

Student Name: _____



PERFORMANCE EVALUATION
FOR ALASKA'S SCHOOLS

English Language Arts Test Booklet Grade 4

Paper-Based Item Sampler

Alaska Department of Education & Early Development



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Directions

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Was It a Dream?

by Edith Roberts

Rita grew quite tired of gathering wildflowers while her brother Frank sat by the water, busy with his fishing pole.

“He must be tired of it by this time! He has been fishing for two hours!” she said, and, swinging her bunch of flowers, she walked to where her brother was sitting.

“Do leave off fishing for a while, Frank!” she pleaded, leaning against the tree beside him. “There is such a funny-looking animal running about over there in the grass. Come and look!”

Frank laughed.

“I know your funny-looking animals, Rita!” he said.

“Aren’t you really tired of sitting quite still?” went on Rita wonderingly.

“I don’t think about it,” answered her brother. “I want to catch fish, and to do that I must sit still.”

Rita knew she must be contented to wait, so she walked a little way from him and threw herself down upon the bank.

As she lay looking into the water she suddenly felt herself grow very sleepy. A little while after, the water began to get so clear that she could see right through it. It grew more and more so until it became just like glass. Rita could see the very bottom of the pond and the fish swimming quickly backwards and forwards.

Then she heard some very funny little voices coming up from the water. This made her look closer, and she soon discovered a small group of fish that seemed to be speaking very eagerly together. She saw they were gathered around Frank’s line, on the end of which hung a tempting piece of bait.

“I tell you, my son,” Rita heard the largest fish say to one of the smaller ones, “that is a trap. I have seen hundreds of poor fish try to swallow that worm, and they have been pulled up out of the water and I have never seen them anymore!”

“But, Mother,” cried the smaller fish, “if I only had just one bite! Look what a beauty it is! I am sure there can be nothing to harm me!”

“Inside that worm,” continued the big fish, “there is a hook which will catch into your gills, and you will not be able to get away. Then the man at the top will pull you up and up.”

Still the little fish looked longingly at the bait. Rita wanted to call out and tell the little fish that what its mother said was quite true, but somehow her voice refused to come.

The other fish that were gathered around listening did not say anything, but Rita saw that some of the smaller ones looked at the worm just as longingly as the little one who had spoken.

For a few minutes there was silence in the water; then all at once, at a moment when the little fish thought its mother was looking the other way, the little fish made a dart forward and tried to swallow the bait. The next moment it was wriggling about and giving faint little cries for help. Its mother swam towards it in a hurry.

“Come and help!” she called.

All the other fish surrounded the line, and some caught hold of the little fish’s tail and held on. Just as Rita was getting very excited indeed, she gave a great start and jumped up from the bank. “What was that?” she exclaimed aloud.

“Why, I’ve got a splendid catch. It must be a huge fish! The line is so heavy I can hardly pull it in!”

It was Frank’s voice. Rita suddenly remembered where she was and that she must have fallen asleep. She walked slowly to Frank, thinking about her strange dream.

She had only stood by him a minute when—splash!—out flew the line from the water and over went Frank on his back.

It was so funny that Rita could not help laughing heartily—especially as Frank was not at all hurt.

“It’s all very well for you to laugh!” he said when he had got up again. “But that was the best catch I’ve ever had, and the wretched fish must have got off the hook!”

Rita grew very thoughtful. Could her dream have been true? It really did seem strange. Anyway, although she felt sorry for Frank, she could not help feeling very pleased that the poor little fish had got free!

1. Read the sentence from the passage.

“Do leave off fishing for a while, Frank!” she pleaded, leaning against the tree beside him.

Which word would **best** replace pleaded in the sentence?

- (A) begged
- (B) demanded
- (C) hoped
- (D) exclaimed

2. Which words **best** describe Frank’s actions in the passage? Choose **two** answers.

- (A) kind
- (B) angry
- (C) patient
- (D) hopeful
- (E) disappointed

3. The chart shows a summary of four events in the passage and a number for each event's order. Match each event with the order it occurs in the passage by filling in the correct bubble. Each event is used only once.

Event	1st	2nd	3rd	4th
a. Frank is upset about Rita laughing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Rita starts to hear voices coming from the water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The fish gather around the bait in the water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Rita stops gathering wildflowers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Read the paragraphs from the passage.

For a few minutes there was silence in the water; then all at once, at a moment when the little fish thought its mother was looking the other way, the little fish made a dart forward and tried to swallow the bait. The next moment it was wriggling about and giving faint little cries for help. Its mother swam towards it in a hurry.

"Come and help!" she called.

Which phrases show that the little fish's mother is worried? Choose **two** answers.

- (A) there was silence in the water
- (B) thought its mother was looking the other way
- (C) The next moment it was wriggling about
- (D) swam towards it in a hurry
- (E) "Come and help!" she called.

5. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** describes the author’s message in the passage?

- Ⓐ Growing up means you become independent.
- Ⓑ Sleep is good for your health.
- Ⓒ Dreams can sometimes come true.
- Ⓓ Brothers and sisters should be kind to each other.

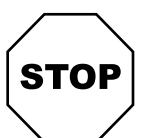
Part B

Which sentence from the passage **best** supports the answer in part A?

- Ⓐ Rita grew quite tired of gathering wildflowers while her brother Frank sat by the water, busy with his fishing pole.
- Ⓑ “I know your funny-looking animals, Rita!” he said.
- Ⓒ Then she heard some very funny little voices coming up from the water.
- Ⓓ “The line is so heavy I can hardly pull it in!”

6. Which detail from the passage **best** shows that Rita wants her brother to join her in a different activity?

- Ⓐ “He must be tired of it by this time! He has been fishing for two hours!” she said, and, swinging her bunch of flowers, she walked to where her brother was sitting.
- Ⓑ “I have seen hundreds of poor fish try to swallow that worm, and they have been pulled up out of the water and I have never seen them anymore!”
- Ⓒ Just as Rita was getting very excited indeed, she gave a great start and jumped up from the bank.
- Ⓓ It was so funny that Rita could not help laughing heartily—especially as Frank was not at all hurt.



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A Great Inventor

by Hattie E. Macomber

Thomas A. Edison was born in Milan, Ohio, February 11, 1847. There was nothing in Milan to make a boy wish to do great deeds. There was a canal there.

Thomas had one great help—his mother. She had been a teacher. Her greatest wish for her son was that he should love knowledge. Thomas had a quick mind. He inquired into everything. He was fond of learning as much as he could. He always did his best. He loved to try experiments. He read several books about chemistry. He loved to read about great people and their deeds.

When he played, it was at building plank roads, digging caves, and exploring the banks of the canal. When only twelve years of age, he was obliged to go out into the world and earn his own living. He obtained a place as train-boy on the Grand Trunk Railroad in Eastern Michigan.

He sold apples, peanuts, songbooks, and papers. He had such a pleasant, sunny face that everyone liked to buy from him. He succeeded so well that soon he had four boys working under him. This was not enough to keep him busy.

He had never lost his liking for chemistry. He managed to trade some of his papers for things with which to try experiments. He found a book which helped him. He fitted up an old baggage car as a room for his experiments. He was afraid someone would touch his chemicals; so he labeled every bottle, "Poison."

Soon this busy boy had another business. He bought three hundred pounds of old type from the *Detroit Free Press*. He had gained a little knowledge of printing by keeping his eyes open when buying papers.

Eventually a paper, called the *Grand Trunk Herald*, was printed by Thomas. This paper was twelve by sixteen inches in size. It was filled with railway gossip and many other things of interest to travelers. Baggage men and brakemen wrote articles for it. *The London Times* spoke of it as the only paper in the world published on a railway train.

But the *Grand Trunk Herald* had a sad ending. Thomas's bottle of phosphorus was thrown to the floor by the jolting of the car. Soon everything was on fire. The conductor rushed in and threw all the type and chemicals out of the car. Thomas gathered up what was left. He put his things in the basement of his father's house.

He then bought a good book about electricity. Soon the basement was filled with many things beside printing presses. He used stovepipe wire and soon had a telegraph wire between the basement and the home of a friend.

His mother was proud of all that Thomas did. She did not worry over the bottles, wires, strings, and printing presses. Many years later, he built a great laboratory at Menlo Park, New Jersey. This was filled with batteries and machinery.

Here all the world came to see his wonderful talking machine. It is called a phonograph. He said, "I have invented a great many machines, but this is my baby, and I expect it to grow up and support me in my old age."

Some of Edison's other inventions include the carbon telephone. The tasimeter measures the heat of even faraway stars. The electric pen multiplies copies of letters and drawings. The automatic telegraph permits the sending of several thousand words over the same wire in one minute. However, his crowning discovery is the electric light.

Robert Fulton, an Inventive Mind

Robert Fulton was born on November 14, 1765, in Lancaster, Pennsylvania. His parents taught him at home until he was eight. Then he began school. He liked to read, but he enjoyed making things even more.

Fulton visited the town's machine shops. He became friends with the workers. One day he pounded lead to make a pencil. He fitted the lead into a wooden case. He claimed it was the best pencil ever! Other boys copied him. The pencils were a hit.

Fulton used his pencil to make sketches. He drew the machinery in the shops he visited. But he soon grew tired of drawing in pencil. When a friend brought paints to school, Fulton tried them. He loved painting and decided to become an artist.

When Fulton was nine, the Revolutionary War began. Fulton and his friends followed the news. Many American soldiers were stationed in Lancaster. They patrolled the streets. The machine shops began making weapons for George Washington's Army. Soldiers guarded the doors. Only employees could enter. But they let young Fulton in. His sketches helped the workers improve the weapons.

At age seventeen, Fulton was working in a jewelry shop. He painted tiny portraits for locket and rings. He continued to visit the machine shops. Christopher Gumpf, who worked in one of the shops, became a close friend. Gumpf was four years older than Fulton. Gumpf's father loved to fish. He invited the boys to go with him and fish from a flatboat on Conestoga Creek. Mr. Gumpf asked the boys to pole the boat to his favorite fishing spot. Moving the boat with a pole was hard work.

One day, Fulton made a small model of a flat boat. He added side paddles to replace the poles. He shared his idea with Gumpf, and the boys decided to give it a try.

They made two paddles, one for each side of the boat. Each paddle was a long board with a blade attached at right angles to the end. They added a crank at the stern, or back of the boat. When they turned the crank, the blades turned. The boat moved forward. A third paddle served as a rudder to steer the boat. From that day on, the boys no longer poled the boat. They let the paddles do the hard work. Fulton's inventive mind had found a solution. This early invention was the start of Fulton's great idea for making the paddle-wheel boat.

However, making a paddle-wheel boat did not distract Fulton from his dream of being an artist. People in Pennsylvania liked his paintings. They helped him raise the money to go to London in 1787 to study art.

Fulton soon found that people in London were not impressed with his artwork. He gave up one dream and found another. In London, he learned of a new invention for moving boats. It was a jet of water powered by a steam pump. The water turned a single paddle, which propelled the boat. Fulton began thinking that it would be even better to have several revolving paddles at the back of the boat.

It took several years and many more inventions before Fulton built such a boat. By this time, he had moved to France. He spoke to Robert Livingston, the U.S. minister to France, about his plan. Livingston was interested and agreed to help finance Fulton's work.

Fulton returned to New York in 1806 and began building a steamboat. It was 156 feet long (that's about as long as a football field is wide) and narrow. It had two side paddle wheels. Fulton added a steam engine that had just been invented by James Watt. The engine burned wood, which heated water to create steam. The steam powered the paddle wheels.

Fulton tried his boat on the Hudson River. He turned on the engine and . . . the boat began to move! It traveled from New York City to Albany, New York, a distance of 150 miles. The steamboat made the trip in 32 hours at 4.7 miles per hour. It was a success! Today, a speed of 4.7 miles per hour seems slow. But in the early 1800s, people were amazed. After all, a sailing vessel took four days to go the same distance.

Fulton improved his steamboat so that it could carry passengers and cargo. As time went on, Fulton made more steamboats. These steamboats traveled the Hudson River, while other steamboats went to New Orleans, Louisiana, and traveled western rivers. Still others served as ferry boats. Fulton’s invention changed transportation forever. He had created the first commercially successful engine-powered transportation system.

7. Which sentence from “A Great Inventor” **best** tells one of the causes of Edison’s interest in developing new ideas and products?
- Ⓐ There was nothing in Milan to make a boy wish to do great deeds.
 - Ⓑ He sold apples, peanuts, songbooks, and papers.
 - Ⓒ He had never lost his liking for chemistry.
 - Ⓓ Thomas gathered up what was left.
8. The chart shows four events from “A Great Inventor” and a number for each event’s order. Match each event with the order it occurs by filling in the correct bubble. Each event is used only once.

Event	1st	2nd	3rd	4th
a. He invented the phonograph.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Edison began publishing <i>The Grand Trunk Herald</i> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. He sold items such as apples and songbooks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A fire began after his bottle of phosphorus broke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Read the sentences from “A Great Inventor.”

Her greatest wish for her son was that he should love knowledge. Thomas had a quick mind. He inquired into everything. He was fond of learning as much as he could. He always did his best. He loved to try experiments. He read several books about chemistry. He loved to read about great people and their deeds.

Which phrases **best** support the idea that Thomas Edison was eager to gain knowledge about the world around him? Choose **two** answers.

- Ⓐ greatest wish for her son
- Ⓑ had a quick mind
- Ⓒ inquired into everything
- Ⓓ fond of learning as much as he could
- Ⓔ always did his best

10. This question has two parts. First, answer part A. Then, answer part B.

Part A

Based on the information in “Robert Fulton, an Inventive Mind” which statement **best** describes Robert Fulton?

- Ⓐ He fought in the Revolutionary War.
- Ⓑ He loved boats and being out on rivers.
- Ⓒ His interest in art helped him become an inventor.
- Ⓓ His dislike of hard work led to his invention of the steamboat.

Part B

Which sentence from the passage **best** supports the answer in part A?

- Ⓐ When Fulton was nine, the Revolutionary War began.
- Ⓑ His sketches helped the workers improve the weapons.
- Ⓒ One day, Fulton made a small model of a flat boat.
- Ⓓ People in Pennsylvania liked his paintings.

11. Which statements describe something Thomas Edison and Robert Fulton had in common?
Choose **two** answers.

- Ⓐ They both loved chemistry.
- Ⓑ They both started making things as children.
- Ⓒ They both had to start earning money as young boys.
- Ⓓ They both had parents who encouraged or taught them when they were young.
- Ⓔ They both invented things that mainly had to do with communication.

12. Which statements **best** describe differences between Thomas Edison and Robert Fulton?
Choose **two** answers.

- Ⓐ Edison lived in the United States, while Fulton lived in France for part of his life.
- Ⓑ Edison loved to read books, while Fulton preferred to learn without them.
- Ⓒ Edison was from a small town without much opportunity, while Fulton was from a place with many different kinds of activities.
- Ⓓ Edison was only interested in one thing, while Fulton had many interests.
- Ⓔ Edison received a lot of support from his parents, while Fulton did not.

PEAKS Writer's Checklist

PLAN before you write

- Read the question carefully.
- Think about what the question is asking about the passage.
- Read the passage again, as needed.
- Organize your ideas on scratch paper.

FOCUS while you write

- Think about the information from the passage as you write.
- Support the ideas in your response by using evidence from the passage.
- Use clear language, a variety of sentences, and transitions in your response.
- Include in your response an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my response in the correct place.
- ☐ I wrote my ideas in my own words, except when quoting from the passage.
- ☐ I answered the question that was asked.
- ☐ I used evidence from the passage to support my ideas in my response.
- ☐ I used correct capitalization, spelling, sentence structure, punctuation, and word choice in my response.

13. Both passages tell about famous inventors. Write a response explaining how the traits of Thomas Edison and Robert Fulton helped them to be successful inventors.

Use evidence from **both** passages to support your response.

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If you need additional space, continue on the next page.

[illegible]

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14. Read the paragraph.

Phillip rounded the corner and expected to see the finish line. Instead, he saw a large hill and no end in sight. He wondered why this event was called a Fun Run. He also wondered why he had entered. Suddenly he saw his brother at the side of the road with the other people who had come out to watch the race. _____

Relieved, Phillip nodded at his brother and ran up the hill.

Which line of dialogue **best** completes the paragraph?

- (A) “The finish line is just over that hill,” shouted his brother.
- (B) “I hope you aren’t too tired to finish,” yelled his brother.
- (C) “Let me know if you need some water,” yelled his brother.
- (D) “I’m not sure how much longer the race lasts,” shouted his brother.

15. Read the letter a student is writing to the new mayor.

Dear Mayor Martin:

As the mayor of our town, there are several things you should do that would improve our city. _____, you should create a committee that would gather information about building a new dog park.

Which word or phrase **best** links the two sentences?

- (A) For example
- (B) Otherwise
- (C) Therefore
- (D) As a result

16. Read the fragment.

This morning when we looked in the nest.

Which revision changes the fragment into a complete sentence?

- (A) This morning when we looked in the nest, we saw four eggs.
- (B) This morning when we looked in the nest, that a bird had built on our porch.
- (C) This morning when we looked in the nest, which was made with twigs and leaves.
- (D) This morning when we looked in the nest, just as it became light.

17. Read the sentence.

Born in London, England, Beatrix Potter was a beloved Author whose works included a story called *The Tale of Peter Rabbit*.

Which underlined word in the sentence shows an error in capitalization?

- Ⓐ London
- Ⓑ Potter
- Ⓒ Author
- Ⓓ *Rabbit*

18. Read the paragraph.

¹Stretched out on the floor, Sheri was almost done painting the poster for her math class.

²While Sheri worked, her cat tiptoed up behind her. ³Suddenly, though, the cat got startled and knocked the paint can over, sending paint everywhere. ⁴Sheri sighed knowing she had a lot to clean up.

Which sentence would **best** end with an exclamation point to show strong feelings?

- Ⓐ sentence 1
- Ⓑ sentence 2
- Ⓒ sentence 3
- Ⓓ sentence 4





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