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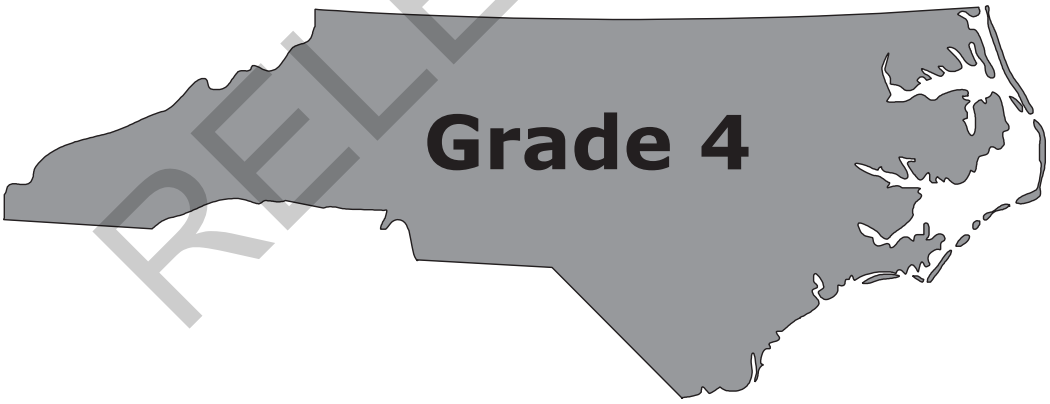
Released Form

North Carolina READY End-of-Grade Assessment English Language Arts/ Reading



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Student Booklet

Academic Services and Instructional Support
Division of Accountability Services

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Sample Questions

The Rhinoceros

by Oliver Herford

So this is the Rhinoceros!
I wonder why he looks so cross.
Perhaps he is annoyed a bit
Because his clothing does not fit.
(They say he got it ready made!)
It is not that, I am afraid.
He looks so cross because I drew
Him with one horn instead of two.

Well, since he cares so much for style,
Let's give him two and see him smile.

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S1 How does the Rhinoceros look at the beginning of the poem?

A calm

B eager

C scared

D upset

S2 What would change the Rhinoceros's feelings?

A giving him new clothing

B being afraid of his size

C drawing him with two horns

D showing off his new style

STOP

Grandpa Joe

by J.T. Waite

"Grandpa?" Jake said shyly. Jake wasn't usually shy when it came to asking his grandfather about how things were back in the olden days. But asking his grandfather about his grandfather seemed strange. "Way back when you were little, did you have a grandpa too?"

"Sure," Grandpa laughed. "Even way back then, we had grandparents. All we were waiting for was someone to invent uncles and aunts!"

"That's silly!" Jake said.

"I suppose it is," Grandpa admitted, "but it's true. Uncle Sam[1] didn't come along for years and years. And Aunt Jemima[2] wasn't even in the planning stages."

"Grandpa!"

Grandpa smiled, "Sure," he said, "I had a grandpa. I had two grandpas, just like you. But Pop and Nana, my dad's folks, lived in Michigan, and I only saw them in the summer. My Grandpa Joe and my Grandma Jean were right here in town. I saw them almost every day."

"Like I see you?" Jake said.

"Yup."

"Was he like you, Grandpa?" Jake asked. "Your Grandpa Joe?"

10

"You mean old and wrinkled?"

"No!" Jake laughed. "I mean nice."

"He was the nicest man I ever knew," Grandpa said without a moment's hesitation.

[1]**Uncle Sam:** a symbol from the 1800s used to represent the United States
[2]**Aunt Jemima®:** a symbol from the 1900s used to represent pancake mix

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"Everybody liked my Grandpa Joe. Why, he could make a weeping willow[3] dry its tears and laugh out loud."

"C'mon!" Jake said. "That's impossible."

(14)
"For you or me maybe," Grandpa said. "But my Grandpa Joe had a way with people. Made 'em smile."

"Was he a comedian?" Jake asked. "Like on TV?"

"No," Grandpa chuckled. "Besides, they didn't have TV back then."

"No TV?" Jake cried.

"Hard to believe, isn't it?" Grandpa said. "But somehow they survived."

"What did he do?"

"You mean without TV?"

"No!" Jake laughed. "What did he do for a living?"

"Lots of different things," Grandpa said. "He was a glass maker as a young man, then a mechanic, and finally a night watchman."

"A glass maker?"

"He made glass for windows in a factory downtown in Pennsylvania. Spent almost a dozen years there doing that. Sent most of what he earned back home to his mom. Then he moved up here, married my grandmother, and got a job as a mechanic for the Electric Company. He could fix pretty near anything mechanical, my Grandpa Joe. And when he got too old for that, he became the night watchman at the same plant."

"A night watchman isn't a very important job, is it?"

"To some, maybe not," Grandpa said. "But Grandpa Joe did lots of important things. He taught me how to fish. He taught me how to whistle with two fingers in my mouth. He taught me how to make a fort out of old boxes in the backyard."

[3]**weeping willow:** a tree with branches that droop

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"You liked him a lot, didn't you?" Jake said.

Grandpa smiled. "Not a day goes by that I don't think about him. And the thing I remember most is that he always had time for me."

"You always have time for me, Grandpa." Jake smiled.

"You see," Grandpa said, reaching down to tousle Jake's unruly hair, "I guess my Grandpa Joe taught me that's a grandpa's most important job."

---

1 Which statement supports the main idea of this selection?

A People should spend more time working than with family.

B People should spend more time with family than working.

C People should spend more time fishing than building forts.

D People should spend more time building forts than fishing.

2 Which word describes Jake's Grandpa?

A busy

B shy

C lazy

D caring

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3 Based on paragraph 10, which word is similar to *mean*?

A angry

B unkind

C intend

D cause

4 In paragraph 14, what does Grandpa mean when he says, "But my Grandpa Joe had a way with people. Made 'em smile"?

A Grandpa Joe was a dentist who repaired smiles.

B Grandpa Joe was always smiling at others.

C Grandpa Joe's magic made people excited.

D Grandpa Joe was friendly and made people happy.

5 How does Jake feel about his Grandpa spending time with him?

A irritated

B angry

C fortunate

D bored

RELEASED

6 How are Grandpa Joe and Jake's grandpa alike?

A Both spent a lot of time with their grandsons.

B Both worked as glass makers and mechanics.

C Both wanted someone to invent aunts and uncles.

D Both had important jobs when they were young.

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This selection was written in 2008.

Pet's Best Friend

by Claire Miller

Courtney Oliver had wanted to work in a veterinarian's office for as long as she can remember. The 10-year-old had often joined her mother in taking her family's pet dogs and hamsters to the vet. "It always bugged me when the vet took our dogs to the back of the office and closed the door," says Courtney. "I wanted to know what was going on."

When the vet finally let Courtney watch her work on the family dogs, Courtney knew she wanted to learn more. So last year, she signed up for an online course to become a veterinary assistant. Veterinary assistants help veterinarians with many parts of the animals' care. So the course taught Courtney about all of the body systems that keep the animals alive. Nine months later, Courtney completed the course and began to work at the office of her family's vet as a volunteer.

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Taking Exams

Since Courtney is too young to work by herself, her mom always goes with her. At the clinic, Courtney gives the animals baths, sweeps floors, and gets supplies for the vet, such as bandages and medicines. But her favorite part is assisting the vet during exams.

④

Worried owners often bring their furry friends into the office saying that the pet seems sick. Courtney helps the vet examine the animal to see what is wrong. For instance, vets closely monitor the animal's circulatory system, which includes the heart and blood vessels. In the exam room, the vet listens to the animal's heart with a stethoscope and feels its pulse to see how fast the heart is beating. The veterinarian also checks the respiratory system by observing how fast the animal is breathing. Courtney usually takes the animal's temperature. When these numbers are too high or low, the vet knows something is wrong with the animal.

Operating Room

Courtney says the best part of the day is when the vet talks with her about treatments for diseases and lets her study X-ray images of the animals' bones and organs. The vet sometimes even invites Courtney to watch while she is doing surgery on an animal. Before entering the operating room, Courtney has to put on the same kind of sterile

gown, mask, gloves, and cap that the vet wears. During the surgery, Courtney sometimes hands the instruments to the vet.

If Courtney has permission from a pet's owner, she even gets to help. "Some mother dogs have their babies with an operation called a 'C' section," Courtney explains. After the vet removes the tiny pups from the mother, Courtney's job is to rub them to make sure they start breathing.

New Challenges

After spending a year volunteering at her family vet's office, Courtney wanted to try some different types of animal care. She is taking another course to learn about animal massage. Vets sometimes use this method to treat a dog or cat if their muscles are injured or painful.

Massage can help to relieve the pain and relaxes the animal.

9

Courtney is putting her new knowledge to work in the office of Dr. Susan Neary at Pilchuck Veterinary Hospital in Washington. Dr. Neary uses special exercises and massage to help pets that have joint problems, such as knees that hurt when the animal walks. Dr. Neary often uses special treadmills placed in a shallow pool to help injured animals exercise safely. In water, a dog puts less pressure on its joints when it walks. That way it can exercise and strengthen its muscles without hurting them.

Courtney says she has learned a lot working in the offices of her family vet and Dr. Neary. One of the biggest things she learned is to be persistent. "I learned not to let people tell you you're too young to learn about something," she says. "Keep asking until you find someone to help you follow your dream. But you have to be willing to work hard!"

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7 Which statement summarizes the text?

A A young girl takes dogs for walks to help them get their exercise.

B A young girl massages injured animals to help them with sore muscles.

C A young girl starts as a volunteer and decides to become a veterinary assistant.

D A young girl wants to become a veterinarian and have her own business.

8 What is meant by the sentence below?

" 'It always bugged me when the vet took our dogs to the back of the office and closed the door' "?

A Courtney was bothered that she could not be with her dog.

B There were flies and other insects biting her dogs.

C Courtney was afraid her dog would never come out.

D There were other animals that might harm the dogs.

9 How does the author show that Courtney truly wanted to learn about animals?

A by explaining that Courtney's mom had to go with her when she was a volunteer at the family vet

B by mentioning the difficult course Courtney took to learn about the body systems of animals

C by telling that Courtney was glad she was unable to help during the surgeries

D by telling how Courtney decided to study for a different career after her volunteer work

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10 Why does Courtney's mom always go with her when she works at the vet's office?

A Courtney's mom works at the vet's office.

B Courtney needs help to do her jobs at the vet's office.

C Courtney does not know how to take care of animals.

D Courtney is not an adult and must have a parent with her.

11 In paragraph 4, what is the meaning of *stethoscope*?

A a type of care to help relieve an animal's pain

B a method used to relax animals during medical exams

C a device used to measure an animal's temperature

D an instrument used to hear the heartbeat of an animal

12 Why is Courtney unable to perform surgeries on animals in the veterinary office?

A Courtney's mother will not allow her to operate.

B Only veterinarians can perform surgeries.

C Only veterinary assistants are able to operate.

D Courtney is not old enough to perform surgeries.

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13 What is the main idea of paragraph 9?

A how Courtney and Dr. Neary help animals with joint problems

B how Courtney took online courses to learn about animal care

C how Courtney calms down owners who are worried about their pets

D how Courtney and her family vet perform surgery on injured pets

14 According to the selection, why do some animal exercises take place in shallow water?

A It is comfortable for them.

B They enjoy getting wet.

C It is easier on their joints.

D They need the exercise.

15 How does the author show that Courtney wants to become a vet?

A by listing all the work and courses that Courtney completes to gain knowledge

B by writing about Courtney pet sitting for her neighbors

C by writing about the business where Courtney wants to work

D by listing books Courtney reads about becoming a vet

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The Happy Sheep

by Wilfred Thorley

All through the night the happy sheep
Lie in the meadow grass asleep.

Their wool keeps out the frost and rain
Until the sun comes round again.

5 They have no buttons to undo,
Nor hair to brush like me and you.

And with the light they lift their heads
To find their breakfast on their beds,

Or rise and walk about and eat
10 The carpet underneath their feet.

RELEASED

16 Which statement summarizes the poem?

A Sheep are happy because they can sleep all night in the meadow.

B Sheep are happy because they have everything they need.

C Sheep are happy because they do not have buttons to undo.

D Sheep are happy because they have wool to protect them from the weather.

17 What is the effect of giving human qualities to the sheep?

A to show how much sheep sleep each day

B to show that sheep eat the same food as people

C to show that sheep have an easier life than people

D to show how sheep like to have their wool brushed

18 Which describes the setting of the poem?

A a room with carpet

B a room with a bed

C a meadow

D a forest

19 What is the meaning of line 4?

A until the sun goes down at night

B until the sun comes out the next morning

C until the sun hides behind the winter winds

D until the sun is hot enough to make them sweat

20 What is the meaning of lines 7–10?

A The sheep use a lamp to wake up in the morning.

B The sheep keep a lamp near their bed every night.

C Their breakfast is brought to them each morning.

D Their bed is a meadow where they can eat.

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21 According to line 10, what does the word *carpet* represent?

A dirt

B wool

C sand

D grass

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You're a Poet, Now Let Them Know It

by Lee Pelham Cotton

Your poems are a hit with your family and friends. What about taking the next step—sharing your work with a large audience? If you've dreamed of having your poems appear in print or win a prize in a contest, read on . . .

To Market, to Market

- Your school's literary magazine, your hometown newspaper, and local contests for National Poetry Month are all great places to start submitting your work.
- Visiting the periodicals section of the library will reveal more markets. Check out writers' guidelines on the web sites of promising magazines.
- *Poet's Market* lists over 1,500 magazines, books, and contests of interest to poets, including nearly 100 markets in its "Poetry by Children" section. It also offers great "how-to" publishing information, interviews, and articles.
- Entering contests prompts you to write about new subjects and try different poetic forms. The National Federation of State Poetry Societies sponsors dozens of contests annually, some just for students.

Playing the Game

5

- If you want your manuscript to be considered seriously by editors and contest judges, take their rules seriously. Follow the rules and you'll be ahead of the game!

Don't give up!

- And be patient. Editors often receive thousands of submissions a year. Don't stop writing. Don't stop submitting. Don't give up!

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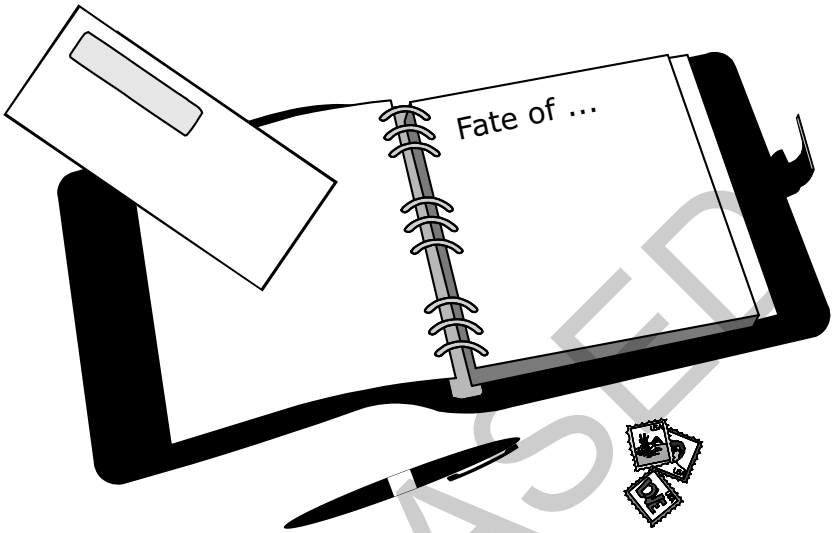
Keep Good Records

- Start a loose-leaf notebook containing all your poems, with a "Fate of" sheet for each. Every time you submit a poem, note the date, the market, and the outcome of the submission.



Neatness Counts

- Print a new copy of your manuscript for each submission, using white paper and a black font that's easy to read. Double-check for spelling, punctuation and grammatical errors. And always include an SASE so the editor can get back to you.

If at First You Don't Succeed . . .

- Rejection is a part of the publishing process, especially for beginning writers. Don't let rejection make a quitter out of you! Keep resubmitting your poems—you may be just one market or submission away from success.

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Some Useful Terms

Editor
the person who selects manuscripts for a publication

Manuscript
your poem, whether in paper or electronic form

Market
a publication or contest that is interested in receiving submissions

Rejection
when your work is not chosen for a publication

SASE
a stamped, self-addressed envelope, usually a #10 business size

Submission
the writing you offer to an editor or contest

Submit
to offer your writing to an editor or contest

Writer's Guidelines
describe what kind of poems a publication is interested in seeing as well as the rules for submitting manuscripts

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Go to the next page.

22 Which statement summarizes the text?

A The library has a lot of good information to help people write poems.

B Be sure to follow all grammar rules when writing a poem.

C A person who writes poems should submit them for publishing.

D Many people write poems and never get published.

23 According to the selection, why is it important to visit the library?

A to find information about upcoming contests

B to find a quiet place to write poetry

C to learn what judges are looking for

D to publish a book of poetry

24 Which summarizes the section "Playing the Game"?

A Check for spelling errors.

B Never give up.

C Send gifts to the judges.

D Follow the rules.

RELEASED

25 Based on paragraph 5, what does *considered* mean?

A stopped for

B left alone

C tested on

D thought about

26 Based on the selection, what are "grammatical errors"?

A mistakes in libraries

B mistakes in drawings

C mistakes made in reading

D mistakes made in writing

27 Why did the author include a list of useful terms at the end of this selection?

A to help the reader understand the meaning of unfamiliar words

B to explain the steps in submitting a poem to a magazine

C to give a summary of the steps for publishing a poem

D to tell how to pronounce unfamiliar words

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28 In the selection, what is a *publication*?

A a tool used to send manuscripts

B an idea for poems that are edited separately

C a group of writings that are printed together

D an envelope used to hold written work

29 According to the chart, what is a *submission*?

A a group of people who read poems sent to a magazine

B a contest that is interested in receiving poems

C the writing that is sent to an editor

D a list of rules for entering a writing contest

30 According to the text and the illustration, what is important to include with each poem sent to a publisher?

A a self-addressed, stamped envelope

B a list of dates that each poem was written

C an ink pen

D a notebook

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The Eerie, Haunting, Terrible Cry

by Sandra Beswetherick

Even before I reached the tent, I knew there would be trouble. My little brother was following me, his arms heaped with a sleeping bag, a flashlight, and his stuffed bear.

"Oh no," my friend Wade said. "What did you bring him for?"

The other guys moaned and groaned so much you'd think they were hospital patients instead of kids I'd invited for an outdoor sleepover.

"He wanted to come. My mom said he could," I answered, not exactly happy about Andy tagging along. I didn't need to be embarrassed.

"He'll ruin everything," Wade insisted. "He'll get scared in the middle of the night and have to be taken back to the house."

"No, I won't!" Andy said, showing Wade his fiercest face.

I'd made Andy promise that he wouldn't ruin *anything* and that he'd make himself invisible in the tent corner farthest from me.

"Get in," I said.

Andy wormed his way into the tent—getting tangled in sleeping bags, tripping over feet—until he reached the far corner, where he settled in. Night was settling in too, with the woods around us fading toward black. The house, with its porch light, seemed a long way from us.

"Time for ghost stories!" Brad announced as soon as I'd closed the tent flap. He told a story about vampires, but it only made us fall over laughing.

Next was Mike. He whispered a creepy tale about cemeteries and zombies.[1] Right in the middle, something landed on the tent. We all looked up.

"Leaves," I said. "Only leaves falling."

[1]**zombies:** a type of fictional monster

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When it was Wade's turn, he held the flashlight under his chin, turning his face into a shadowy mask. "These four guys were camping in a tent," he began, describing our situation exactly—except for Andy. "Wandering the woods nearby was this creature, one that was all teeth and claws and appetite."

Somewhere outside, a twig snapped. The hairs on my arms pricked.

"These guys were crawling into their sleeping bags, right?" Wade said. "When out of the darkness rang this eerie, haunting, terrible cry."

And out of the woods behind us there *was* a cry! High-pitched, eerie, and inhuman. The hairs on my head shot straight up.

"What was that?" Mike asked as the cry came again.

Brad looked from Mike to Wade. Wade looked at me.

"I don't know!" I said.

"Maybe you should check," Wade suggested.

"Why don't you?" I asked.

An anxious voice interrupted. "What if it's something trapped or hurt?" We focused our flashlights on Andy, whom we'd forgotten, sitting in the corner with his arms around his bear. Andy, who would adopt every lost or hurt animal in the world if Mom would let him.

"What?" I said.

"It sounds like something trapped or hurt," he insisted. "We have to save it."

"You have no idea what it is," Wade said. "What if it's a ghost?"

Wade *would* have to say something like that. Not that I believed in ghosts, but would a ghost make a sound like that?

"I'm going to see," Andy said as he scrambled to the front of the tent. Still, I could tell he was scared from the way he was hanging on to his bear.

Andy unzipped the tent flap, and he was gone.

RELEASED

Go to the next page.

"Andy!"

I had to go after him. He was my little brother. "One of you guys run to the house and get my dad," I said, not knowing if any of them had the courage to dash across the long dark yard.

Andy was headed into the woods, his flashlight beam wobbling along the trail. "Andy!" I yelled again.

32

I'd walked that trail hundreds of times during the day and a few times at night with Dad. But now, under the beam of my flashlight, shadows shifted and leaped, attacking me from all sides. In my imagination, hideous monsters lurked behind every tree. My heart pounded.

"Andy!"

Then I saw him, a few yards ahead, with his flashlight aimed at the upper branches of a large tree. I raised my own light to shine on the same spot. A pair of luminous[2] eyes seemed to float in the darkness. My heart pounded harder.

"It's a little animal," Andy whispered.

36

Then I heard a rustle in the bushes behind us. We swung around, flashlights pointed, and a creature lumbered out. A creature with teeth and claws . . . and covered in quills. As soon as it began clambering up the tree toward the glowing eyes, the high-pitched cries stopped.

"A happy ending," Andy said. "The baby porcupine was lost, and he was crying for his mama."

38

I knew he was right, although I hadn't known before that porcupines had voices. The little porcupine was climbing down toward its mother. My heart lifted like a helium balloon.

I turned toward Andy, who was smiling and clutching his bear. "You know, Andy," I said,

[2]**luminous:** bright, glowing

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reaching over to pat his shoulder, "for a kid brother, you can be one impressive little guy."

As we walked down the trail toward home, I could see all the guys huddled under the porch light, with Dad throwing his jacket on over his pajamas.

"Hey," Wade hollered, "are you all right?"

"We're fine," I answered with a grin, knowing that Wade's opinion of Andy would change, too. "And that creature you were telling us about? It's fine, too."

---

31 Which statement summarizes the selection?

A Sleepovers with scary stories are always fun.

B Sleepovers can be frightening when camping in the woods.

C Andy told the scariest stories and was the most scared of all.

D Andy, who was not welcomed by everyone, proved to be the bravest of all.

32 Why were the speaker's friends upset with him at the beginning of the selection?

A He would not tell scary ghost stories.

B His little brother was staying with them.

C He brought stuffed animals into the tent.

D His little brother was ruining the sleepover.

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33 Which event from the story caused the speaker to change his mind about his little brother?

A His little brother ran and found what was causing the scary noise.

B His little brother told the scariest stories of anyone he knew.

C His little brother became afraid listening to the stories and went back inside.

D His little brother ran to the house to get their father.

34 Based on paragraph 32, which word describes the speaker?

A confident

B frightened

C calm

D excited

35 As used in paragraph 36, what is the meaning of *quills*?

A the large wing or tail feathers of a bird

B feathers formed into pens used for writing

C devices used for plucking guitar strings

D the hollow spines on a porcupine

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36 In paragraph 38, which could replace "My heart lifted like a helium balloon"?

A The narrator felt a great sense of fear.

B The narrator's heart felt light and weightless.

C The narrator felt a great sense of relief.

D The narrator felt heavy in his chest.

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Excerpt from *On the Bus with Joanna Cole*

by Joanna Cole

The basic idea for the *Magic School Bus* books came from an editor at Scholastic, Craig Walker. Craig was a big fan of the *Clown-Around* books. He was also the editor of the See-Saw Book Club at Scholastic. He was looking for a way to get kids more interested in science books, and he had the idea of a humorous book about a teacher who takes her class on magical field trips to learn about science. But he didn't have anyone to write the book. One day, Craig realized that the Clown-Arounds author was the same author who had written so many serious science books—me. He picked up the phone and dialed my number.

②

I was enchanted with the idea. I thought it would be so much fun to write. Craig and I met and tossed around ideas for exciting places the class might visit: the moon; the Egyptian pyramids; prehistoric times. Craig also mentioned that they might visit the town waterworks. This he thought was *not* such an exciting place. But I loved it because I imagined that the teacher would be enthusiastic about the trip, while the children would think, "How boring!" I thought this combination would make the book funny, and I knew that it could be successful only if the science was rock solid and the plot was exciting and humorous.

One of my tasks in coming up with the *Magic School Bus* books was to develop the teacher's character. Craig had talked about his teachers, and, as I created Ms. Frizzle, I found myself remembering mine from elementary and junior high school. Did I have a teacher like Ms. Frizzle? Yes and no. None of my science teachers in East Orange had magical powers on field trips, but they were the best. One teacher, Miss Bair, was my favorite. Like Ms. Frizzle, she was very serious about science. She did not try to "make it interesting to kids," she just communicated her own interest to us. Like Ms. Frizzle, she just barged ahead doing an experiment with Ping-Pong balls and a vacuum cleaner or manipulating a model of an atom—so involved in what she was doing that she blithely* ignored our reactions. My Ms. Frizzle does the same thing—pulling the kids along on the coattails of her own excitement in her subject. (The Ms. Frizzle in the books *acts* like Miss Bair, but *looks* like Bruce Degen's high school geometry teacher, Miss Isaacs.)

As an adult, I remembered Miss Bair with affection and admiration. Imagine my

*__blithely:__ cheerfully

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surprise, then, when after having written several *Magic School Bus* books, I discovered my eighth-grade diary under a pile of sweaters and turned to an entry about science class. There was a most unflattering description of my favorite teacher. I called her "Old Lady Bair" and the comments from me and my classmates could have come straight out of the mouths of *Magic School Bus* kids. It was then that I realized that the kids in my books may *say* that the Friz is weird, and they may groan when she announces a field trip, but in their hearts they love and admire her—even Arnold!

Whenever we think about ideas for *Magic School Bus* books ("we" being me, Bruce Degen, and the editors at Scholastic) we try to come up with "big" topics that kids, teachers, and parents are interested in and think are important. For instance, we did a book about ocean science, rather than a whole book about sharks or seaweed. We did the human body, not the mouth and the ear. We did the solar system, not a whole book about a single planet.

Usually when an idea comes—let's say it's the solar system—I already have a general idea of the structure of the book. I know right away that the bus will have to turn into a spaceship so that the class will visit each planet. At first, I don't know what events will lead up to this. But pretty soon, ideas start forming. I picture the class in school, then I ask myself, how will they get started on the trip? And it occurs to me that they'll be going to the planetarium and get sidetracked into space. To make things a little different, I think of having Arnold's cousin, Janet, visit the class. All this goes into a two-page essay/outline that I send off to my editor. As I keep thinking, researching, and eventually writing the story, I get ideas for the details: I figure out that the class can't go to the planetarium because it's closed that day and they have to go to outer space instead, I write word balloons for Janet and she turns into a know-it-all, and by the time the bus/spaceship gets to the asteroid belt, I need a plot element to make things more exciting, so the Friz gets lost in space and the kids are left on their own.

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⑦
At the same time that I am fleshing out the plot and giving the characters things to say, I am still reading, reading, reading about my subject. I want the science to be rock solid.

37 In the first sentence of paragraph 2, what is the meaning of *enchanted?*

A bored

B hopeful

C curious

D delighted

38 In paragraph 2, what is the meaning of *enthusiastic*?

A anxious

B eager

C nervous

D bored

39 What did the author think would make the *Magic School Bus* books successful?

A making the plots exciting while filling the books with science facts

B having the characters visit common places

C making the children in the books more excited than their teacher

D filling the books with colorful pictures

RELEASED

40 Where did the author get the idea for her main character, Ms. Frizzle?

A a teacher from a children's TV show

B her daughter's fourth-grade teacher

C a teacher she saw on the news

D one of her old science teachers

41 According to the author, who does Ms. Frizzle's teaching resemble?

A her own

B Miss Isaacs's

C Miss Bair's

D Bruce Degen's

42 What is something the author does when she has an idea for another *Magic School Bus* book?

A She writes a two-page outline and sends it to her editor.

B She writes everything quickly before she loses her thoughts.

C She reads one of the other *Magic School Bus* books.

D She asks her old teacher and editors to help her.

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43 In paragraph 7, what is the meaning of "fleshing out"?

A leaving alone

B making better

C worrying about

D writing over

44 What does the author use to explain how the *Magic School Bus* books were created?

A cause and effect

B sequence of events

C description of objects

D compare and contrast

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This is the end of the English Language Arts/Reading test.

Directions:

1. **Look back over your answers for the test questions.**
2. **Put all of your papers inside your test book and close your test book.**
3. **Stay quietly in your seat until your teacher tells you that testing is finished.**

RELEASED

STOP

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Grade 4 English Language Arts / Reading
RELEASED Form
2012–2013
Answer Key

Item number	Type	Key	Standard
S1	MC	D	
S2	MC	C	
1	MC	B	CCSS.ELA.CONTENT.4.RL.2
2	MC	D	CCSS.ELA.CONTENT.4.RL.3
3	MC	C	CCSS.ELA.CONTENT.4.L.4.a
4	MC	D	CCSS.ELA.CONTENT.4.L.5.a
5	MC	C	CCSS.ELA.CONTENT.4.RL.3
6	MC	A	CCSS.ELA.CONTENT.4.RL.3
7	MC	C	CCSS.ELA.CONTENT.4.RI.2
8	MC	A	CCSS.ELA.CONTENT.4.L.5.a
9	MC	B	CCSS.ELA.CONTENT.4.RI.8
10	MC	D	CCSS.ELA.CONTENT.4.RI.1
11	MC	D	CCSS.ELA.CONTENT.4.RI.4
12	MC	B	CCSS.ELA.CONTENT.4.RI.3
13	MC	A	CCSS.ELA.CONTENT.4.RI.2
14	MC	C	CCSS.ELA.CONTENT.4.RI.3
15	MC	A	CCSS.ELA.CONTENT.4.RI.5
16	MC	B	CCSS.ELA.CONTENT.4.RL.2
17	MC	C	CCSS.ELA.CONTENT.4.RL.1
18	MC	C	CCSS.ELA.CONTENT.4.RL.3
19	MC	B	CCSS.ELA.CONTENT.4.L.5.a
20	MC	D	CCSS.ELA.CONTENT.4.RL.4
21	MC	D	CCSS.ELA.CONTENT.4.L.4.a
22	MC	C	CCSS.ELA.CONTENT.4.RI.2

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Item number	Type	Key	Standard
23	MC	A	CCSS.ELA.CONTENT.4.RI.3
24	MC	D	CCSS.ELA.CONTENT.4.RI.2
25	MC	D	CCSS.ELA.CONTENT.4.RI.4
26	MC	D	CCSS.ELA.CONTENT.4.RI.4
27	MC	A	CCSS.ELA.CONTENT.4.RI.5
28	MC	C	CCSS.ELA.CONTENT.4.L.4.a
29	MC	C	CCSS.ELA.CONTENT.4.RI.7
30	MC	A	CCSS.ELA.CONTENT.4.RI.7
31	MC	D	CCSS.ELA.CONTENT.4.RL.2
32	MC	B	CCSS.ELA.CONTENT.4.RL.1
33	MC	A	CCSS.ELA.CONTENT.4.RL.3
34	MC	B	CCSS.ELA.CONTENT.4.RL.3
35	MC	D	CCSS.ELA.CONTENT.4.RL.4
36	MC	C	CCSS.ELA.CONTENT.4.L.5.a
37	MC	D	CCSS.ELA.CONTENT.4.L.4.a
38	MC	B	CCSS.ELA.CONTENT.4.RI.4
39	MC	A	CCSS.ELA.CONTENT.4.RI.3
40	MC	D	CCSS.ELA.CONTENT.4.RI.5
41	MC	C	CCSS.ELA.CONTENT.4.RI.1
42	MC	A	CCSS.ELA.CONTENT.4.RI.3
43	MC	B	CCSS.ELA.CONTENT.4.L.5.a
44	MC	B	CCSS.ELA.CONTENT.4.RI.5

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Item Types:
MC = multiple choice

Note about selections:
Reading for literature texts can be stories or poems.
Reading for informational texts can be scientific, historical, economic, or technical.