

4th Grade Standard Benchmark Assessment 1

Standards

RL.4.1	RI.4.1	L.4.1
RL.4.3	RI.4.2	L.4.2
RL.4.4	RI.4.3	L.4.4
RL.4.6	RI.4.4	
	RI.4.5	
	RI.4.7	
	RI.4.9	

Passage # 1

**Out on the Town**

1 Boomer loved the new door Dad had installed for him. Now, when the family drove off in the mornings, he could push his snout through the flap and play in the backyard.

2 This morning, after galloping around the grass, he plunked down on his belly and settled his chin on his front paws. Suddenly, he spotted two squirrels chasing each other through the branches and into the neighbor's yard. If only the backyard fence had a doggy door, too, he sighed. Then he heard a cupboard bang open in the kitchen and trotted off to investigate.

3 "What are you doing here?" Boomer asked. On the counter, a tabby cat was standing on its hind legs, rummaging inside a cupboard for tasty treats to eat.

4 "Oh, hi," said the cat, turning to Boomer. "Now that you've got a doggy door, I thought I'd come and say hello. I'm Reggie, from two

doors down.”

5 Boomer padded up to the counter to introduce himself, noticing that Reggie smelled like sardines and air freshener.

6 “Since I can’t find any cat treats,” said Reggie, jumping down from the counter, “we should go out and play.”

7 They ran around the yard for a while and then took turns swatting each other. Suddenly, Boomer spotted the squirrels again and pointed them out.

8 “Let’s go get them!” said Reggie.

9 “But . . . I can’t leave the yard.”

10 Regarding him with disbelief, Reggie pranced over to the gate, his tabby tail twitching like it was laughing at Boomer. He leaped atop the gate, saying, “Okay, when I say *When*, push!”

11 Boomer watched Reggie nudge the latch up with his head and give a Loud meow. His heart racing, Boomer head-butted the gate—and he was out! He followed Reggie to the back porch of a red house.

12 “This human has the best garbage,” Reggie said, leaping onto a barrel. “Tuna cans, salmon skins—you name it. I’ll pry off the lid and you knock it over.”

13 Suddenly, a door banged open and a woman stuck her head out, shouting, “Scram—get out of here!”

14 They did, tearing across three lawns and emerging back on the sidewalk. Boomer felt a thrum of excitement at this whole new world to explore.

15 Before long, Reggie had led them to what smelled like a coffee shop. Some humans were sitting outside at little round tables under big umbrellas.

16 “Look at the beautiful golden retriever!” said a woman, reaching over to pet him. “I wonder who he belongs to?” She tried looking at the tag on his collar.

17 Boomer backed away. Suppose she tried calling his humans? “Um,

Reggie, maybe we should—”

18 “Hey, there’s that cat again!” A waiter had spotted them. “Go home, and you too, mutt!” He shooed them away with a menu.

19 Boomer had never met a human who didn’t smile at him. Was this whole new world full of shouters? Following Reggie down an alley, Boomer started to worry. “How long have we been gone?” he asked.

20 “Who cares?” Reggie said, not noticing the garbage truck barreling toward him.

21 “Look out!” Boomer yelled, pushing Reggie into the side of a building as the truck roared past.

22 Reggie crawled out from behind Boomer. He shook himself once and, trying to look cool and calm, began licking his paws. “Maybe we should head home,” he said.

23 Boomer’s heart lifted when he saw his house. Wandering around was fun at first, but—

24 “So, see you tomorrow?” Reggie asked. Noticing Boomer’s hesitation, he added, “Maybe you can show me around your house.”

25 To Boomer, that sounded just fine.

Standard	Question
RL.4.1	What can the reader infer from paragraph 22? A. Reggie hurt his paw when Boomer pushed him out of the way. B. Reggie and Boomer were curious about the garbage truck. C. Reggie doesn’t want to go home yet. D. Cats hate being touched by dogs.
RL.4.3	The following item has two parts. Answer Part A and then answer Part B. Part A In Passage 1, how does Boomer feel at the end of paragraph 2? A. happy that he has a doggy door

	<p>B. lonely that he has no one to play with  C. excited that he is able to play in the backyard  D. disappointed that he cannot chase the squirrels</p> <p>Part B</p> <p>Which sentence from the passage best supports the answer to Part A?</p> <p>A. "Boomer loved the new door Dad had installed for him."  B. "Now, when the family drove off in the mornings, he could push his snout through the flap and play in the backyard."  C. "This morning, after galloping around the grass, he plunked down on his belly and settled his chin on his front paws."  D. "If only the backyard fence had a doggy door, too, he sighed."</p>
RL.4.6	<p>How is Boomer's perspective about going outside the yard different than Reggie's perspective at the beginning of the passage?</p> <p>A. Boomer is hesitant to leave the yard while Reggie is confident in leaving the yard.  B. Reggie is hesitant to leave the yard while Boomer is confident in leaving the yard.  C. Boomer thinks it is dangerous to leave the yard. Reggie is afraid to break the rules.  D. Reggie thinks it is dangerous to leave the yard. Boomer is afraid to break the rules.</p>
	<p>What does the word <u>rummaging</u> mean as it is used in paragraph 3 of Passage 1?</p> <p>A. removing things  B. searching through  C. making a mess  D. stealing things</p>

### The Sleepover

1 Selah's turning ten, and she's one of my best friends.  
Her party is next week. Am I going? That depends.  
I'm waiting for my parents to say, "Yes, it's quite all right."  
'Cause the party's a sleepover where we get to stay all night.

5 This new sleepover invite, well it hasn't been the first.  
And every time it happens, Mom and Dad and I converse.  
They worry I'm not old enough or think that I'll get scared.  
"I'm not a little baby," is what I have declared.  
I've never won them over, but for Selah's invitation

10 I prepared to argue why I should attend the celebration.  
I rambled on a bit before getting to the question,  
And when I heard, "Yes, Claire," I had a dazed expression.  
When Saturday arrived, I packed up all my stuff:  
Pajamas and my toothbrush, extra socks—was that enough?

15 My sleeping bag, my pillow, and a flashlight just for fun.  
I couldn't wait to get there and hang out with everyone.  
When all the girls had gotten there, we walked down to the park  
And played a game of softball till it started to get dark.  
After we had dinner, Selah's dad turned out the light,

20 And her mom brought out a cake that was frosted blue and white.  
Selah opened presents, then her parents said, "It's time!"  
We groaned, but then eventually, up the stairs we climbed.  
We washed, put on our jammies, pulled the covers to our chins.  
Her mother shut the door. Selah said, "The fun begins!"

25 We giggled and we gossiped and told several scary tales.  
Our flashlights lit our faces up with spooky, weird details.  
Then someone started snoring, I think that it was Jen,

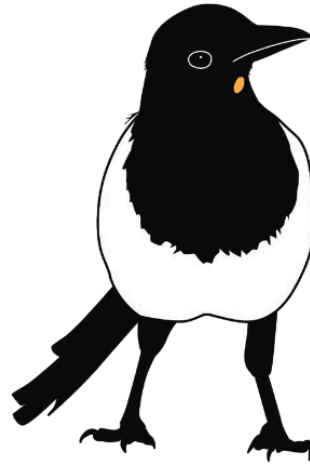
And everyone got sleepy, it grew quiet, which was when  
 I realized that no one else but me was still awake.  
 30 I wouldn't let it bother me, I thought, for goodness sake.  
 I took deep breaths, got calmer, then saw a shadow loom.  
 Was it a chair or bookshelf—or was someone in the room?  
 My heart it started pounding, spurring my imagination  
 To conjure woes and worries that had really no foundation.  
 35 Then I heard a creaking noise—was someone in the attic?  
 A ghost, a ghoul, a goblin . . . I was being quite dramatic.  
 I feared I'd never sleep, but I must have closed my eyes  
 And never woke till morning—much to my surprise.  
 I didn't tell my friends and admit I'd been afraid.  
 40 And in the light of day all my fears began to fade.  
 At home that night, I snuggled in my own familiar bed,  
 And listened to the floorboards creak without a bit of dread.  
 I thought about the sleepover and how I had a blast.  
 Still, I was glad that here I was: in my own bed, at last.

Standard	Question
RL.4.1	Select a detail from the text to support why Claire's parents are unsure about her attending sleepovers. <ul style="list-style-type: none"> <li>A. "When Saturday arrived, I packed up all my stuff."</li> <li>B. "And in the light of day all my fears began to fade."</li> <li>C. "They worry I'm not old enough or think that I'll get scared."</li> <li>D. "I prepared to argue why I should attend the celebration."</li> </ul>
RL.4.3	How does Claire react when she saw a shadow loom and heard a creaking noise in the attic? <ul style="list-style-type: none"> <li>A. She took deep breaths and got calmer.</li> <li>B. She called her parents to come pick her up.</li> </ul>

	<p>C. She fell asleep.</p> <p>D. She screamed and woke her friends.</p> <p>Near the end of the poem in Passage 2, why doesn't Claire admit to being afraid?</p> <p>A. She thinks it all may have been a dream.</p> <p>B. She fears her parents will find out.</p> <p>C. She is embarrassed about being scared.</p> <p>D. She wants to go to more sleepovers.</p>
RL.4.6	<p>What happens at the sleepover to support her parent's perspective of "They worry I'm not old enough or think that I'll get scared"?</p> <p>A. Claire's heart started pounding, spurring her imagination.</p> <p>B. Claire is afraid of the shadow and creaking noise.</p> <p>C. Claire fell asleep.</p> <p>D. Claire does not experience fear in lines 30-40.</p>
L.4.4 RL.4.4	<p>What is the meaning of <u>dazed</u> as it is used in line 12 of the poem?</p> <p>A. surprised</p> <p>B. disturbed</p> <p>C. dizzy</p> <p>D. puzzled</p>
Passage #1 & #2	
RL.4.9	<p>The following item has two parts. Answer Part A and then answer Part B.</p> <p>Part A</p> <p>What theme is developed in both the passage and the poem?</p> <p>A. Never let others lead you astray.</p> <p>B. Think before making a big decision.</p> <p>C. People can learn from taking risks.</p> <p>D. There is no place quite like home.</p>

	<p>Part B</p> <p>How is the theme developed in both passages? Select one statement about the story and one statement about the poem.</p> <ul style="list-style-type: none"><li>A. In the passage, Boomer is relieved to come home after an adventure.</li><li>B. In the passage, Reggie persuades Boomer to break the rules.</li><li>C. The passage tells about an adventure that goes wrong.</li><li>D. In the poem, the speaker questions a decision.</li><li>E. The poem contrasts the familiar feel of home with the fear of a new place.</li><li>F. The poem tells about how a person's imagination can spoil an adventure.</li></ul>
RL.4.9	<p>Compare and contrast how different authors approach the topic of new experiences in passage 1 and passage 2. What similarities do you notice in both passages? Select all that apply.</p> <ul style="list-style-type: none"><li>A. The character(s) participated in a new experience.</li><li>B. The character(s) are faced with danger.</li><li>C. Dark rooms create shadows and creepy noises.</li><li>D. Home makes the character(s) feel safe.</li></ul>
Passage # 3	
<b>Brainy Birds</b>	





A magpie during the self-awareness experiment

1 Have you ever heard a magpie? This bird can be loud, rowdy, and mischievous. It is also incredibly smart. Recently, experts discovered that the magpie has a special type of intelligence: self-awareness.

2 Scientists test for self-awareness with mirrors. People can recognize themselves in a mirror around age two. Only three types of animals can look in a mirror and realize they are seeing themselves: dolphins, elephants, and apes. Now, scientists have added a fourth: magpies.

3 How did they find out? Researchers put colored dot stickers on the throats of five magpies. They placed the dots so the birds could only see them in a mirror. Two birds spotted the dots and tried picking them off themselves with their beaks. This showed that they understood they were seeing themselves in the mirror.

4 When it comes to bird intelligence, magpies are not alone. Magpies belong to a family of birds called corvids. This group includes crows, ravens, and jays. Scientists believe corvids are smarter than most mammals.

5 Jays are known for their memories. Some show amazing recall by the way they cache, or store, food. Researchers report that jays can cache food in up to 200 hiding places, and they remember each one.

6 Jays don't just memorize. They think, too. When a jay sees another bird watching where it hides its food, it will return later to hide the food elsewhere. Many scientists believe this is evidence that jays can consider another animal's intent.

Why is it watching me? thinks the jay. The conclusion? The other bird must be planning to steal the food.

7 Ravens can also think and plan. One study featured a raven that discovered how to drop a rock in a box to receive a treat. The raven even invented another way to get at the food. Then this raven began teaching the method to other ravens. He had to be removed from the study.

8 So, which corvid has the largest brain? One expert came up with a bird IQ test that involved giving birds puzzles and other challenges. Then he analyzed how inventive each bird was during the test. In other words, could a bird—like the raven in the previous study—discover new ways to solve a problem? The researcher granted the "Smartest Bird Award" to the crow.

9 Crows are famous for making tools. They can make twigs into hooks for scooping grubs out of tree holes. They also can count to five. They can learn how to perform a set of steps in order.

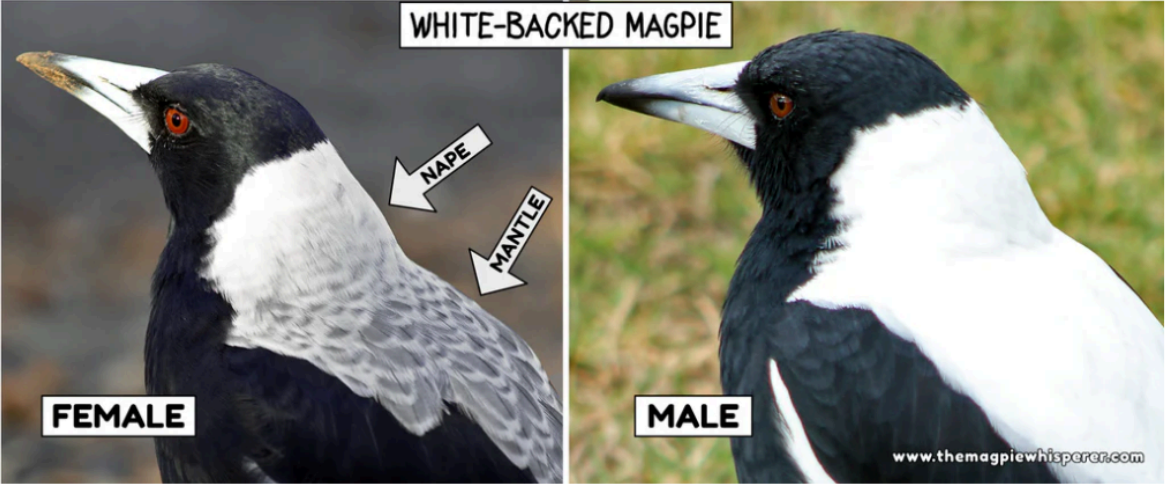
10 Urban crows developed a way to crack hard-shelled nuts. They drop them onto crosswalks and watch as cars run over them. When the light turns red, the crows descend onto the walkway to eat the crushed nuts.

11 One scientist wanted to test the idea that crows can tell one person from another and recognize individuals they have seen before. In the study, researchers wearing caveman masks trapped crows in a certain area and put bands around their ankles. Then they released them. Later, the same people returned to the area—without the masks. The crows ignored them. But when one man arrived wearing the mask again, the crows mobbed him, sending him running.

12 The most recent study on crows found that they can make compound tools. They combine two or more objects to make a tool long enough to get a treat from a box.

Standard	Question
RI.4.2	<p>Which quotation best shows a central idea of Brainy Birds?</p> <p>A. "Have you ever heard a magpie?"</p> <p>B. "Experts discovered that the magpie has a special type of intelligence: self-awareness."</p> <p>C. "Magpies belong to a family of birds called corvids"</p> <p>D. "One expert came up with a bird IQ test that involved giving birds puzzles and</p>

	other challenges.”
RI.4.2	<p>Which detail from the passage best supports the main idea that Corvids are Intelligent birds? Select all that apply.</p> <p>A. This group includes crows, ravens and jays.</p> <p>B. Jays can cache food in up to 200 hiding places, and they remember each one.</p> <p>C. Ravens can also think and plan.</p> <p>D. One study featured a raven that discovered how to drop a rock in a box to receive a treat.</p>
RI.4.3	<p>According to Brainy Birds, how are jays able to keep other birds from stealing their hidden food?</p> <p>A. They can memorize up to 200 hiding places.</p> <p>B. They can interpret why other birds are watching.</p> <p>C. They can spot other birds watching them hide food.</p> <p>D. They can hide food in hard-to-find places.</p>
RI.4.3	<p>What ideas or understandings about the crow led to it receiving “The Smartest Bird Award” in the text?</p> <p>A. Crows are famous for making tools.</p> <p>B. Crows can count to the number 5.</p> <p>C. Crows can perform steps in order.</p> <p>D. All of the above</p>
RI.4.4	<p>What does the word <i>method</i> mean as it is used in paragraph 7?</p> <p>A. approach</p> <p>B. shortcut</p> <p>C. direction</p> <p>D. reward</p>
RI.4.5	<p>How does the author organize the information in the text about magpies and other corvids to help readers understand their intelligence?</p>

	<ul style="list-style-type: none"> <li>A. Compare and Contrast</li> <li>B. Problem and Solution</li> <li>C. Sequence</li> <li>D. Description</li> </ul>
RI.4.5	<p>If the author wrote this text to explain how scientists are studying magpies to increase the population, how would the text be organized?</p> <ul style="list-style-type: none"> <li>A. Compare and Contrast</li> <li>B. Problem and Solution</li> <li>C. Sequence</li> <li>D. Description</li> </ul>
RI.4.5	<p>If the author wrote this text to explain how scientists are studying magpies to increase the population, how would the text be organized?</p> <ul style="list-style-type: none"> <li>A. Compare and Contrast</li> <li>B. Problem and Solution</li> <li>C. Sequence</li> <li>D. Description</li> </ul>
RI.4.7	

Part A

What does this picture tell you about magpies?

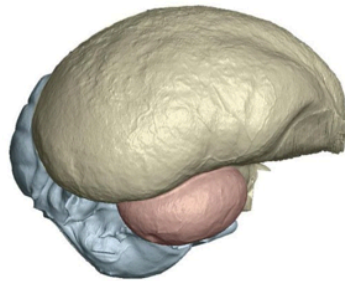
- A. The image shows how a magpie changes from baby to adult.
- B. The image shows the part of a bird brain.
- C. The image shows the different feather patterns on a male and female magpie.
- D. The image shows the different feather patterns on a male and female raven.

Part B

How does this image help you understand what you read about magpies and other birds?

- A. The image helps me understand what a magpie looks like.
- B. The image helps explain the intelligence of magpies.
- C. The image helps me understand the intelligence of all birds.
- D. The image shows what a magpie looks like but does not help me understand what I read.

RI.4.7



**living birds**

- have a **unique brain shape** with a **relatively large cerebrum**
- **survived** mass extinction

How does this image help you understand what you read about magpies or other birds?

- A. The image helps me understand how a bird brain works.

- B. The image helps me understand how the brains of birds can support intelligence.
- C. The image helps me understand that a bird used his intelligence to survive mass extinction.
- D. The image helps me understand how the bird brain has changed over time.

#### Passage # 4

### **The One and Only Albert**

1 When I was fifteen, I became friends with a crow. I had just gotten a pair of binoculars for my birthday. They were not for birdwatching, though. Stars have always been my thing. So I went up to my room one night to test them out. I opened the window, pushed up the screen, and knelt on the floor to look at the sky.

2 I was adjusting the focus when a shadow blotted out the moon. I lowered the binoculars to find a crow swooping down onto the window ledge. "Caw!" it said.

3 The crow walked sideways back and forth along the ledge, its head jerking one way, then the other. It stopped at the side of the ledge where the window met my desk. Then it hopped forward onto the windowsill. That's when I noticed the half-eaten bag of corn chips on my desk. The crow cocked its head at it, so I grabbed the bag and said, "This?"

4 Taking out a chip, I ate it, then another. When I put a chip on the windowsill, the crow sidled up to it and ate it in a few bites.

5 "More, Albert?" I asked, laying a few more chips out on the sill. Don't ask me why I started calling it Albert. I just figured if I was talking to a creature, it ought to have a name.

6 Albert hopped over to the chips, ate one, and then snatched the other two with its beak and flew off.

7 When I got home from school the next day, I opened my window and noticed something shiny on the ledge: the pop-up tab from a soda can. Had Albert left that for me?

8 It was chilly that day, so I closed the window and sat down to do my math homework. At some point, I heard a tap at my window and saw Albert on the ledge. I was snacking on peanuts today, so when I opened the window, I put some on the sill and watched Albert pick them out of the shell. Then he sidled over to the desk, quickly hopped in a straight line, making a beeline for my binoculars. He looked directly at me, then pointed his beak down at the binoculars.

9 Did a crow actually gesture to something? It sure looked like that to me. I picked up the binoculars and trained them at the window. Albert flew up and perched right on top of them.

10 As Albert's visits became a regular thing, I began amassing a collection of small objects, including pop-up tabs, buttons, and silver hair ties. One time, I was studying in my room when I heard a garbage truck right outside my window—except it wasn't garbage day. It was Albert. Turns out, crows are pretty good mimics. I even tried to teach him some words. He actually learned one, too: my name, Jamal.

11 It was almost like having a pet. I'd never had one—my sister has allergies. But over the next couple of years, I was glad Albert was around. The last couple of high-school years were tough with all the papers, exams, and college applications. And there was a whole lot of uncertainty. But Albert was always there.

12 He still came to visit me that first summer after my freshman year of college. But I never saw him after that. I hope he had made a new friend.

13 Now, my experience didn't turn me into a bird scientist. I went on to become an astronomer, as I'd always wanted. But it's no surprise that

when I finally got my first pet, it was a parrot—another smart bird. And no, I didn't name it Albert. It was a female.

14 Besides, for me, there was only one Albert.

Standard	Question
RL.4.4	<p>In The One and Only Albert, what does the phrase <u>making a beeline</u> mean as it is used in paragraph 8?</p> <ul style="list-style-type: none"><li>A. taking a direct route</li><li>B. going round and round</li><li>C. making a buzzing noise</li><li>D. flying through the air</li></ul>
RL.4.4	<p>The following item has two parts. Answer Part A and then answer Part B.</p> <p>Part A</p> <p>What is the meaning of the word <u>gesture</u> as it is used in paragraph 9 of Passage 4?</p> <ul style="list-style-type: none"><li>A. explain an idea</li><li>B. play a guessing game</li><li>C. plan ahead of time</li><li>D. make a sign or signal</li></ul> <p>Part B</p> <p>Which detail from the passage best helps the reader understand the meaning in Part A?</p> <ul style="list-style-type: none"><li>A. "closed the window"</li><li>B. "sidled over to the desk"</li><li>C. "pointed his beak down at"</li><li>D. "picked up the binoculars"</li></ul>



RI.4.9	<p>How does passage 4, The One and Only Albert, support information shared in Passage 3, Brainy Birds?</p> <ul style="list-style-type: none"><li>A. Passage 3 describes intelligent birds, including crows. Crows can recognize people and make tools. Passage 4 is an example of an intelligent crow named Albert. Albert learned to gesture for food, mimic Jamal, and present gifts to show his appreciation.</li><li>B. Passage 4 describes a friendship between a crow, and Jamal. Passage 3 describes how a raven was friendly to other ravens by teaching them how to retrieve food from the box.</li><li>C. Passage 3 describes a study of birds, specifically corvids, and how corvids are smarter than most mammals. Passage 4 describes how a crow communicated for food and used binoculars to see the stars.</li><li>D. Passage 4 describes how birds can be pets even if they are in the wild. Passage 3 describes bird behavior in the wild.</li></ul>
RI.4.9	<p>What information could the reader learn from reading both passages?</p> <ul style="list-style-type: none"><li>A. Crows may be smarter than most animals, but they are not smarter than dogs.</li><li>B. Before you befriend a bird, make sure you find information about it.</li><li>C. Most people cannot tell the difference between a crow and a raven.</li><li>D. Crows can remember you, so treat them with kindness and respect.</li></ul>

### Editing Tasks

There are words or phrases in the passages that are underlined to show they may be incorrect. For each underlined word or phrase, choose the best answer.

Crows are social birds. They live closely, with other crows, and they mate for life. Juvenile crows must remain with the family to help raise their younger siblings, but not always. On the wild, crows may live for up to 20 years. So they take some time to grow up. Maybe that's why people often see crows having fun. Fun-Loving Crows have been spotted sliding down a Snowy Roof. When they get to the bottom. They go back to the top and slide down again. Sometimes, a crow will sneak up on a dog and then tweak its tail. The crow is teased the dog. When the dog chases it away, the crow quickly returns to keep playing.

Standard	Question
L.4.1	Replace <u>When they get to the bottom. They</u> with A. When they get to the bottom. They (no change) B. <u>When they get to the bottom, they</u> C. When they get, to the bottom. They D. When they get, to the bottom, they
L.4.1	Replace <u>must remain</u> with A. must remain (no change) B. ought to remain C. never remain D. <u>may remain</u>
L.4.2	Replace <u>Fun-Loving Crows have been spotted sliding down a Snowy Roof</u> with A. <u>Fun-loving crows have been spotted sliding down a snowy roof.</u> B. Fun-Loving Crows have been spotted sliding down a snowy roof. C. fun-loving crows have been spotted sliding down a snowy roof. D. Fun-Loving Crows have been spotted sliding down a Snowy Roof (No Change)
L.4.2	Replace <u>They live closely, with other crows, and they mate for life.</u> with

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>A. They live closely, with other crows and they mate for life.</li><li>B. They live closely with other crows, and they mate for life.</li><li>C. They live closely, with other crows and they, mate for life.</li><li>D. They, live closely with other crows and they mate for life.</li></ul> |
|--|--|