  
   B applauds  
   C applauded  
   D applauding
4 Read this sentence from the article.

The Wright brothers’ achievement assured people that heavier-than-air machines could take off and stay in the air.

What does the -ed ending in the word assured mean?

⑤ The action will not take place.
⑥ The action has already taken place.
⑦ The action will take place in the future.
⑧ The action is taking place in the present.

5 The author MOST LIKELY wrote this article about the Wright brothers because

① they built the first glider.
② they achieved something extraordinary.
③ they were interested only in becoming famous.
④ they made a small contribution to the history of flight.

6 In the second paragraph, what does the author want readers to understand about flying machines?

⑤ They were unnecessary.
⑥ They needed engines and pilots.
⑦ They were not so good as gliders.
⑧ They were fine the way they were.
7 Why does the author describe the Wright brothers’ *Flyer* in so much detail?

A to give the reader information for a report on the *Flyer*

B to prove how much the author knows about the Wright brothers

C to prove how much research the author had to do before writing this article

D to give the reader a clear idea of what the first successful airplane looked like

8 The author MOST LIKELY included these illustrations in the article to

F show how airplanes have changed.

G interest readers in taking an airplane trip.

H teach people how to draw pictures of airplanes.

I encourage people to collect pictures of airplanes.
9 Why does the author of the article “Flying High” switch between the past and the present tense? Use details and information from the article to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Read and answer questions 10–12.

10 Which word is spelled incorrectly?
   A hairy
   B lifeless
   C certainly
   D hopefulley

11 Which word is spelled incorrectly?
   F furry
   G joyfully
   H pureley
   I goodness

12 Read this sentence.
   Pablo was not sorrowful; he was just so breathless with hapiness that we could barely hear him laughing.

Which underlined word is spelled incorrectly?
   A barely
   B hapiness
   C sorrowful
   D breathless
Read the story “Another Day, Another Book.”
Choose the word or words that correctly complete questions 13 and 14.

Another Day, Another Book

Reading is Norman’s favorite activity. He loves reading books for school, and he loves reading books on his own. When he wakes up (13) the morning, he selects a book for the day. During the day, he reads as much of the book as he can. After school each Friday, he meets his friends outside the playground. They walk (14) the library, and Norman selects more books. At home, he decides which books he will read during the next week.

13 Which answer should go in blank (13)?
   - at
   - in
   - on

14 Which answer should go in blank (14)?
   - to
   - out
   - under
Read and answer question 15.

15 In which sentence below is all punctuation correct?

- Keisha asked us “Have you seen my pen?”
- Keisha asked us, “Have you seen my pen?”
- “Keisha asked us, Have you seen my pen?”
## Student Evaluation Chart

### Tested Skills

<table>
<thead>
<tr>
<th>Tested Skills</th>
<th>Number Correct</th>
<th>Percent Correct</th>
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<td><strong>Reading Comprehension:</strong> Author’s purpose, 5, 6, 7, 8</td>
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<td>Short response: Author’s purpose, 9</td>
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<td><strong>Spelling:</strong> Words with suffixes, 10, 11, 12</td>
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<tr>
<td><strong>Grammar, Mechanics, and Usage:</strong> Prepositions, 13, 14; review using quotations, 15</td>
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**Total Weekly Test Score** /16 %

### Correlations

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<tr>
<th>Item</th>
<th>Assessed Benchmarks*</th>
<th>New Sunshine State Standards</th>
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</tbody>
</table>

* See benchmarks and standards on pages 379–384.
FCAT Format Weekly Assessment

TESTED SKILLS AND STRATEGIES

- Vocabulary Strategies
- Reading Comprehension
- Spelling
- Grammar, Mechanics, andUsage
Read the article “Life as an Ant” before answering Numbers 1 through 9.

**Life as an Ant**

Ants are interesting creatures that have been around since prehistoric times. Their unique appearance makes them look different from other insects.

Ants have three main parts to their bodies: the head, the trunk, and the rear. The head contains jaws, eyes, and antennae. An ant’s jaw moves from side to side, not up and down. Ants use their jaws to hold food and fight enemies. They might also use their jaws to dig through soil or cut through wood as they build nests.

Ants’ eyes are made up of many lenses. Look closely at an ant’s eye. You will see that it is like many different eyes put together. This helps ants see movement very well.
The antennae on ants’ heads are very sensitive. These antennae are tools of smell, taste, touch, and communication. When they are out in the world, ants are almost always moving their antennae. They use them to sense smells, learn about food, and touch other ants. Sometimes a solitary ant goes out alone and investigates food in a new location. Its antennae help it smell the food in this unfamiliar territory. It will touch other ants with its antennae to tell them where to find the food.

Ants have six legs that are connected to their trunks. Each leg has nine parts and a sharp claw on the end of it. As an ant walks over a surface, its claw grabs hold of the surface. That is how an ant can climb trees and walk upside down on leaves. Ants also use their front claws to dig through soil or create tunnels.
The rear of the ant contains the poison sac. Stinging is one way that ants defend themselves against predators. If you have ever felt the burning sting of an ant, you will have learned the painful lesson that this is a very good method of defense!

Ants survive by going out in groups and looking for food. Like an astronomer searching for a distant star, these ants continue until they find what they are looking for. Then they take the food back to the colony. Ants can lift up to 20 times their body weight. This is the same as if you lifted something that weighs about 1,600 pounds!

Their antennae help them taste the moist, delicious bits of food that people leave behind. When they eat, their bodies absorb the nutrients. Then, the next day, they will begin their search for food all over again.
Now answer Numbers 1 through 9. Base your answers on the article “Life as an Ant.”

1 Read this sentence from the article.

Sometimes a solitary ant goes out alone and investigates food in a new location.

Which word in the sentence helps you understand what solitary means?

A ant  
B goes  
C alone  
D location

2 Read this sentence from the article.

Its antennae help it smell the food in this unfamiliar territory.

The word territory means

F area.  
G groups.  
H colony.  
I method.

3 The Greek root aster means “star.” Which word below does NOT contain this Greek root?

A asteroid  
B astronaut  
C astronomer  
D astonishment
The Greek root *auto* means “self.” Which word below means “the story of a person’s own life”?

- automatic
- autograph
- automobile
- autobiography

Why does the author describe an ant’s eye as “many different eyes put together”?

- to compare it to the ant’s antennae
- to compare it to the rest of the ant’s body
- to tell the reader what it looks like up close
- to tell the reader what the ant uses to defend itself

Ants use their claws to

- find food.
- find other ants.
- climb trees and walk on leaves.
- communicate with other ants from their nest.
7 How much weight can ants lift?
   A up to 20 times their body weight
   B up to 2,000 times their body weight
   C something that weighs about 1,600 pounds
   D something that weighs the same as a person

8 One way that ants overcome predators is by
   F stinging them.
   G climbing on them.
   H carrying them back to their nest.
   I tapping them with their antennae.
How do an ant’s antennae help it to survive? Use details and information from the article to support your answer.
Read and answer questions 10–12.

10 Read this sentence.

*Perhaps we can alert you to the need for service on the eastern side of town.*

Which underlined word is spelled incorrectly?

A. alert
B. service
C. eastern
D. perhaps

11 Which word is spelled incorrectly?

F. burow
G. disturb
H. modern
I. surprise

12 Which word is spelled incorrectly?

A. survive
B. convert
C. concern
D. nervous
Read and answer questions 13–15.

13 Combine the sentences in the box to make one sentence.

Mark was crying.
Mark was next to the tree.

Which sentence below correctly combines the sentences in the box?

- Mark was crying next to the tree.
- Mark was next to the tree and Mark was crying.
- Mark was crying and he also was next to the tree.

14 Combine the sentences in the box to make one sentence.

Janelle is jumping rope.
Janelle is inside the gym.

Which sentence below BEST combines the sentences in the box?

- Janelle is jumping rope inside the gym.
- Janelle is inside the gym and she is jumping rope.
- Janelle is jumping rope, and Janelle is inside the gym.
In which sentence below is all **capitalization** and **punctuation** correct?

- F Tyrie, Raymond and Ellis are in Mr. Haber's class.
- G When they get home, their Mother's ask, what did they do at school.
- H Then they do their homework, play soccer, and eat dinner at Tyrie's house.
**Grade 4 • Unit 6 • Week 5**

**Student Evaluation Chart**

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*See benchmarks and standards on pages 379–384.
**Answer Keys**

**Unit 1**

**Week 1**

1. C
2. H
3. C
4. G
5. A
6. I
7. C
8. H

9. **Top-Score Response:**
   Simon interviews the guests and listens carefully to their answers. He is also very observant. He sees that Mrs. Smith is telling the truth when the foil from her pill falls out of her pocket. He sees that Mr. Green is telling the truth because there are cake crumbs on his robe. He figures out that Mr. Jones took the statue because his slippers are wet from going outside to hide the statue.

10. B
11. H
12. D
13. G
14. C
15. H

**Week 2**

1. C
2. I
3. C
4. I
5. B
6. H
7. C
8. F

9. **Top-Score Response:**
   The sun affects the seasons on Earth because at different times of the year parts of Earth face toward or away from the sun. For six months of the year, the northern part of Earth faces the sun. It is spring and summer in that part of the world. For six months, the northern half of Earth points away from the sun. When Earth points away from the sun, it is fall and winter in that part of the world. The seasons affect people’s lives because people have to adjust to warmer and colder temperatures. People also have to adjust to the different weather each season brings, like snow, heavy rain, or lack of rain.

10. A
11. G
12. C
13. H
14. B
15. H

**Week 3**

1. C
2. H
3. D
4. G
5. A
6. H
7. B
8. G

9. **Top-Score Response:**
   Visitors can protect Yellowstone National Park by helping to keep it beautiful and wild. They can help preserve the balance of nature by making sure they do not hurt or disturb animals or plants. They can also protect the park by being careful not to leave trash behind.

10. C
11. H
12. D
13. F
14. A
15. G
**Unit 2**

**Week 1**

1. D  9. **Top-Score Response:**
   The author uses baseball words and expressions in the story to make the story real and give the reader an experience like the people who are playing the sport. Expressions like “fast ball,” “getting on base,” “walking up to the plate,” and “play this batter deep” are all used in baseball. They are known by people who play and watch the game. By using these expressions, the author makes the reader feel like he or she is at a baseball game.

3. C
4. I  11. I
5. D  12. C
6. I  13. I
7. C  14. B
8. H  15. H

**Week 5**

1. C  9. **Top-Score Response:**
   Dale is impatient and gets upset easily. He has been annoyed at Lucky all day and keeps complaining because they are not seeing birds. He is quick to blame Lucky for this. Dale does not like dogs. He does not admit that Lucky behaved on the raft, and he gets angry at Lucky because he thinks that Lucky is scaring away the birds.

2. H
3. B
4. H
5. B
6. H
7. C
8. H

**Week 4**

1. A  9. **Top-Score Response:**
   Haley is cautious. She feels it is dangerous to start the engine because an electrical short could cause an explosion. She wants to wait for a rescue ship.

2. F  10. B
3. D
4. I
5. B
6. I
7. B
8. H

9. **Top-Score Response:**
   Both Parker and Haley know it might be dangerous to start the engine. They are both careful, and test for an electrical short before they do it. When they start the engine, they are both a little nervous.
Week 2
1. B
2. H
3. D
4. I
5. D
6. F
7. C
8. F
9. **Top-Score Response:**
   At the beginning of the story, Teresa has trouble sleeping because she is listening to the adults talking in low voices in the next room. She knows that something important is happening because this has been going on for two nights and she has been staying up to listen. Then at the end of the story, she has trouble sleeping because she is thinking about tomorrow. Teresa has heard Mr. Ramirez say that tomorrow is going to be an important day. She is too excited to sleep because she is thinking about what will happen tomorrow.
10. C
11. I
12. C
13. G
14. A
15. H

Week 3
1. B
2. H
3. B
4. F
5. D
6. I
7. D
8. H
9. **Top-Score Response:**
   Huangdi was a great general who defeated many enemies. Huangdi believed that his enemies might attack him after he died. He thought he would be safe if he had an army with him in his tomb. These details are important because they explain why Huangdi had a clay army built and put in his tomb.
10. C
11. F
12. D
13. G
14. A
15. H

Week 4
1. C
2. G
3. A
4. G
5. C
6. I
7. D
8. F
9. **Top-Score Response:**
   When Ben Franklin invented the lightning rod he helped solve the problem of houses, buildings, and other things being damaged by lightning. He discovered the solution to this problem while flying a kite during a storm.
10. D
11. I
12. C
13. H
14. B
15. G

Week 5
1. D
2. H
3. A
4. G
5. C
6. I
7. A
8. F
9. **Top-Score Response:**
   Howard keeps his thoughts to himself at the end of the story because he sees how scared Mrs. Brent is. He knows that the truth will only make her more scared. Mrs. Brent is always nervous, and she is afraid of snakes. If Howard tells her that snakes say hello by curling around a person, she will probably be even more afraid of Sadie. So, Howard decides to remain silent.
10. D
11. I
12. D
13. G
14. C
15. F
**Unit 3**

**Week 1**

1. B
2. I
3. D
4. F
5. D
6. G
7. C
8. G
9. **Top-Score Response:**
   The author has Dan lower his flashlight at the end of the story to show that the adult bear is not going to hurt the cub. Dan was concerned about what might happen when the bears met. He was going to use the flashlight to scare away the adult bear if she tried to hurt the cub. But the two bears are getting along well. Down lowers the flashlight because he sees that everything is “going to be fine.”
10. D
11. I
12. C
13. F
14. C
15. H

**Week 2**

1. C
2. F
3. B
4. I
5. D
6. F
7. D
8. H
9. **Top-Score Response:**
   The author included details about slavery in a passage about segregation to show that Rosa Parks’s actions were brave. These details about slavery and segregation tell the reader that segregation was going on for a long time. They show how hard it must have been for Parks to stand up against something that had been happening for so long.
10. A
11. F
12. A
13. G
14. C
15. G

**Week 3**

1. C
2. G
3. D
4. H
5. A
6. H
7. D
8. G
9. **Top-Score Response:**
   Edison’s inventions as a boy were similar to his inventions as a man because they both had to do with things that people used for work and to make life easier. As a boy, Edison built models of a sawmill and a steam engine. As a man, he built telegraphs, light bulbs, and movie cameras. People used all these things to accomplish work and make life easier.
   His inventions as a boy and man were different because the things he made as a boy were models that he made for himself. The things he made as a man were real, and other people used them.
10. A
11. F
12. B
13. H
14. A
15. F
Week 4

9. **Top-Score Response:**
   The beginning of the story explains the ending because it tells the reader what problem Running Deer and his people have. It also says that something is wrong with the settlers’ need for land. This explains the ending because it tells the reader why tomorrow’s council is so important. It also helps the reader understand why Running Deer believes that things will never be the same after the settlers arrive.

10. C
11. G
12. C
13. F
14. B
15. I

Week 5

9. **Top-Score Response:**
   Too much precipitation is sometimes a problem because heavy rain can cause floods. Floods can destroy property and put lives at risk. Heavy rain can also damage crops and speed up the loss of soil. Too much snow can block roads, close schools and airports, and bring entire cities to a stop. If a snowstorm becomes a blizzard, there can be even more problems or damage.

10. C
11. G
12. A
13. F
14. B
15. G

Unit 4

Week 1

9. **Top-Score Response:**
   Josh tells Boomer that he is about to teach him “the most important thing” that he will ever learn because Boomer has to learn to obey if he is going to be allowed to stay in the house. If Boomer continues to disobey, Josh’s father will send him back to the pound. This is the “most important thing” because Josh loves Boomer and wants to keep him.

10. D
11. H
12. D
13. F
14. D
15. F

Week 2

9. **Top-Score Response:**
   Kam is nervous and afraid about being lost in the dark. As it gets darker, his hopes for reaching shore began to lessen. He even thinks they might sail off the edge of the world.
   
   Tor is calm. He wants to get home, but he is not worried about the darkness. Tor knows how to steer the boat by the stars. He knows that once it is dark he will be able to get them home.

10. B
11. G
12. B
13. G
14. C
15. G
Week 3

1. D
2. H
3. C
4. F
5. C
6. H
7. A
8. I
9. **Top-Score Response:**
   The author repeats the title at the end of the article to make the point one final time. The author is trying to persuade readers that nuclear power is the key to the future and says so in the title of the article. The title sums up the main idea of the article and states the author’s position. In the article, the author provides details to support the idea that nuclear power is the key to the future. At the conclusion of the article, the author takes a final opportunity to drive the point home by repeating the title.
10. C
11. I
12. B
13. G
14. C
15. G

Week 4

1. B
2. F
3. C
4. I
5. A
6. H
7. A
8. H
9. **Top-Score Response:**
   Before the hunting of whales for commercial purposes was forbidden, whales were killed for their meat. Whale oil was used for cooking and as fuel for lamps. Whale oil and parts of whales were used to make glue, soap, cosmetics, and medicines. During much of the 1900s, so many whales were killed that scientists began to think that some types of whales might become extinct. In the second half of the twentieth century, people decided to try to save whales. Then, whaling countries did not allow hunting whales for commercial purposes.
10. A
11. I
12. A
13. F
14. A
15. G

Week 5

1. C
2. H
3. D
4. F
5. C
6. I
7. D
8. G
9. **Top-Score Response:**
   Some people who visit a coral reef do not know the proper behavior for being at a reef. They think it is all right to break pieces off the reef and take coral home. They think it is all right to stand on the reef. The other kind of people who visit a coral reef take the time to learn how to behave near the reef. They learn what they can do on the reef, and what they should not do. They make sure that both they and the coral stay safe.
10. B
11. H
12. A
13. F
14. C
15. G
Unit 5

Week 1

1. B
2. H
3. A
4. G
5. C
6. F
7. D
8. H

9. Top-Score Response:
   Julie’s teacher, Mr. Parks, gives the class an assignment to write reports during winter break. When they’re told they can pick any topic, the students all pick easy topics. Julie picks a hard topic, and other students laugh at her. Julie spends most of her break in the library. The librarian shows her many sources of information. While researching her report, Julie learns a lot about how to use the library. When Mr. Parks gives back the reports, he tells Julie that the real purpose of the assignment was learning how to do research. Mr. Parks tells Julie that she wrote the best paper in the class.

10. A
11. G
12. C
13. G
14. A
15. G

Week 2

1. C
2. G
3. B
4. G
5. A
6. G
7. B
8. G

9. Top-Score Response:
   Mr. Woods is helping the students become better actors by teaching them a new way to show the kind of character they are playing. He is showing them how to “act” their characters instead of using words to tell the audience how they’re feeling. This will make the students better actors because it gives them more ways to act. It is also a more grown-up way to act.

10. C
11. H
12. D
13. G
14. D
15. G

Week 3

1. B
2. I
3. D
4. F
5. D
6. H
7. A
8. G

9. Top-Score Response:
   The longer the voyage went on, the more unhappy Columbus’s men became. They cared less and less about documenting the voyage, and Columbus may have lost support from some of them. They did not have a long voyage like this in mind when they were back in Spain. As the voyage continued, some of them may have questioned their original decision to join Columbus on this trip.

10. A
11. I
12. D
13. G
14. A
15. H
**Week 4**

1. D  
2. G  
3. D  
4. G  
5. B  
6. F  
7. C  
8. H

9. **Top-Score Response:**  
   Wayne and Don are alike because they are both successful artists. But they are different in many ways. Wayne does not talk about his success. When someone compliments him, he just quietly says “thank you.” Don thinks he’s the best artist in the world. He brags, talks about himself a lot, and just thinks he’s great. He also looks down on Wayne, but Wayne does not look down on Don. Don does not know about Wayne’s success. Wayne knows about Don’s success. Wayne thinks about other people but Don only thinks about himself.

10. B  
11. F  
12. D  
13. H  
14. B  
15. G

**Week 5**

1. B  
2. H  
3. B  
4. H  
5. B  
6. F  
7. A  
8. G

9. **Top-Score Response:**  
The law that was passed to protect wild horses in 1971 helped give wild horses a sanctuary. It gave them a safe place to live and has allowed the wild horse population to grow. There are now about 47,000 wild horses in the western United States. That’s more than twice the number of horses there were in the early 1900s.

10. A
11. H
12. B
13. F
14. B
15. G

**Unit 6**

**Week 1**

1. C  
2. G  
3. B  
4. F  
5. B  
6. I  
7. B  
8. H

9. **Top-Score Response:**  
   Jokin’ Joe is part of the reason Big Bob finds gold because Bob stops at the stream to talk to Joe. After Joe leaves, Bob finds gold next to the stream. If not for Joe, Bob would have continued crossing the stream and kept going up the mountain.

10. B  
11. F  
12. A  
13. F  
14. C  
15. G
Week 2
1. B
2. I
3. D
4. I
5. C
6. F
7. A
8. H
9. Top-Score Response:
The theme of the story is that children learn how to behave from their parents. Gwen's father is teaching her to respect animals and nature. She listens to her father and is careful not to frighten the deer by getting to close to them. Keith’s father is teaching him that people are more important than animals and nature. Keith talks loudly when he’s in the woods and doesn’t make any effort to be quiet when the deer are near. He does not respect animals and nature and doesn’t care that he and his father scare the deer away.
10. D
11. I
12. A
13. F
14. B
15. G

Week 3
1. B
2. I
3. D
4. F
5. C
6. H
7. B
8. F
9. Top-Score Response:
Fossils are the remains of plants or animals left behind in rocks. When paleontologists study a fossil, they can determine what the animal or plant looked like. This tells them what kinds of animals and plants lived on the planet before there were people. Fossils also tell paleontologists whether rocks were formed on land or in the sea. By knowing where rocks were formed, paleontologists can figure out what Earth may have looked like millions of years ago.
10. D
11. F
12. D
13. G
14. A
15. G

Week 4
1. D
2. I
3. C
4. G
5. B
6. G
7. D
8. F
9. Top-Score Response:
The article begins in the past tense because the author is talking about people’s ancient dream of flying. When talking about the Wright brothers, the author switches to the present tense to make readers feel like they are there with them as the Wright brothers achieve the dream of flight. Then the article changes back to the past tense because the author is talking generally about flying again.
10. D
11. H
12. B
13. G
14. A
15. G

Week 5
1. C
2. F
3. D
4. I
5. C
6. H
7. A
8. F
9. Top-Score Response:
An ant’s antennae help it to survive by serving many important functions. An ant uses its antennae to sense smells, learn about food, and communicate with other ants. When an ant goes looking for food in a new location, it uses its antennae to help smell, locate, and taste the food. Then it uses its antennae to tell other ants where to find the food.
10. A
11. F
12. B
13. F
14. A
15. H
# Constructed-Response Rubrics

Use the rubrics below to score the short and extended responses in the Reading tests.

## Rubric for Short-Response Questions

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response demonstrates a thorough understanding of the comprehension skills needed to answer the question. Details and examples are used to support the answer and clearly come from the text.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response demonstrates a partial understanding of the comprehension skills needed to answer the question. Some of the support and important details and/or examples are too general or are left out.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response demonstrates a complete lack of understanding of the question or the student has left the answer blank.</td>
</tr>
</tbody>
</table>

## Rubric for Extended-Response Questions

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student’s response demonstrates a thorough understanding of the comprehension skills needed to answer the question. Details and examples are used to support the answer and clearly come from the text.</td>
</tr>
<tr>
<td>3</td>
<td>The student’s response demonstrates an understanding of the comprehension skills needed to answer the question. Details and examples used as support are not complete or are not text-based.</td>
</tr>
<tr>
<td>2</td>
<td>The student’s response demonstrates a partial understanding of the comprehension skills needed to answer the question. Some of the support and important details and/or examples are too general or are left out.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response is incomplete and does not demonstrate an understanding of the question.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response demonstrates a complete lack of understanding of the question or the student has left the answer blank.</td>
</tr>
<tr>
<td>FCAT Reading Assessed Benchmarks</td>
<td>Grade 4 Sunshine State Standards</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Grades 3–5</strong></td>
<td><strong>Grade 4</strong></td>
</tr>
<tr>
<td><strong>LA.A.1.2.3</strong> Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.</td>
<td><strong>LA.4.1.6.3</strong> use context clues to determine meanings of unfamiliar words <strong>LA.4.1.6.7</strong> use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words <strong>LA.4.1.6.8</strong> use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words <strong>LA.4.1.6.9</strong> determine the correct meaning of words with multiple meanings in context</td>
</tr>
<tr>
<td><strong>LA.A.2.2.1</strong> Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.</td>
<td><strong>LA.4.1.7.3</strong> determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing <strong>LA.4.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details</strong></td>
</tr>
<tr>
<td><strong>LA.A.2.2.2</strong> Identifies the author’s purpose in a simple text. (Includes LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)</td>
<td><strong>LA.4.1.7.2</strong> identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text</td>
</tr>
<tr>
<td><strong>LA.A.2.2.7</strong> Recognizes the use of comparison and contrast in a text.</td>
<td><strong>LA.4.1.7.5</strong> identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text</td>
</tr>
<tr>
<td><strong>LA.A.2.2.8</strong> Selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.)</td>
<td><strong>LA.4.1.7.1</strong> identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) <strong>LA.4.2.2.1 locate, explain, and use information from text features (e.g., tables of contents, glossary, headings, charts, graphs, diagrams, illustrations)</strong></td>
</tr>
<tr>
<td><strong>LA.E.1.2.2</strong> Understands the development of plot and how conflicts are resolved in a story.</td>
<td><strong>LA.4.2.1.2</strong> identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction</td>
</tr>
<tr>
<td><strong>LA.E.1.2.3</strong> Knows the similarities and differences among the characters, settings, and events presented in various texts.</td>
<td><strong>LA.4.1.7.7</strong> compare and contrast elements in multiple texts (e.g., settings, characters, problems)</td>
</tr>
<tr>
<td><strong>LA.E.2.2.1</strong> Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]</td>
<td><strong>LA.4.1.7.4</strong> identify cause and effect relationships in text</td>
</tr>
</tbody>
</table>

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Florida Weekly Assessment • Grade 4
Grade 4: Reading Process

Phonics/Word Analysis
Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

The student will:

LA.4.1.4.1 recognize knowledge of spelling patterns;
LA.4.1.4.2 use structural analysis; and
LA.4.1.4.3 use language structure to read multi-syllabic words in text.

Fluency
Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

The student will:

LA.4.1.5.1 demonstrate the ability to read grade level text; and
LA.4.1.5.2 adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development
Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

The student will:

LA.4.1.6.1 use new vocabulary that is introduced and taught directly;
LA.4.1.6.2 listen to, read, and discuss familiar and conceptually challenging text;
LA.4.1.6.3 use context clues to determine meanings of unfamiliar words;
LA.4.1.6.4 categorize key vocabulary and identify salient features;
LA.4.1.6.5 relate new vocabulary to familiar words;
LA.4.1.6.6 identify “shades of meaning” in related words (e.g., blaring, loud);
LA.4.1.6.7 use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
LA.4.1.6.8 use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
LA.4.1.6.9 determine the correct meaning of words with multiple meanings in context; and
LA.4.1.6.10 determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

Reading Comprehension
Standard: The student uses a variety of strategies to comprehend grade level text.

The student will:

LA.4.1.7.1 identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
LA.4.1.7.2 identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text;
LA.4.1.7.3 determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
LA.4.1.7.4 identify cause-and-effect relationships in text;
LA.4.1.7.5 identify the text structure an author uses (e.g., comparison/contrast, cause/ effect, sequence of events) and explain how it impacts meaning in text;
LA.4.1.7.6 identify themes or topics across a variety of fiction and non-fiction selections;
**Grade 4: Literary Analysis**

**Fiction**

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

The student will:

LA.4.2.1.1 read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;

LA.4.2.1.2 identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;

LA.4.2.1.3 identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);

LA.4.2.1.4 identify an author’s theme, and use details from the text to explain how the author developed that theme;

LA.4.2.1.5 respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);

LA.4.2.1.6 write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;

LA.4.2.1.7 identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;

LA.4.2.1.8 recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and

LA.4.2.1.9 select a balance of age- and ability-appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.

**Non-Fiction**

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

The student will:

LA.4.2.2.1 locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);

LA.4.2.2.2 use information from the text to answer questions related to explicitly stated main ideas or relevant details;

LA.4.2.2.3 organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;

LA.4.2.2.4 identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and

LA.4.2.2.5 select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.
Grade 4: Writing Process

Pre-Writing
Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

The student will prewrite by:

LA.4.3.1.1 generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion) based upon teacher-directed topics and personal interests;

LA.4.3.1.2 determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and

LA.4.3.1.3 organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

Drafting
Standard: The student will write a draft appropriate to the topic, audience, and purpose.

The student will draft writing by:

LA.4.3.2.1 using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;

LA.4.3.2.2 organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and

LA.4.3.2.3 creating interesting leads through the use of quotations, questions, or descriptions.

Revising
Standard: The student will revise and refine the draft for clarity and effectiveness.

The student will revise by:

LA.4.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;

LA.4.3.3.2 creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);

LA.4.3.3.3 creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and

LA.4.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Editing for Language Conventions
Standard: The student will edit and correct the draft for standard language conventions.

The student edits writing for grammar and language conventions, including the correct use of:

LA.4.3.4.1 spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in –y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;

LA.4.3.4.2 capitalization for proper nouns, including titles used with someone’s name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);

LA.4.3.4.3 punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;

LA.4.3.4.4 present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;
LA.4.3.4.5 subject/verb and noun/pronoun agreement in simple and compound sentences; and

LA.4.3.4.6 end punctuation for declarative, interrogative, imperative, and exclamatory sentences.

**Publishing**

Standard: The student will write a final product for the intended audience.

The student will:

LA.4.3.5.1 prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);

LA.4.3.5.2 use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and

LA.4.3.5.3 share the writing with the intended audience.

**Grade 4: Writing Applications**

**Creative**

Standard: The student develops and demonstrates creative writing.

The student will:

LA.4.4.1.1 write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience, and

LA.4.4.1.2 write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

**Persuasive**

Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

The student will write persuasive text (e.g., essay, written communication) that:

LA.4.4.3.1 establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and

LA.4.4.3.2 includes persuasive techniques (e.g., word choice, repetition, emotional appeal).

**Informative**

Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.

The student will:

LA.4.4.2.1 write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);

LA.4.4.2.2 record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;

LA.4.4.2.3 write informational/expository essays that contain introductory, body, and concluding paragraphs;

LA.4.4.2.4 write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and

LA.4.4.2.5 write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.

**Grade 4: Communication**

**Penmanship**

Standard: The student engages in the writing process and writes to communicate ideas and experiences.

LA.4.5.1.1 The student will demonstrate legible cursive writing skills.
Listening and Speaking

Standard: The student effectively applies listening and speaking strategies.

The student will:

**LA.4.5.2.1** listen to information presented orally and show an understanding of key points;

**LA.4.5.2.2** plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;

**LA.4.5.2.3** listen attentively to speakers and takes notes as needed to ensure accuracy of information;

**LA.4.5.2.4** ask questions of speakers, using appropriate tone and eye contact; and

**LA.4.5.2.5** make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.

Grade 4: Information and Media Literacy

Informational Text

Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.

**LA.4.6.1.1** The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).

Research Process

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

The student will:

**LA.4.6.2.1** select a topic for inquiry, refine a predetermined search plan;

**LA.4.6.2.2** apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;

**LA.4.6.2.3** communicate information in a report that includes main idea(s) and relevant details, with visual supports; and

**LA.4.6.2.4** record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

Media Literacy

Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

The student will:

**LA.4.6.3.1** examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and

**LA.4.6.3.2** recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.

Technology

Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

The student will:

**LA.4.6.4.1** use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and

**LA.4.6.4.2** determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.