

Introduction - Grade 4 English–Language Arts

The following released test questions are taken from the Grade 4 English–Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 4 English–Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, and 2007. First on the pages that follow are lists of the standards assessed on the Grade 4 English–Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	18	20
• Reading Comprehension	15	23
• Literary Response and Analysis	9	10
• Writing Strategies	15	22
• Writing Conventions	18	20
TOTAL	75	95

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 4 English–Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education’s Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

READING

The Reading portion of the Grade 4 California English–Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following five California English–Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by 20 test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English–Language Arts Standards Test.

4RW1.0	WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.
4RW1.2	Vocabulary and Concept Development: Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
4RW1.3	Vocabulary and Concept Development: Use knowledge of root words to determine the meaning of unknown words within a passage.
4RW1.4	Vocabulary and Concept Development: Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>).
4RW1.5	Vocabulary and Concept Development: Use a thesaurus to determine related words and concepts.
4RW1.6	Vocabulary and Concept Development: Distinguish and interpret words with multiple meanings.

The Reading Comprehension Strand/Cluster

The following six California English–Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by 23 test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English–Language Arts Standards Test.

4RC2.0	READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
4RC2.1	Structural Features of Informational Materials: Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
4RC2.3	Comprehension and Analysis of Grade-Level-Appropriate Text: Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
4RC2.4	Comprehension and Analysis of Grade-Level-Appropriate Text: Evaluate new information and hypotheses by testing them against known information and ideas.
4RC2.5	Comprehension and Analysis of Grade-Level-Appropriate Text: Compare and contrast information on the same topic after reading several passages or articles.
4RC2.6	Comprehension and Analysis of Grade-Level-Appropriate Text: Distinguish between cause and effect and between fact and opinion in expository text.
4RC2.7	Comprehension and Analysis of Grade-Level-Appropriate Text: Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

The Literary Response and Analysis Strand/Cluster

The following five California English–Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by 10 test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English–Language Arts Standards Test.

4RL3.0	LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.
4RL3.1	Structural Features of Literature: Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
4RL3.2	Narrative Analysis of Grade-Level-Appropriate Text: Identify the main events of the plot, their causes, and the influence of each event on future actions.
4RL3.3	Narrative Analysis of Grade-Level-Appropriate Text: Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.
4RL3.4	Narrative Analysis of Grade-Level-Appropriate Text: Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
4RL3.5	Narrative Analysis of Grade-Level-Appropriate Text: Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

WRITING

The Writing portion of the Grade 4 California English–Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following eight California English–Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by 22 test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English–Language Arts Standards Test.

4WS1.0	WRITING STRATEGIES: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).
4WS1.1	Organization and Focus: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
4WS1.2	Organization and Focus: Create multiple-paragraph compositions: 2) Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. 3) Include supporting paragraphs with simple facts, details, and explanations. 4) Conclude with a paragraph that summarizes the points.
4WS1.3	Organization and Focus: Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
4WS1.5	Research and Technology: Quote or paraphrase information sources, citing them appropriately.
4WS1.6	Research and Technology: Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
4WS1.7	Research and Technology: Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
4WS1.8	Research and Technology: Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
4WS1.10	Evaluation and Revision: Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

The Written Conventions Strand/Cluster

The following seven California English–Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by 20 test questions for grade 4. These questions represent only some ways in which these standards may be assessed on the Grade 4 California English–Language Arts Standards Test.

4WC1.0	WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.
4WC1.1	Sentence Structure: Use simple and compound sentences in writing and speaking.
4WC1.2	Sentence Structure: Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.
4WC1.3	Grammar: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
4WC1.4	Punctuation: Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
4WC1.5	Punctuation: Use underlining, quotations marks, or italics to identify titles of documents.
4WC1.6	Capitalization: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
4WC1.7	Spelling: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Read these two passages about changes. Think about how the passages are alike and how they are different.

The Purest Heart

A Story from China

1 In a forest in China, there lived a snake. The snake had a beautiful garden of flowers. One day the snake caught Chow Wing gathering the snake's flowers for his three daughters. The snake was angry. "Chow Wing," he hissed, "you must give me one of your daughters as a wife." Frightened, the man agreed.

2 At home, Chow Wing grew sick with worry. He could neither eat nor sleep.

3 "Please eat, Father," said his eldest daughter, Hua.

4 "I am too worried," he said. "Hua, will you marry the snake and save us?"

5 "You cannot ask me to marry a snake, Father!" said Hua, laughing. "He is so ugly, and I am beautiful. Everyone says so."

6 Next he turned to Fung, his middle daughter. "Fung, will you marry the snake?"

7 "Dearest Father," said Fung, sighing deeply. "This snake is so harsh. I cannot!"

8 The youngest daughter, Tao, stepped forward. "I will marry the snake," she said.

9 In the forest some days later, sweet Tao married the snake. She became a good wife, cleaning and cooking and always being kind and respectful to her husband.

10 One scorching summer afternoon, Tao returned from collecting water to find the snake dying from thirst. Quickly she plunged him into the cool water that she had brought. Before her eyes, he began to grow and change. When he had completed this change, he was a strong and handsome young man!

11 "Tao," he said. "A spell changed me into an ugly snake, but your love and kindness changed me back into my real self."

12 The happy couple visited Chow Wing, Hua, and Fung. How amazed they were! The sisters also felt pangs of envy, now that Tao was married to such a fine young man. Deep in their hearts, though, they knew that she was the one of pure heart, the only one who could have broken the evil spell.



Kapapitoe and the Lizard

A Story from Indonesia

1 In an Indonesian jungle lived an old woman who had raised a lizard as if he were her son. One day the lizard said, “Please go to the house of seven sisters. Ask if one of the sisters will marry me.”

2 The old woman went to the seven single sisters’ house and asked the oldest to marry the lizard. The young woman laughed, saying, “Who would marry a lizard?”

3 Each day for a week, the old woman returned with bridal gifts and the marriage offer. One by one, six of the seven sisters refused. Finally she came to the youngest sister, Kapapitoe. “I will marry him,” she said. A week later, the old woman returned with the bridal gifts and the lizard in a basket.



4 The six older sisters were cruel to Kapapitoe’s lizard husband. After working in the jungle all day, they would clean their feet on his scaly back. As the planting feast of *Ta Datoe* approached, they said to him, “You may not go to this feast, for you are an ugly lizard.” Kapapitoe was kind to her husband and hated the way her sisters treated him. As the youngest, though, she had no power over them.

5 The day before the feast, the lizard asked his wife to carry him into the jungle. There he used his long, slashing tail to cut trees and grass until he had cleared a field for planting. “There, now they will surely let me go to the planting feast tomorrow!” he said to Kapapitoe. Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

6 On the day of the feast, Kapapitoe was ready to go to the river and wash. “Please take me to the river with you,” said her husband, and so she did. The lizard went into the water. When he came out, he was a handsome young man dressed in fine clothes!

7 At the feast everyone asked, “Who is that handsome man with Kapapitoe?”

8 The old woman smiled and said, “It is her husband.”

9 Oh, how jealous those six sisters were! They tried time and time again to steal Kapapitoe’s husband from her, but he loved only his wife.

CSR1P063

Released Test Questions

English–Language Arts

4

1 These passages are *best* described as

- A modern-day science fiction stories.
- B fables about animals who learn a lesson.
- C myths that explain how things began.
- D fairy tales from two different countries.

CSR00215.021

2 Read this sentence from “Kapapitoe and the Lizard.”

Remaining cruel, the six sisters told him he was too revolting to be seen in their company.

Which word is a *synonym* for revolting?

- A cheerful
- B disgusting
- C wonderful
- D cruel

CSR10319.063

3 In “Kapapitoe and the Lizard,” how did Kapapitoe’s six sisters show how much they disliked and disrespected the lizard?

- A They would not give him any food to eat or water to drink.
- B They told Kapapitoe that she must leave their home with him.
- C They cleaned their dirty feet by wiping them on his rough skin.
- D They made him work hard all day, every day, in the jungle.

CSR00222.022

4 *Both the snake and the lizard change into men when they*

- A are in water.
- B see water.
- C drink water.
- D say “water.”

CSR00213.021

Read these four passages about Kauai. Think about how the passages are alike and how they are different.

Kauai Island

SAMPLE A

KAUAI is the fourth largest island in Hawaii. Hawaii became the 50th state in 1959. Hawaii consists of eight major islands, in addition to more than a hundred smaller ones, and is located in the middle of the North Pacific Ocean. Kauai, located northwest of Oahu, is called the Garden Island. It was formed by volcanic activity and has many mountains and canyons. Because of its dramatic beauty, it has been used as a setting for motion pictures such as *South Pacific*, *King Kong*, and *Jurassic Park*. Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made. Kauai was an independent royal land until it became a part of the kingdom of Hawaii in 1810.

SAMPLE B

June 25, 1999

I had an amazing experience on the northern shore of Kauai today. We swam with Pacific Green Sea Turtles. They are called *honu* in Hawaii and are a symbol of knowledge and long life. A special guide took us to the protective reefs where the turtles spend time. Under her guidance, we learned how to use the snorkeling equipment that allowed us to be underwater and breathe air from above through a tube. But snorkeling wasn't all she knew about! She was a marine biologist, so she knew all about the creatures of the ocean. She led us safely through our adventure and told us many interesting things about what we saw. When I saw the first turtle, my heart was pounding. I was so excited! We were not allowed to touch them, but it was enough just to be near these gentle and graceful creatures. We swam among thousands of colorful fish, and we saw octopuses and eels. What a special day!

SAMPLE C

The Unique Beauty of Hawaii’s Garden Island

Kauai offers some of the most spectacular scenery in the world and many ways to enjoy it.

Waimea Canyon is known as the Grand Canyon of the Pacific. You can view it from the lookout or explore its tropical wonders up close.

Speaking of exploring, **Koke’e State Park** has over four thousand acres and 45 miles of trails. The amazing variety of sights in this park even includes California redwood forests! Of course, this is in addition to an abundance of tropical flora and fauna.

The **NaPali Coast** is one of the most amazing stretches of coastline on the planet. You have to see it to believe it!

SAMPLE D

Hawaiian Shave Ice

A special treat enjoyed by children in the Hawaiian Islands on warm, sunny afternoons is shave ice flavored with delicious fruit syrup.

Shave ice comes in many tasty fruit flavors. Do you think you’ll have trouble choosing just one? Then select our Rainbow Shave Ice! You can taste many flavors at once. You might even want to try a Super Shave Ice, which comes complete with a scoop of creamy vanilla ice cream at the bottom!

**Come to Kalima’s on Kauai
and enjoy this refreshing tropical treat today!**

CSR1P037

- 5 Read this sentence from Sample A.

Crops produced on Kauai include sugar cane, coffee, tropical fruits, and taro root, from which the Hawaiian dish *poi* is made.

In which sentence does the word dish have the same meaning that it has in the sentence above?

- A Mountain climbing is not exactly my dish.
- B Her favorite dish is mashed potatoes with garlic.
- C Connor accidentally broke the dish he made in art class.
- D Jasmine’s family has replaced its cable television service with a dish.

CSR10302.037

- 6 Read this part of a sentence from Sample B.

Under her guidance, we learned how to use the snorkeling equipment . . .

The root word in guidance means

- A to be interested.
- B to work quickly.
- C to give direction.
- D to try again.

CSR01173.170

- 7 Which samples tell about things you might eat in Hawaii?

- A Samples A and B
- B Samples B and C
- C Samples A and D
- D Samples B and D

- 8 Which fact about Sample B helps you know that it is a journal entry instead of a letter?

- A It has a date at the beginning.
- B It doesn’t have a greeting or closing.
- C It has only one paragraph.
- D It doesn’t have pictures or illustrations.

CSR01175.170

- 9 You can tell from the title of Sample C that the author is *probably* going to

- A tell about a news event.
- B describe a place.
- C persuade you to buy something.
- D teach you how to make a craft.

CSR01174.170

- 10 Information in *all* of the samples supports the idea that

- A Kauai has lovely state parks.
- B swimming is a popular pastime on Kauai.
- C Kauai is an enjoyable place to visit.
- D many crops are grown on Kauai.

CSR01170.170

Read these two tales about luck. Think about how the stories are alike and how they are different.

A Tip o' the Hat

A Tale from Ireland

1 Times were hard for Grady O'Hara's family in Donegal, Ireland. For months they had lived on porridge alone. One day Maggie O'Hara said to her husband, "Grady, you must find work before we all starve."

2 Grady traveled many miles, yet he found no work. Weary, he rested against a hill covered in soft green clover. As he dozed, Grady began to hear music. It seemed to be coming from within the hill. Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through. The wee cave was full of fairies. This was good, for in Ireland fairies must give a gift to a human who finds them.

3 The fairies offered Grady a fine iron pot. "Placed over fire," said their leader, "it instantly fills with food. Go now, but tell no one of your luck."

4 Grady headed home, but darkness soon fell. He came to a farmhouse and asked the owners if he could stay there overnight. The Hanahans, who lived there, said he could stay, but a few potatoes were all they had for dinner. Well, Grady's hunger was as fierce as a lion's. He couldn't help showing off his new pot. They all enjoyed a grand dinner, and Grady went to bed with a full stomach.

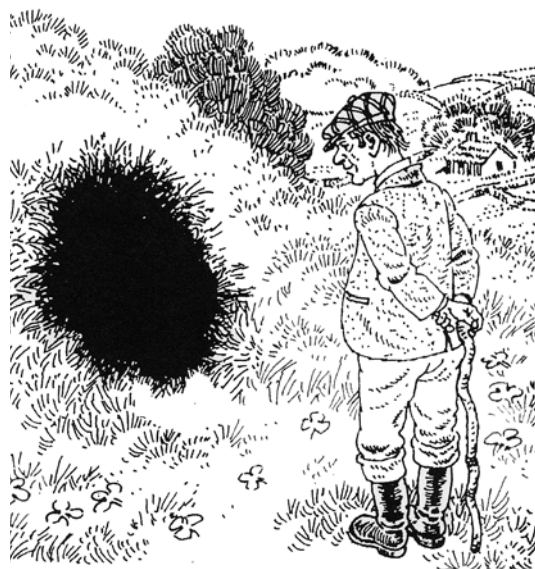
5 The next morning, Grady went home. He wanted to show his family the pot and to feed everyone a great meal. When he put the pot over the fire, though, nothing happened. Looking closely, Grady realized that it was not the same pot! As he had slept soundly, the Hanahans had traded their pot for his.

6 Grady went to the fairies, and they agreed to trick the Hanahans. The fairies gave Grady an ugly green hat and sent him back to the farm. There, before going to bed, he boasted that the hat was very special. Sure enough, they took it from him.

7 As they tipped it over to look inside, several fairies jumped out and began playing ear-piercing music. The Hanahans held their hands over their ears.

8 "They won't stop playing until you give me back my pot," said Grady.

9 Grady went home with his hat and his pot. He held a fantastic feast for his family and all the neighbors. None of them overstayed their welcome, though. They all had heard what happened when Grady tipped his hat!



The Lucky Cloak

A Tale from Italy

1 Signor Luna and his son, Antonio, lived in a small town in Italy. One day, the old man decided that Antonio should go out into the world and seek his fortune. Calling his son to him, he presented a battered old cloak with one small pocket.

2 “How can this old cloak help me?” asked Antonio.

3 “You’ll see,” said his father. “Put it on and reach into the pocket.”

4 Antonio did so, and out came a silver coin. “A coin will appear whenever you need one,” Signor Luna said, “but that is not all. Button the cloak now.”

5 When Antonio buttoned the cloak’s last button, he instantly became invisible! With the cloak and his father’s good wishes, the young man went on his way.

6 After walking what seemed like a very long distance, Antonio entered a small town with two cafés on the cobblestone street. Antonio saw a pretty young woman in one of them, sitting alone.

7 “May I join you, Signorina?” he asked with a polite little bow.

8 “No,” she said, “for I can see by your tattered cloak that you are a poor man. I fear that you cannot afford to buy your meal.”

9 Antonio’s pride was injured. To repair the damage, he pulled out a coin and told the girl about the special pocket. Of course, she invited him to sit at her table.

10 With coins pulled from the cloak, Antonio bought a fine dinner for the young woman and himself. After they had eaten, she began to complain of the cold. He took his cloak and placed it upon her shoulders. How puzzled he was when she held it tightly around herself and said, “Now this cloak belongs to me!”

11 Thinking quickly, Antonio said, “Wait! I’ll show you something even more wonderful about that cloak. You will be truly amazed.” With some hesitation, she removed the cloak and handed it back to Antonio.

12 “The best thing about this cloak is that when you button it—” Suddenly, Antonio was nowhere to be seen! He had disappeared. Unseen, he slipped away, glad to have regained the cloak and to have gained some valuable wisdom.



CSR1P062

Released Test Questions

English–Language Arts

- 11** Read this sentence from “A Tip o’ the Hat.”

Parting the clover, Grady discovered a cave opening just big enough to squeeze his body through.

In which sentence does the word squeeze have the same meaning that it has in the sentence above?

- A If you get frightened, just squeeze my hand.
- B I hope I can squeeze my car into that parking spot.
- C You must squeeze a lot of lemons to make good lemonade.
- D I have to squeeze every penny if I want to afford that vacation.

CSR10329.062

- 12** Which phrase from “A Tip o’ the Hat” is a simile?

- A on porridge alone
- B as fierce as a lion’s
- C with a full stomach
- D an ugly green hat

CSR00189.019

- 13** In “A Tip o’ the Hat,” which of these really could have happened?

- A The cave was full of fairies.
- B The fairies agreed to trick the Hanahans.
- C The fairies offered Grady a fine iron pot.
- D As he dozed, Grady began to hear music.

CSR00194.019

- 14** In *both* stories, the main character learns

- A to ask for help when he needs it.
- B that magic cannot solve problems.
- C to be careful about the people he trusts.
- D that it is important to have one best friend.

CSR00188.019

Read these four passages about avocados. Think about how the passages are alike and how they are different.

Avocados

SAMPLE A

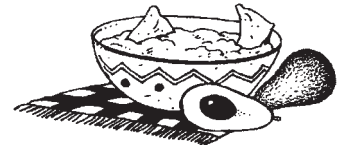
av-o-ca-do (ă'-və-kă'dō, ăv') *n., pl. -dos*. 1. An American tree, native to tropical regions, which bears an edible fruit that is enjoyed alone or in dishes such as salads. 2. This tree's fruit is oval or pear-shaped and has leathery green, purple, or black skin, soft yellow-green flesh, and a large pit. 3. A dull green color. [The American Spanish changed the Nahuatl (language of the Aztecs) word *ahuacatl* to *aguacate*.]

SAMPLE B

Guacamole is a Mexican dipping or topping sauce. It doesn't stay fresh very long, so just make what you need for the day. You will need two or three ripe avocados, depending on how much you want to make. A ripe avocado feels slightly soft.

First, cut the avocados in half, remove the pits, and scoop out the inside of the fruit pulp into a bowl. Then mash the pulp with a fork. You don't have to make it smooth. You should still have some small chunks of avocado. Next, mix in a tablespoon of lemon or lime juice and a tablespoon of chopped fresh cilantro for each avocado you're using. (For example, if you're using two avocados, add two tablespoons of juice and two tablespoons of cilantro.) Add a little salt too.

The other ingredients that you add depend on what you like. You might want to add mild chopped green chiles that come in a can. If you like food that is hot and spicy, you can add chopped fresh jalapeño peppers. Some people enjoy adding things like chopped green onions, diced fresh tomatoes, garlic, or hot pepper sauce.



After adding the ingredients of your choice, bring out a bowl of tortilla chips and start dipping!

SAMPLE C

•**Avocado**

Common name for the tree *Persea americana*, a type of laurel tree. It is native to tropical America. Its fruit, of the same name, has a thick, rough, greenish skin. It is a drupe fruit, or stone fruit, meaning that it is fleshy inside and contains a single large, hard pit. (Other examples of drupe fruits are cherries, peaches, and plums.) An avocado is similar to a pear in size and shape. When avocado flesh is ripe, it has a creamy texture, like firm butter, and a faintly nutlike flavor. It contains 10 to 20 percent oil. In addition

to this high fat content, avocados are also a good source of protein. In the United States, avocados are often eaten in salads and sandwiches. In Latin America, avocados are often an ingredient in soups and sauces. There are many avocado trees grown in the southern United States.



SAMPLE D

RAMONA'S PRODUCE CENTRAL

announces



Welcome to Summer Fruit and Vegetable Sale!

Special of the Week: Avocados

Regular Price: \$1.19 per avocado

This week, you can purchase these delicious avocados for only 60¢ apiece! Buy ten, and the cost goes down to 50¢ apiece! That's only \$5.00 for ten avocados!

Think of all the salads, sandwiches, and guacamole you can make and enjoy. Come to Ramona's today!

CSR0P114

15 When making guacamole, what should you do right after you mash the avocado?

- A warm up a bowl of tortilla chips
- B add lime or lemon juice
- C remove the pits from the mixture
- D mix in a cup of sour cream

CSR00861.114

16 When mashing avocados for guacamole, you should

- A always add plenty of hot pepper sauce for flavor.
- B turn the mixture into a liquid by using an electric blender.
- C use a fork and leave the mixture somewhat chunky.
- D crush the mixture for a long time, until it is smooth.

CSR00860.114

17 Based on information in the four samples, all of the following words can be used to describe avocado skin *except*

- A thick.
- B spicy.
- C leathery.
- D rough.

CSR00864.115

18 Based on information in the four samples, the word avocado can mean all of these *except* a

- A tree.
- B fruit.
- C nut.
- D color.

CSR00859.114

The Tail Trade

A Story of the Maliseet Indians

- 1 Long ago, when the world was new, Beaver had a long, thin tail. He loved to dive, but his long tail didn't help him get to the bottom of the pond fast enough. He couldn't use his tail to slap the mud into place when he built a dam.
- 2 One day, Muskrat swam by. Beaver noticed Muskrat's broad, flat tail. He realized it would be perfect for diving and building dams. At the same time, Muskrat gazed enviously at Beaver's tail. Muskrat loved to swim fast, and his broad, flat tail dragged in the water and slowed him down. He thought it would be better to have Beaver's tail. So Muskrat said, "Beaver, I would do anything to have a tail like yours."
- 3 "Is that so?" replied Beaver. "I was just admiring *your* tail. Why don't we trade?"
- 4 Muskrat eagerly agreed, and they exchanged tails right then and there. Muskrat couldn't wait to try his new long, thin tail. He was pleased as could be when he shot across the pond with great speed. Then he watched as Beaver showed off *his* new tricks. Beaver easily dove to the bottom of the pond with his new broad, flat tail. He gathered some mud, swam up, and with a loud *smack!* slapped it onto his dam. When he felt danger was nearby, a loud *smack!* would be heard as Beaver slapped his tail on the water. It was his way of warning others to keep away.
- 5 Muskrat was jealous. He had never even dreamed of the clever ways Beaver had thought to use the broad, flat tail. Muskrat went to Beaver and said, "I want my tail back!" Beaver wasn't about to give it up. His only answer was a loud *smack!*
- 6 Muskrat knew better than to ask again. To this day, Beaver still has the broad, flat tail he got from Muskrat, and Muskrat has the long, thin one he got from Beaver.

From THROUGH THE GRAPEVINE, World Tales Kids Can Read & Tell, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

CSR2P011-1

Monkey Gets the Last Laugh*A Story from Brazil*

1 Long ago, Monkey loved to play tricks. He'd pull Rabbit's ears or yank Cat's tail and then hoot and holler until his belly hurt. All the animals were tired of being laughed at. They were fed up with Monkey's tricks.

2 One day, while Monkey was taking a nap, several animals rolled a big stone onto his tail. Monkey yanked and pulled, trying to get his tail free. At last, he gave such a hard jerk that his tail broke off!

3 Cat grabbed the tail and scurried away. Monkey knew he needed his tail to climb trees. He chased after Cat and begged, "Please give me my tail back. I'll do whatever you ask."

4 Cat thought about it and replied, "I'll give it to you, if you'll get me some milk from Cow."

5 So Monkey went to Cow and asked, "Cow, please give me some milk, so I can give it to Cat, so she'll give me my tail back."

6 Cow thought about it and replied, "I'll give it to you, if you'll get me some grass from the farmer."

7 So Monkey went to the farmer and begged, "Farmer, please give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."

8 The farmer thought about it and replied, "I'll give it to you, if you'll get me some rain from the cloud."

9 So Monkey went to the cloud and asked, "Cloud, please give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."

10 The cloud thought about it and replied, "I'll give it to you, if you'll get me some water from the river."

11 So Monkey went to the river and asked, "River, please give me some water, so I can give it to the cloud, so he'll give me some rain, so I can give it to the farmer, so he'll give me some grass, so I can give it to Cow, so she'll give me some milk, so I can give it to Cat, so she'll give me my tail back."

12 The river thought about it and replied, "Help yourself. I have plenty of water to spare."

13 Monkey thanked the river again and again. Then he brought some water to the cloud, and the cloud gave him rain. He brought the rain to the farmer, who gave him grass. He brought the grass to Cow, who gave him milk, and he brought the milk to Cat, who gave him his tail back.

14 Monkey was overjoyed! Although he no longer plays tricks on the other animals, you can still hear him hooting and hollering in the jungle. Monkey's laughing because he's *so* happy to have his tail back.

From *THROUGH THE GRAPEVINE*, World Tales Kids Can Read & Tell, retold by Martha Hamilton and Mitch Weiss. Copyright © 2001 by Martha Hamilton and Mitch Weiss.

Released Test Questions

English–Language Arts

4

19 Which word is a *synonym* for overjoyed?

- A thrilled
- B astounded
- C humbled
- D interested

CSR20274.011

20 What is the main event in “The Tail Trade”?

- A Beaver builds a dam with his tail.
- B Muskrat and Beaver exchange tails.
- C Muskrat and Beaver try out their new tails.
- D Beaver slaps his tail to warn of danger.

CSR20271.011

21 Read this sentence from paragraph 12 of “Monkey Gets the Last Laugh.”

“I have plenty of water to spare.”

What is the meaning of to spare as used in the sentence above?

- A to treat with mercy
- B to save
- C to give
- D to avoid using

CSR20264.011

22 How do Muskrat and Monkey feel at the end of the stories?

- A Muskrat is cranky, and Monkey is panicked.
- B Muskrat is cautious, and Monkey is spiteful.
- C Muskrat is dazzled, and Monkey is confident.
- D Muskrat is regretful, and Monkey is glad.

CSR20275.011

Make Your Own Leaf Collection Record


It's fun to collect things. Some kids collect coins, shells, or stamps. One thing that is easy and free to collect is leaves. Leaves come in many shapes and colors. Every type of tree has its own special leaf. Willows have narrow leaves with edges like little saws. Maple leaves have many sharp points, and oak leaves have many rounded tips.

Now you can use your drawing or word processing program to start a Leaf Collection Record Book.

LEAF COLLECTION RECORD

Name:


Description:



LEAF COLLECTION RECORD

Name: California Sycamore

Description: The light green sycamore leaves have five points. The sycamore tree has fruit that looks like prickly little balls. Wood from the sycamore is used to make furniture.



1. Open a new file in your word processing program.
2. Type "LEAF COLLECTION RECORD" and center it on the top of the page. Make it **bold** and underline it.
3. Type "Name:" and then press ENTER about three times. You will put the names of the trees you collect leaves from here.
4. Now type "Description:" and press ENTER about ten times. This is where you will describe the tree that had the leaf. Be sure to leave plenty of room.
5. Click the square tool. Make a box for your leaf. This is where you will show the leaves you collect.
6. Print enough pages to begin your book.
7. Save the file with a name such as *Leaf Record*. You may need to print more pages later!
8. Punch holes in the left side of the pages, and put them in a three-ring binder, or tie them together with string.
9. There are two ways to put leaves in the box:
 - Draw a picture of the leaf.
 - Paste a real leaf in the center of the box.

Happy collecting!

Released Test Questions

English–Language Arts

4

23 A leaf you find might be from an oak tree if it

- A is narrow.
- B has edges like saws.
- C has rounded tips.
- D is pointed at the tips.

CSR01701.243

24 Which of these is an *opinion* in this passage?

- A It's fun to collect things.
- B Some kids collect coins, shells, or stamps.
- C Leaves come in many shapes and colors.
- D Every type of tree has its own special leaf.

CSR01695.243

25 In Step 7, why is it important to name the file?

- A so that you can find it later
- B because it is the name of a book
- C to help you decide what to do next
- D to remind you to finish your work

CSR01702.243

26 What must you know in order to fill out a leaf record?

- A who planted the tree
- B when the leaf fell off the tree
- C what kind of tree the leaf came from
- D where the tree was planted

CSR01700.243

27 How is this passage organized?

- A It gives a series of steps in a process.
- B It states a cause and then gives effects.
- C It tells how things are alike and different.
- D It makes a statement and then gives reasons it is true.

CSR01698.243

28 Which of these books would be *most* useful to someone starting a leaf collection?

- A Build Your Own Tree House
- B The Great American Apple Tree
- C The Encyclopedia of Trees
- D Christmas Tree Tales

CSR01696.243

Tim and Jim's Race

An African Folktale¹

1 Tim and Jim Turtle were brothers who lived along the banks of a deep, muddy river. They looked so much alike that no one could tell them apart. Once in a while even Mama Turtle had trouble! “Tim, pick up your toys,” she’d say to Jim, and, “Jim, wash your hands for dinner,” she’d say to Tim.

2 Like most little turtles, Tim and Jim were sometimes mischievous. One day Tim Turtle saw the big gray hippopotamus in the water. “Let’s play a trick on Henry Hippo,” he said eagerly.

3 “What?” cried Jim. “Henry Hippo is so big and strong, and we’re just little turtles. What kind of a trick could we possibly play on him?”

4 Tim laughed. “Just do as I say.” He whispered something into Jim’s ear, and then Jim quickly disappeared under the water.

5 Tim called to the hippopotamus, saying, “I am such a fast swimmer. No one can swim faster than I can!”

6 “Is that you talking, Little One?” asked the hippo. “You think you are so fast in the water?”

7 “That’s right, and I can prove it. I will race you,” replied Tim.

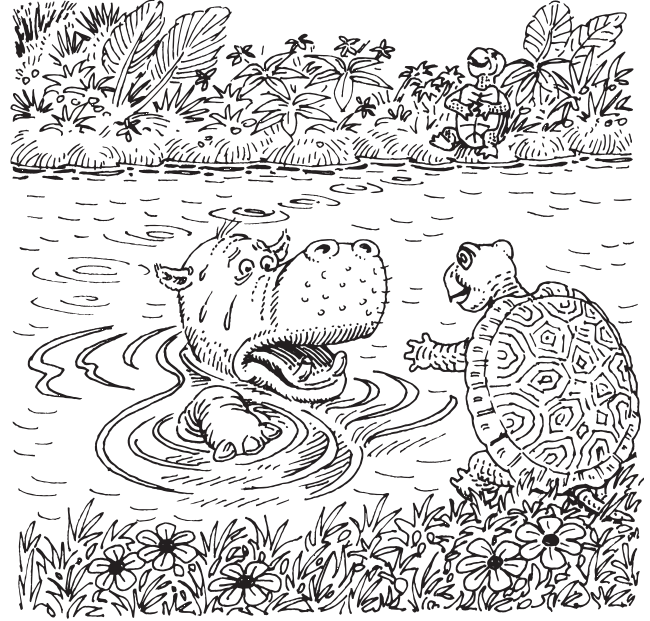
8 The hippopotamus laughed. “That’s absurd! What a silly idea! I am a much faster swimmer than you are!”

9 “We will see. The first one to the other side of the river wins!” said Tim. He ducked under the water as Henry Hippo started swimming. Tim knew that he could never swim as fast as Henry. But that did not matter. Jim had already swum to the other side and was waiting there.

10 When Henry Hippo reached the other side, his eyes grew wide. “This cannot be!” he said to Jim. “How did you get here so fast? You must give me another chance. We must race back to the other side and I know I’ll beat you this time.”

11 Jim readily agreed, and he ducked down under the water as the hippopotamus began swimming back. When Henry reached the opposite shore, there was Tim sitting on a rock, waiting for him.

12 “I didn’t think it was true, but you are right,” said Henry Hippo. “You are faster than I am! I will never doubt you again, Little One.”



¹ This story is a retelling of an African folktale.

Released Test Questions

English–Language Arts

- 13 Henry Hippo wandered back into the jungle, amazed. Jim returned and joined his brother. They both laughed and laughed over the trick they had played. This time their mama, however, was not so easily fooled. “Jim,” she said, “I know it was you who left your toys lying around. And Tim, your hands are still dirty. Now go wash up for dinner.”

CSR0P242

- 29** Read these sentences from “Tim and Jim’s Race.”

That’s absurd! What a silly idea!

In these sentences, absurd means

- A annoying.
- B insulting.
- C foolish.
- D possible.

CSR01682.242

- 30** Read this sentence from “Tim and Jim’s Race.”

When Henry Hippo reached the other side, his eyes grew wide.

When the author says that Henry’s “eyes grew wide,” she means that Henry

- A was tired.
- B was trying to see better.
- C was surprised.
- D was afraid of something.

CSR01686.242

- 31** Read this sentence from “Tim and Jim’s Race.”

No one can swim faster than I can!

In this sentence, the author is using

- A a simile.
- B hyperbole.
- C a metaphor.
- D rhyme.

CSR01683.242

- 32** The turtles in the story are

- A stingy.
- B tricky.
- C lazy.
- D brave.

CSR01690.242

Maria Martinez — Potter*by Sue Massey*

- 1 Maria Martinez is remembered today as the maker of beautiful pottery. Her pottery is in museums all over the world. The pots she made are black with shiny designs on them.
- 2 Maria Martinez was a Tewa Native American. She was born around 1881. Maria lived in San Ildefonso, New Mexico.
- 3 As a young woman, Maria was known for the fine pots she made. Maria and the other village women made pots for their families. They also sold pots to visitors. Compared to the pots made by the other women, young Maria's were lovely. But they were not outstanding. They were not the pots that would make the name Maria Martinez known around the world.
- 4 In 1908, special visitors came to Maria's village. The visitors were archaeologists. They were looking for remains of early Native-American life. The visitors had been digging near Maria's village. During the dig, they had found broken bits of pottery. The pots had belonged to a group of Native Americans who had lived there seven hundred years before. The visitors' finds influenced Maria's art. They also changed her life.
- 5 One of the archaeologists showed Maria the pieces of broken pots. They were thinner than the pots Maria was making. They had an odd, shiny black finish. He asked Maria if she could make such a pot. He wanted it to be just like a seven-hundred-year-old pot. Maria said she would try.
- 6 Maria's husband, Julian, helped her. First they had to find a way to make the wall of the pot thinner. Maria knew that the clay she was using would not work. A thin pot made out of that clay would crack when it was fired. Maria mixed different amounts of clay, sand, and water. At last, she discovered a mix that would not crack.

Released Test Questions

English–Language Arts

4

- 7 Maria and Julian then had to find out how the shiny black finish had been made. They discovered that it took two steps.
- 8 First, Maria began by polishing the dried clay surface of the pot. She used a smooth stone as her polishing tool. It was slow work. Then, when the pot was polished, she placed it in a fire that was built in a certain way. The fire and ashes worked their magic on the pot. Its finish was now shiny and black.
- 9 Maria and Julian had discovered the secrets of the early pottery makers. The search for the secrets had excited Maria. She was eager to make more pots in the old way. And she did. For more than seventy years, Maria stayed in her village making pots.
- 10 Maria produced many pots in her lifetime. Under Maria’s direction her son and grandson also learned how to make beautiful pots. They are keeping the old ways alive just as Maria had done before them.

“Maria Martinez — Potter” by Sue Massey from ROUGH AND READY. Copyright © 1985 by Scott, Foresman and Company. Reprinted by permission of Pearson Education, Inc.

CSR1P038

- 33** Read this sentence from the passage.

A thin pot made out of that clay would crack when it was fired.

In which sentence below is fired used with the same meaning as in the sentence above?

- A The teenager got fired from his job for being late.
- B The team was fired up after their big win.
- C The astronaut fired the engines at liftoff.
- D The chef fired the pizza in a hot oven.

CSR10837.038

- 34** Which step did Maria take *last* to create a new, shiny pot?

- A She polished the dried surface.
- B She glued the broken pieces.
- C She placed it into the fire.
- D She mixed clay and other items.

CSR10844.038

- 35** What would have most likely happened if the archaeologists had *not* come to Maria’s village?

- A Maria would still have become famous.
- B Maria would have discovered the old pots herself.
- C Maria would have continued making regular pots.
- D Maria’s family would not have continued making pottery.

CSR10849.038

- 36** Which of the following *best* describes how this passage is organized?

- A sequential order
- B compare and contrast
- C proposition and support
- D cause and effect

CSR10847.038

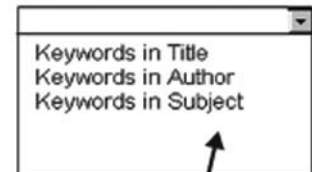
Using the Computer to Search the Library Catalog

To find Internet information quickly and easily, look at the computer screen and ask yourself these questions:

1 HOW DO I WANT TO SEARCH?

Click on the arrow that points down.

- ◆ Choose **Keywords in Title** if you cannot remember the whole title but you know a word that is in the title.
- ◆ Choose **Keywords in Author** if you know who wrote the book but you do not know the author's whole name.
- ◆ Choose **Keywords in Subject** if you know what the book is about but you do not remember the title or the name of the author.



2 WHERE DO I WANT TO SEARCH?

Click on the arrow that points down.

- ◆ Choose **Main Library, Second Street Branch, Little Valley Branch, Eagle Park Branch, or All Branches.**

3 WHAT WORDS DO I WANT TO FIND?

- ◆ If you selected **Keywords in Title** in Step 1, type in a word or words that you remember from the title of the book you are looking for.
- ◆ If you selected **Keywords in Author** in Step 1, type the last name followed by the first name. You may search by the name of the author (*the person who wrote the book*) or the illustrator (*the person who drew the pictures in the book*).
- ◆ If you selected **Keywords in Subject** in Step 1, type a word that tells what the story is about (for example, type: *tigers, detective, carnival, or dinosaurs*).



CSR1P305

Released Test Questions

English–Language Arts

37 If students are working on reports about the life cycle of bats, by which category should students search?

- A by book title
- B by author's name
- C by subject
- D by illustrator's name

CSR12308.305

38 When students have entered information in the three Easy Search screen boxes, which button should they click to continue?

- A Help
- B Exit Catalog
- C Search
- D Clear

CSR12312.305

39 Which category should students use to find information about caring for horses?

- A title
- B author
- C illustrator
- D subject

CSR12310.305

40 Read this sentence from the passage.

Choose **Keywords in Author** if you know who wrote the book but you do not know the author's whole name.

Which thesaurus entry gives the meaning of choose as it is used in the sentence above?

- A separate, set aside
- B select, pick
- C like, favor
- D want, crave

CSR13671.305

Subject: **SUBMARINES****SAMPLE A:**

The first submarine was made in 1620. A Dutchman named Cornelis von Drebbel had an idea. He took a rowboat and covered it with oil-soaked leather. Twelve men sat inside the boat. They moved the boat under the water with oars that stuck out the sides. It couldn't go far, but it was still considered a success.

SAMPLE B:

sub-ma-rine (suhb-muh-reen): *Noun*; A ship that can travel both on the surface and under the water. Submarines are able to operate at various depths and over considerable distances. "Sub" means under. "Marine" means water. Often called a "sub" and used in the navy.

SAMPLE C:**[student report]**

Submarines are underwater boats. They are best known as part of the navy's fleet. Submarines, however, have many different uses. They help put in pipelines and cables for oil rigs. They also help scientific researchers learn what life is like underwater. Sometimes submarines even help people explore shipwrecks like the *Titanic*.

How will submarines be used in the future? There is enough food in the sea to feed much of the world. Scientists believe that someday submarines will be used on underwater farms. The crops on these farms may be seafood and plants like oysters, clams, and seaweed. Another future possibility is creating a submarine train. Cargo tanks could be transported underwater instead of on railroad tracks. Tourist submarines are another possibility. People could travel by submarine to see the wonders that live under the sea.

Resources:

Carlisle, Norman and Madelyn Carlisle. *About Submarines*. Chicago: Melmont Publishers, 1969.
Norman, C.J. *Submarines*. London: Franklin Watts Ltd., 1986.

SAMPLE D:

Submersibles are miniature submarines. Some carry a crew of up to four people. Others are “robots” controlled by a larger ship on the surface of the water. Submersibles have a variety of uses. Some check oil pipelines and cables. Others are used for scientific research. Submersibles often have grab arms. These arms are used for taking samples, or they can carry special lights and cameras for exploring.

SAMPLE E:**OWN YOUR VERY OWN SUBMARINE!**

*This is the toy you have been waiting for!
It floats on top of the water; then—with just a flip of the switch—
it fills with water and sinks to the bottom!*

*Use it in the pool! The bathtub!
Send it out to look for enemy subs or
go deep diving for exotic fish and other creatures.
Your very own SUBMARINE toy is*

**Yours this week for ONLY \$9.99!
A special price here at UNLIMITED TOYS!**

Stop in and get your SUB today!

CSR0P238

- 41** The root word in subterranean is *terra*, which in Latin means “earth” or “ground.” Subterranean must be something

- A made out of dirt or soil.
- B planted in the ground.
- C under the earth or ground.
- D on a beach or riverbank.

CSR01645.238

- 42** One difference between submarines and submersibles is that

- A submarines are able to move underwater.
- B submersibles are able to carry people inside.
- C submersibles are able to do work underwater.
- D submarines are larger than submersibles.

CSR01648.238

- 43** Read this sentence from Sample D.

Some check oil pipelines and cables.

As used in Sample D, the word check means

- A to stop or hold something back.
- B a bill at a restaurant.
- C to inspect.
- D a form of payment.

CSR01650.238

- 44** The most important information missing from Sample E is the

- A size of the toy.
- B toy’s battery size.
- C color of the toy.
- D store’s street address.

CSR01652.238

Released Test Questions

English–Language Arts

4

The following questions are not about a passage. Read and answer each question.

45 Here is an entry from a thesaurus.

sturdy, *adj.* 1. healthy, fit
2. husky, tough
3. well-built, solid, long-lasting
4. stubborn
5. brave, courageous, valiant

You can tell from this thesaurus entry that someone who is valiant

- A is wealthy.
- B gives up too easily.
- C has a lot of courage.
- D is in good health.

CSR01187.173

46 Read this sentence.

Mom inspected my room after I cleaned it.

The word inspected contains the Latin root spect. What does spect mean?

- A use
- B look
- C take
- D need

CSR00138.OSA

47 Which of these is a *synonym* for the word harm?

- A accuse
- B mend
- C protect
- D damage

CSR10345.OSA

48 Read this sentence.

The construction of the house will be completed next month.

The Latin root “struct” in the word construction means

- A measure.
- B build.
- C study.
- D shape.

CSR00175.OSA

49 Use these thesaurus entries to answer the next question.

Object: *n.* 1. aim, purpose, goal, target
2. thing, article, item
Object: *v.* 1. complain, disapprove, challenge
2. (*Slang*) kick, squawk, howl
3. (*Ant.*) resist, agree

Read this sentence.

The object of the game is to become the spaceship’s pilot.

Which *synonym* could be used to replace the word object in the sentence?

- A agreement
- B article
- C complaint
- D purpose

CSR00176.OSA

- 50** Use this thesaurus entry to answer this question.

buck *n.* 1. male deer, stag, ram.
2. *Slang.* Dollar.
v. 1. leap, spring, jump; hop, skip, prance.
2. throw, unseat.

According to the thesaurus, another word for “male deer” is buck or

- A leap.
- B prance.
- C stag.
- D dollar.

CSR00353.OSA

- 51** Read these sentences.

When Hailey was given her surprise, she already knew about it. “Who let the cat out of the bag?” her father asked.

What does Hailey’s father want to know?

- A who gave Hailey a cat without asking her parents
- B who told Hailey about her surprise before she received it
- C who bought such a wonderful surprise gift for Hailey
- D who opened the door and let Hailey’s cat go outside

CSR00034.OSA

- 52** Read the sentence below.

I wanted my mother to sign the letter that would permit me to go on the field trip.

Which word is a *synonym* for permit as it is used in the sentence above?

- A trust
- B contact
- C allow
- D alert

CSR20945.OSA

- 53** The phrase mind your manners most nearly means

- A be polite.
- B listen carefully.
- C speak clearly.
- D be grateful.

CSR20953.OSA

The following is a rough draft of a student’s report, which may contain errors.

The California Gold Rush

(1) The California Gold Rush of 1849 attracted people from countrys all over the world. (2) Men and women came to the state in hopes of finding gold and becoming rich overnight. (3) As one gold miner said in his journal, “my dream is to find gold so that I can make a new life.”

(4) People’s dreams did not always come true exactly as they had hoped. (5) In the first place, the trip was very hard to make. (6) People who came from the eastern United States faced a long trip across the country by covered wagon. (7) People who came from Europe found that it took at least six months to travel by ship to San Francisco. (8) There was no Panama Canal; they had to go all the way around Cape Horn at the southern tip of South America. (9) It was a dangerous journey. (10) Then, once they got to California, most people found that mining was a hard life. (11) It turned out that few people actually made money by mining for gold. (12) People would spend a short time in the mines. (13) Then most of them went to the cities. (14) San Francisco and Sacramento were growing cities then, full of excitement and opportunities for jobs.

(15) People who hadnt found any gold in the mines were paid in gold for their work.

(16) Most of the people who came to California could make a better living doing other work than they could mining for gold. (17) After a while, some people decided to make the long trip home. (18) Some traveled east to see more of the country. (19) Others chose to remain in California and become part of its history.

CSL1P030

54 Which underlined word is *not* spelled correctly?

- A from countrys
- B southern tip
- C traveled east
- D paid in gold

CSL10229.030

55 Which sentence would *best* support the ideas in sentence 9?

- A Travelers, who liked long journeys, were happy.
- B Cape of Good Hope is at the southern tip of Africa.
- C A Spanish explorer named Balboa discovered Panama.
- D Travelers often experienced stormy weather and rough seas.

CSL10227.030

56 How should the underlined words in sentence 15 be correctly punctuated?

- A who hadn't found any gold
- B who had'not found any gold
- C who hadnt' found any gold
- D Leave as is.

CSL10231.030

57 To conclude this report, the student should include a paragraph that

- A summarizes the most important ideas from her earlier paragraphs.
- B gives more details about the gold miner in the first paragraph.
- C adds facts and ideas that she forgot to include earlier.
- D presents ideas for other reports that could be written.

CSL10224.030

The following is a rough draft of Carrie’s report, which may contain errors.

Got Paper? Thank the Chinese

- 1 Most of us take paper for granted although we use it all the time. We use it to clean. We paint it and decorate with it. We wrap presents in it and fold it into many shapes. Practically everything we read or write is on it. We even fly it. Most of us, however, never consider how paper came to be.
- 2 The Chinese discovered how to make paper thousands of years ago. They used thin layers of wet fibers. These fibers came from materials such as bamboo, jute, and straw. The Chinese also used fibers from rags.
- 3 Paper gets its name from the Egyptians. They made paper-like sheets from the papyrus plant. The Arabs learned how to make paper from the Chinese. They introduced paper to Europeans during the 1200s. The first paper mill was built in Italy in 1270. It wasn’t until 1690 that the first paper mill was built in the United States. This mill was located in Germantown, Pennsylvania.
- 4 Today logs that aren’t good for lumber are often used to make paper. Wood pulp is the main ingredient in making paper. Sometimes minerals are also added. The minerals help improve the quality of the paper. They make it smoother and easier to print on.
- 5 In spite of computers, radio, and television, the demand for paper products is still great. Seventy-one million tons of paper are used in the United States each year. The United States, in fact, is one of the top three paper-producing countries in the world.
- 6 Little did the Chinese know that their discovery would be around for such a long time. The paper we use today doesn’t look much like the paper the Chinese made. It isn’t even made the same way. However, paper is an invention we couldn’t do without.

CSW0P065

- 58** If Carrie added a sentence at the end of paragraph 5, it would *most likely* tell us
- A the other two top paper-producing countries.
 - B which minerals are now added to wood pulp.
 - C how paper is used in the radio and television industries.
 - D what role paper will have in the new computer age.

CSW00338.065

- 59** What detail should Carrie add to improve her report?
- A China is the largest country in the world.
 - B Germantown, Pennsylvania, is located near Philadelphia.
 - C Egypt is located on the continent of Africa.
 - D Chemical additives have also helped paper last longer.

CSW00328.065

- 60** If Carrie quotes an article when writing her report, her bibliography should include all of these *except* the

- A title of the article.
- B page number of the article.
- C author who wrote the article.
- D date she read the article.

CSW00333.065

A Swiss Clock Tower

Mrs. Delaney’s class is studying time. She has asked the students to write brief reports about interesting clocks around the world. Annika has heard that the Swiss are famous for their fine clocks. She wonders if there is a clock tower in Switzerland, like England’s Big Ben, that she could write about. She is at the school library doing research for her report.

CSW0P034



61 Annika is using the school computer to do online research for her report. What words should she type into the Search box?

- A Switzerland + clock + tower
- B visit + Switzerland + time
- C Big + Ben + tower
- D clock + England + history

CSW00160.034

62 Annika has found a magazine called *Timepieces*. Where should she look to see if there are any articles on Swiss clock towers?

- A the list of editors’ names
- B the table of contents
- C the title page
- D the Letters to the Editor section

CSW00163.034

Read this first draft of Annika’s report. It contains errors.

A Swiss Clock Tower

- 1 Clocks come in many different sizes and forms. There are wristwatches, alarm clocks, mantel clocks, and tall grandfather clocks. Clocks can come in just about any shape. My little sister, for example, has a cat clock with a swinging tail and eyes that move from side to side. Clocks also make different kinds of sounds. Uncle David, a bird watcher, has a clock that has a picture of a different bird at each number. Each bird sings its song when its hour arrives. There are also clocks that buzz, ring, and honk.

- 2 There are some clocks that are clearly outstanding: clock towers! The one that usually comes to mind is Big Ben, in London, England. However, there are others. The Swiss, who are famous for their well-made clocks, have their own clock tower. It is located in their lovely capital city, Bern.

- 3 The Swiss clock tower didn’t always have a clock in it. In dangerous times, the tower was located somewhere else. It was at the edge of town. From the tall tower, a patient watchman looked for anyone who might attack the town. When things settled down, the tower was moved into town, and a clock was placed inside it.

- 4 Anyone who visits Bern should be at the tower a few minutes before the hour to see a great show. First, a rooster crows and flaps its wings. Next, several bears march around Father Time. It is Father Time who reports the hour. Each time the clock strikes, he opens his mouth and turns over an hourglass in his hand. While he does this, one of the bears stands beside him nodding its head up and down. The bear’s head is also counting the hours with its nods. Finally, the happy rooster ends the show by crowing and flapping its wings again.

CSL1P031

Released Test Questions

English–Language Arts

4

63 In paragraph 1, why does Annika mention her sister’s and her uncle’s clocks?

- A to give examples of unusual kinds of clocks that are made today
- B to show that people of all ages, even young children, can have clocks
- C to show that animals are an important part of the second paragraph
- D to share personal details about her family and friends in her report

CSW00006.002

64 Read these sentences from paragraph 3 of Annika’s rough draft.

In dangerous times, the tower was located somewhere else. It was at the edge of town.

How can these sentences *best* be joined without changing the meaning?

- A In dangerous times, the tower was somewhere else it was at the edge of town.
- B In dangerous times, the tower was located at the edge of town.
- C In dangerous times somewhere else, the tower was at the edge of town.
- D In dangerous times, the tower was located at the edge of somewhere else.

CSL00007.002

65 Annika found the following article titles in a magazine. Which article would *best* help her with her report?

- A “The History of Big Ben”
- B “How the Swiss Make Watches”
- C “Clock Towers in Many Countries”
- D “A Museum of Clocks”

CSW00157.034

Mr. Campbell has asked the students in his class to write reports about a sport. Penelope wants to write about a sport called orienteering.

Here is the rough draft of Penelope’s report. It contains errors.

Orienteering

- 1 If you were given nothing but a map and a compass, could you find your way through an outdoor course? Orienteers can. Orienteering is a sport in which individuals or teams must complete a course, stopping at certain marked points along the way. They use a special map and compass.

- 2 Orienteering maps are special because they are topographic maps. A topographic map is a type of map that shows the shape of the land, from hills to trees to streams. Special colors are used to mark different parts of the map. Black areas are man-made, like roads, trails, and fences. Brown shows highs and lows, like hills and valleys. Blue marks water areas such as lakes, ponds, swamps, and streams. White shows where forests are, and yellow is for clearings and fields. Green marks thick bushes or thorns.

- 3 By reading these special maps and using a compass, orienteers travel from one “control” spot to another. Control spots are circled on the map, and they are also marked by orange and white flags on the course. To complete a course successfully, you must find each control marker in a specific order.

- 4 Orienteering is an interesting way to practice your map skills and your sense of direction. There are easy courses for beginners and more difficult courses for people who have had more experience. The magazine orienteering in north america also gives some extra tips and information. There are even orienteering competitions!

CSL1P170

Released Test Questions

English–Language Arts

4

66 Penelope wants to know what the word topographic means. If she has a reference book on orienteering, where would be the *best* place for her to look?

- A the table of contents
- B the glossary
- C the index
- D the preface

CSL11566.170

67 Read this sentence.

The magazine orienteering in north america also gives some extra tips and information.

Which is the correct way to capitalize the title of the magazine in the sentence?

- A orienteering in North America
- B Orienteering in north america
- C Orienteering in North America
- D Orienteering In North America

CSL11564.170

68 If Penelope wanted to add a paragraph about different places people go orienteering, which of the following would be the *best* topic sentence?

- A People use such a large amount of supplies in orienteering, you may not find them all in one place.
- B Many orienteering contests are held every year in the United States.
- C People can choose many areas across the country that are perfect for orienteering.
- D Since they are often alone, orienteers should follow safety rules.

CSL11567.170

The following is a rough draft of a student’s report. It contains errors.

Citrus Fruit in the Americas

(1) Just about everyone has studied about early European visitors to the Americas.

(2) Christopher Columbus and Ponce de León are two of the famous explorers we learn about.

(3) These men came to North America in search of new lands and wealth, especially gold.

(4) Little did they know that they would one day be credited with introducing golden fruit to the Americas.

(5) Christopher Columbus brought the first citrus fruit to North America. (6) In the early 1500s, Ponce de León planted one of the earliest orange trees on the continent, in the settlement that later became St. Augustine, Florida. (7) He had no idea that his orange tree would one day be a part of Florida’s multi-billion-dollar citrus industry. (8) Today Florida has almost 11 million citrus trees.

(9) Oranges and other forms of citrus fruit, like grapefruit, fill many of the bodys needs.

(10) They are high in fiber and a good source of vitamins, especially vitamin C. (11) Whether we drink orange juice or eat the fruit whole, oranges are tasty. (12) Thats probably why each person in the United States eats about twelve pounds of citrus fruit every year.

(13) We can surely be thankfull to the early explorers for giving us our golden fruit.

Released Test Questions

English–Language Arts

4

69 What is the correct way to write the underlined word in sentence 5?

- A broughted
- B bringed
- C brang
- D Leave as is.

CSL10216.029

70 What is the correct way to write the underlined word in sentence 12?

- A That's
- B That's'
- C Tha'ts
- D Leave as is.

CSL11813.029

71 Which sentence could *best* be added between sentence 12 and sentence 13?

- A Orange juice, I think, tastes better than grapefruit juice.
- B The lemon is also a form of citrus fruit.
- C Oranges and grapefruit are two types of citrus fruit.
- D In a way, Columbus and Ponce de León helped improve our eating habits.

CSL10215.029

72 Which word from the report is *not* spelled correctly?

- A studied
- B earliest
- C tasty
- D thankfull

CSL10217.029

The following is a rough draft of a student’s report. It contains errors.

Guide Dogs

- 1 *Some dogs are pets; others have jobs. A guide dog is a special kind of pet that works. Its job is to help people who are not able to see very well or who cannot see at all. The guide dog acts as their eyes. Guide dogs are allowed to go inside places where other animals are not allowed. They guide their owners in post offices and in many restaurants.*

- 2 *With training, it is truly amazing what a guide dog can do. One place these helpful animals are trained is named The Training Center for Guide Dogs. There they are given lots of love, just like other dogs, but they are taught to be very helpful. Not only can the dog guide a person across a street, it can also help put laundry into the washer and dryer. It can turn lights on and off. It can open and close doors. Some guide dogs can even pick up a phone when someone is trying to reach the owner. Others might bark or pull their owner’s hand toward the telephone.*

- 3 *A guide dog usually wears a harness. The harness fits around the dog, and it has a long handle. The dogs owner uses the handle to be guided by the dog. The owner may call to the dog to go to the left or the right. The guide dog understands what these commands mean. Information about these wonderful dogs can be found in a book called Guide Dogs.*

CSL1P099-3

Released Test Questions

English–Language Arts

4

73 Which of these sentences from the report is a compound sentence?

- A A guide dog is a special kind of pet that works.
- B It can open and close doors.
- C Others might bark or pull their owner’s hand toward the telephone.
- D The harness fits around the dog, and it has a long handle.

CSL10889.099

74 Read this sentence.

Information about these wonderful dogs can be found in a book called Guide Dogs.

What is the correct way to write the title of the book in this sentence?

- A Guide dogs
- B “Guide Dogs”
- C Guide Dogs
- D Leave as is.

CSL10891.099

75 The purpose of this report is

- A to entertain with a story about a guide dog.
- B to give information about what a guide dog does.
- C to persuade people to help train guide dogs.
- D to explain how to select the best guide dog.

CSL10893.099

The following is a rough draft of a student’s report. It contains errors.

Inez from France

(1) Last year, the principal at my sister’s high school asked if anyone would like to host a new student. (2) The new student was from France. (3) We talked to Mom, and she thought it would be a good idea since both my sister and I were studying French. (4) The principal told us that the new student’s name was Inez. (5) My sister and I were so excited about our new visitor. (6) We told everyone in our neighborhood.

(7) Inez came to our home at the end of the summer. (8) She was very nice and brought us souvenirs from France. (9) Inez was a little nervous about starting school because she didn’t know that much English. (10) My sister and I promised to help her as much as we could. (11) We helped Inez with her English, and she helped us with our French. (12) My French teacher at the end of the school year complimented me on how well I was doing in her class. (13) I knew that I couldn’t have learned French without Inez’s help.

(14) Before Inez went back to France, she said that she would write to us in French and in English. (15) We hope that Inez will write to us often.

CSLIP101-3

Released Test Questions

English–Language Arts

4

76 Read these sentences.

My sister and I were so excited about our new visitor. We told everyone in our neighborhood.

What is the *best* way to combine these sentences?

- A My sister and I were so excited about our new visitor, but we told everyone in our neighborhood.
- B We told everyone in our neighborhood about our new visitor so my sister and I were so excited.
- C My sister and I were so excited about our new visitor that we told everyone in our neighborhood.
- D We told everyone in our neighborhood, and my sister and I were so excited about our new visitor.

CSL10917.101

77 What is the *best* way to revise sentence 12 without changing its meaning?

- A On how well I was doing in her class, my French teacher complimented by the end of the year.
- B At the end of the school year, my French teacher complimented me on how well I was doing in her class.
- C My French teacher, on how well I was doing in her class, complimented me at the end of the school year.
- D She complimented me, my French teacher, on how well I was doing in her class at the end of the school year.

CSL10915.101

78 Which reference source would be *best* in helping the writer learn more about French customs?

- A a dictionary
- B an atlas
- C a thesaurus
- D an encyclopedia

CSL10919.101

The following is a rough draft of a student’s report. It contains errors.

Myra Alvarez
Science
Mr. Marshall
March 3, 2003

Climbing Perch

- 1 The climbing perch is a fish that is unlike any other fish. There are many characteristics that make the climbing perch unique. One characteristic that makes the climbing perch very different from other fish is its ability to walk on land. Although the exact history of this remarkable fish is unknown, some believe that a Dutchman discovered the climbing perch. He found it in India in 1791. He saw a climbing perch in a palm tree. The fish was drinking water that dripped down the tree’s trunk.
- 2 Although the climbing perch cannot really climb trees, it can stay alive for a long time while out of water. The climbing perch has an organ that lets it breathe oxygen easily. This feature helps the climbing perch live successfully on land for several days. Some types of climbing perch can even drown while underwater if they are not able to rise to the surface to get air.
- 3 There are many interesting facts about the climbing perch in a magazine article titled “Marine Life.” In this article, the author writes climbing perch can live in water that would not be healthy for other fish. If the water becomes too dirty, the climbing perch had looked for a better place to live. The climbing perch is able to push itself along the ground with its tail. It is usually seen “walking” to a new home during a rainstorm. If it cannot find a better place to live, it buries itself in the mud and waits for rain to come again. Clearly, the climbing perch is a survivor.

CSLIP154-4

Released Test Questions

English–Language Arts

- 79** Read these sentences from paragraph 1 of the report.

He found it in India in 1791. He saw a climbing perch in a palm tree.

Which is the *best* way to combine these two sentences?

- A In 1791 he saw a climbing perch in a palm tree in India.
- B In a palm tree in 1791, he saw a climbing perch in India.
- C A climbing perch he saw in India in 1791 in a palm tree.
- D In 1791 he saw in a palm tree a climbing perch in India.

CSL11963.154

- 80** Read this sentence from paragraph 3 of the report.

In this article, the author writes climbing perch can live in water that would not be healthy for other fish.

What is the correct way to punctuate the quotation in this sentence?

- A In this article, the author writes, “Climbing perch can live in water that would not be healthy for other fish.”
- B In this article, the author writes “Climbing perch can live in water that would not be healthy for other fish.”
- C In this article, the author writes “Climbing perch can live in water that would not be healthy for other fish”.
- D In this article, the author writes, “Climbing perch can live in water that would not be healthy for other fish”.

CSL11970.154 — 51 —

- 81** Read this sentence from paragraph 3 of the report.

If the water becomes too dirty, the climbing perch had looked for a better place to live.

What is the correct way to write the underlined words to fit the verb tense of the paragraph?

- A looked
- B had look
- C looking
- D looks

CSL11971.154

- 82** Which would be the *best* source to find more information about the man who discovered the climbing perch?

- A a magazine article about recent discoveries
- B this year’s almanac
- C a daily newspaper from India
- D a science book about odd discoveries

CSL11974.154

The following is a rough draft of a student's essay. It contains errors.

Khai Tran
Science
Ms. Keller
May 5, 2004

Giant Sequoias

- 1 The giant sequoia is the largest type of sequoia in the world. The largest living thing on Earth it is. These trees grow to massive sizes because of their long lives. The fire-resistant bark that surrounded the trees protects them for many years. Giant sequoias have reddish-brown trunks with needle-like leaves. They also have small, oval cones. Most grow to be about one hundred feet tall or more.
- 2 Every year a layer of wood grows inside the trunk of the tree and makes a ring. The number of rings on a tree trunk reveals the age of the tree. One amazing fact is that scientists who have carefully examined giant sequoia stumps have counted up to 2,300 rings. A tree with 2,300 rings would be over 2,000 years old. Scientists' research has shown that some living sequoias could even be 3,000 years old!
- 3 One example of this amazing type of tree is the General Sherman Tree. It is the largest known giant sequoia. The General Sherman Tree, also known as the Sherman, is as tall as a 27-story building. It is approximately 270 feet tall. It weighs 2,000 tons. The Sherman lives in Sequoia National Park, where it is protected with other giant sequoias. Many giant trees have been given special names. The names of these trees include the President, General Lee, and Chief Sequoyah.
- 4 Giant sequoias have amazed people for many years. Hundreds of visitors travel each year to Sequoia National Park to get a glimpse of these massive trees with unique names. It is difficult to imagine how enormous these trees are. For first-time visitors, the sight is unbelievable.

CSL2P027-2

Released Test Questions

English–Language Arts

- 83** Read this sentence from paragraph 1 of the essay.

The largest living thing on Earth it is.

Which is the *best* way to rewrite the sentence?

- A On Earth the largest living thing it is.
- B It is the largest living thing on Earth.
- C On Earth it is the largest and living thing.
- D It is the largest on Earth living thing.

CSL20945.027

- 84** Read this sentence from paragraph 1 of the essay.

The fire-resistant bark that surrounded the trees protects them for many years.

What is the correct way to write the underlined word to fit the verb tense of the sentence?

- A surround
- B had surrounded
- C surrounds
- D will surround

CSL20946.027

- 85** Read these sentences from paragraph 1 of the essay.

Giant sequoias have reddish-brown trunks with needle-like leaves. They also have small, oval cones.

Which is the *best* way to combine the sentences to form a simple sentence?

- A Giant sequoias have reddish-brown trunks with needle-like leaves and small, oval cones.
- B Giant sequoias have reddish-brown trunks with needle-like leaves, small, oval cones.
- C Giant sequoias have reddish-brown trunks with needle-like leaves, they also have small, oval cones.
- D Giant sequoias have reddish-brown trunks with needle-like leaves also have small, oval cones.

CSL20947.027

- 86** Read this sentence from paragraph 2 of the essay.

One amazing fact is that scientists who have carefully examined giant sequoia stumps have counted up to 2,300 rings.

Which underlined word in the sentence is spelled incorrectly?

- A amazing
- B carefully
- C examined
- D stumps

CSL20950.027

- 87** Read these sentences from paragraph 3 of the essay.

It is approximately 270 feet tall. It weighs 2,000 tons.

Which is the *best* way to combine the sentences to form a simple sentence?

- A It is approximately 270 feet tall, it weighs 2,000 tons.
- B It is approximately 270 feet tall and weighs 2,000 tons.
- C It is approximately 270 feet tall, but it weighs 2,000 tons.
- D It is approximately 270 feet tall weighs 2,000 tons.

CSL20953.027

The following is a rough draft of a student’s report. It contains errors.

Visiting Death Valley

- 1 *Have you ever been to Death Valley? If you feel adventuruous, plan a trip there and find out what it feels like to be in a vast desert region of 3.3 million acres. As you enter Death Valley National Park, you might want to purchase the handbook. The book will help you learn about the park.*

- 2 *Death Valley has many fascinating places to visit. Visitors enjoy seeing Telescope Peak, Dante’s View, and Badwater, the lowest spot in the entire Western Hemisphere. They also like to see the famous Death Valley home known as Scotty’s Castle, now protected by the National Park Service.*

- 3 *It’s surprising how many plants and animals live in the desert. Cacti and wildflowers grow in the desert. Visitors have seen bighorn sheep, and they have even found tarantulas. They see animals. They see plants. These are very unusual.*

- 4 *Believe it or not, visitors to Death Valley can hear sand dunes sing! When disturbed, some desert sand dunes make a musical sound. People who have heard these sounds have described them as singing, roaring, and squeaking.*

- 5 *The average temperature in Death Valley ranges from 65°F in December and January to over 115°F in July! The highest and lowest temperatures ever recorded there both occurred in 1913. The highest temperature was 134°F and the lowest was 15°F.*

- 6 *The most popular months to visit are February through April. Tourists arrive from all over the world. Some like to hike or to take their own automobiles, and others travel by helicopters or by small airplanes. When guided by park rangers, visitors can travel by horse, bike, or tour bus.*

CSLIP103-3

88 Read this sentence.

If you feel adventuruous, plan a trip there and find out what it feels like to be in a vast desert region of 3.3 million acres.

Which of the underlined words is spelled incorrectly?

- A adventuruous
- B vast
- C region
- D million

CSL10933.103

89 Read these sentences.

They see animals. They see plants.
These are very unusual.

Which is the *best* way to combine the ideas in these sentences?

- A They see very unusual animals and plants.
- B There are very unusual animals and plants, and they see them.
- C There are animals, and there are plants, and they are very unusual.
- D They see animals and plants, they are very unusual.

CSL10939.103

90 Read this sentence.

In spite of the harsh conditions, said the ranger, more than 970 kinds of plants grow in Death Valley.

The student wants to add this quotation to the report. What is the correct way to quote the information?

- A “In spite of the harsh conditions, said the ranger, more than 970 kinds of plants grow in Death Valley.”
- B In spite of the harsh conditions, “said the ranger, more than 970 kinds of plants grow in Death Valley.”
- C In spite of the harsh conditions, said the ranger, “more than 970 kinds of plants grow in Death Valley.”
- D “In spite of the harsh conditions,” said the ranger, “more than 970 kinds of plants grow in Death Valley.”

CSL10936.103

Released Test Questions

English–Language Arts

4

91 Which sentence would *best* conclude the report?

- A Everyone who explores the beauty of Death Valley will always remember this amazing place.
- B If you can stand the hot temperatures of Death Valley, you can see many different kinds of animals and plants.
- C Traveling on a bike through Death Valley could be really exciting.
- D You can meet people from far and wide if you go to Death Valley.

CSL10940.103

92 If Crystal had written this report for a science class, which of the following would have been *best* for her to include?

- A a description of the ranger’s duties
- B a personal story about a trip to the desert
- C more details about how the animals live
- D some poetry about the singing sand dunes

CSL10937.103

The following questions are not about a passage. Read and answer each question.

93 Read this sentence.

Humans do not live at the South Pole, so scientists sometimes visit there.

What is the correct way to write the sentence?

- A Humans do not live at the South Pole, and scientists sometimes visit there.
- B Humans do not live at the South Pole, or scientists sometimes visit there.
- C Humans do not live at the South Pole, but scientists sometimes visit there.
- D Leave as is.

CSL00139.05A

94 Timothy has outgrown his bicycle and wants to sell it through the local newspaper. In which section should he look to find examples of what he needs to write in order to sell his bike?

- A Local News
- B Classified Ads
- C Entertainment
- D Letters to the Editor

CSL11971.154

95 What is the correct way to write the following book title?

- A Nature’s Tricksters: Unusual Animals and Plants
- B “Nature’s Tricksters: Unusual Animals and Plants”
- C Nature’s Tricksters: Unusual Animals and Plants
- D “Nature’s Tricksters: Unusual Animals and Plants”

CSL00117.05A

Released Test Questions

English–Language Arts

4

Question Number	Correct Answer	Standard	Year of Release
1	<i>D</i>	4RL3.1	2003
2	<i>B</i>	4RW1.2	2003
3	<i>C</i>	4RL3.3	2003
4	<i>A</i>	4RL3.2	2003
5	<i>B</i>	4RW1.6	2003
6	<i>C</i>	4RW1.3	2003
7	<i>C</i>	4RC2.5	2003
8	<i>B</i>	4RC2.1	2003
9	<i>B</i>	4RC2.3	2003
10	<i>C</i>	4RC2.5	2003
11	<i>B</i>	4RW1.6	2004
12	<i>B</i>	4RL3.5	2004
13	<i>D</i>	4RC2.4	2004
14	<i>C</i>	4RL3.4	2004
15	<i>B</i>	4RC2.7	2004
16	<i>C</i>	4RC2.7	2004
17	<i>B</i>	4RC2.5	2004
18	<i>C</i>	4RC2.5	2004
19	<i>A</i>	4RW1.2	2005
20	<i>B</i>	4RL3.2	2005
21	<i>C</i>	4RW1.6	2005
22	<i>D</i>	4RL3.4	2005
23	<i>C</i>	4RC2.4	2005
24	<i>A</i>	4RC2.6	2005
25	<i>A</i>	4RC2.7	2005
26	<i>C</i>	4RC2.3	2005
27	<i>A</i>	4RC2.1	2005
28	<i>C</i>	4RC2.3	2005
29	<i>C</i>	4RW1.2	2006
30	<i>C</i>	4RL3.5	2006
31	<i>B</i>	4RL3.5	2006
32	<i>B</i>	4RL3.3	2006
33	<i>D</i>	4RW1.6	2006
34	<i>C</i>	4RC2.7	2006
35	<i>C</i>	4RC2.3	2006

Question Number	Correct Answer	Standard	Year of Release
36	A	4RC2.1	2006
37	C	4RC2.7	2007
38	C	4RC2.4	2007
39	D	4RC2.7	2007
40	B	4RW1.5	2007
41	C	4RW1.4	2007
42	D	4RC2.5	2007
43	C	4RW1.6	2007
44	D	4RC2.4	2007
45	C	4RW1.5	2003
46	B	4RW1.4	2003
47	D	4RW1.2	2004
48	B	4RW1.4	2004
49	D	4RW1.5	2005
50	C	4RW1.5	2006
51	B	4RW1.2	2006
52	C	4RW1.2	2006
53	A	4RW1.2	2007
54	A	4WC1.7	2003
55	D	4WS1.10	2003
56	A	4WC1.4	2003
57	A	4WS1.2.4	2003
58	A	4WS1.10	2003
59	D	4WS1.10	2003
60	D	4WS1.5	2003
61	A	4WS1.7	2004
62	B	4WS1.8	2004
63	A	4WS1.2.3	2004
64	B	4WC1.2	2004
65	C	4WS1.8	2004
66	B	4WS1.6	2004
67	C	4WC1.6	2004
68	C	4WS1.2.2	2004
69	D	4WC1.3	2005
70	A	4WC1.4	2005

Released Test Questions

English–Language Arts

4

Question Number	Correct Answer	Standard	Year of Release
71	<i>D</i>	4WS1.10	2005
72	<i>D</i>	4WC1.7	2005
73	<i>D</i>	4WC1.1	2005
74	<i>C</i>	4WC1.5	2005
75	<i>B</i>	4WS1.1	2005
76	<i>C</i>	4WC1.2	2006
77	<i>B</i>	4WS1.10	2006
78	<i>D</i>	4WS1.7	2006
79	<i>A</i>	4WC1.2	2006
80	<i>A</i>	4WC1.4	2006
81	<i>D</i>	4WC1.3	2006
82	<i>D</i>	4WS1.8	2006
83	<i>B</i>	4WS1.10	2007
84	<i>C</i>	4WC1.3	2007
85	<i>A</i>	4WC1.1	2007
86	<i>B</i>	4WC1.7	2007
87	<i>B</i>	4WC1.1	2007
88	<i>A</i>	4WC1.7	2007
89	<i>A</i>	4WS1.10	2007
90	<i>D</i>	4WS1.5	2007
91	<i>A</i>	4WS1.2.D	2007
92	<i>C</i>	4WS1.1	2007
93	<i>C</i>	4WC1.3	2004
94	<i>B</i>	4WS1.8	2005
95	<i>C</i>	4WC1.5	2006