| 4th Grade Standard Benchmark Assessment 2 | | | | | | | | |
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| Standards | | | | | | | | |
| RL.4.2  RL.4.3  RL.4.4  RL.4.5  RL.4.9 | | | RI.4.2  RI.4.3  RI.4.4  RI.4.6  RI.4.8 | | | L.4.1  L.4.2  L.4.4 | | |
| Passage # 1 | | | | | | | | |
| The Real Story About Soil  1 It’s dirty and dark. At times, it can be swampy and gooey. It can be full  of beetles, earthworms, and slugs. When you have to dig it to plant, it  can be sandy, weedy, or full of rocks and stones. But, as farmer Jayden  Brown says, if it supports life, it’s soil.  2 Brown explains that people often use the word dirt to mean “soil.”  But that’s wrong. Dirt is just a dead, old nuisance. It has to be swept or  vacuumed when it’s tracked into our houses. It has to be cleaned out of  our machines. On the other hand, soil is basic to our lives. Soil is where  plants grow. It’s where many animals live. Soil is also important to our  air. It gives off gases and absorbs them, too. Soil also filters our water. It  cleans the water before it goes into storage areas under the ground.  3 As Brown says, “Healthy soil has a whole lot of water in it. In fact,  25 percent of good growing soil is water.” He explains, “Soil is far from  plain old dirt. Healthy soil has a large part of minerals. If you want to  grow big, healthy crops, you need that water and those minerals.” Also,  he says, “Good soil is alive! It is crawling with all kinds of life-forms and  organic matter. They are working day and night. They improve the place  where so much other life is and grows.” | | | | | | | | |
| # | | Standard | | | Question | | | |
| 1  2 points | | RI.4.2 | | | What explicit evidence does the author include to support the central idea, *Soil supports life*? Select **two** answers.   1. “It is dirty and dark. At times, it can be swampy and goey.” 2. “Soil is where plants grow. It’s where many animals live.” 3. “Soil is far from dirt. Healthy soil has a large part of minerals.” 4. “If you want to grow big, healthy crops, you need that water and minerals.” | | | |
| 2  1 point | | RI.4.3 | | | Why is soil better for plants than dirt?   1. Soil is sandy, weedy or full of rocks. Dirt is full of minerals and stores water. 2. Soil gives off and absorbs gases. Dirt is full of earthworms, beetles and slugs. 3. Soil is full of minerals and stores water. Dirt is a dead, old nuisance. 4. Dirt gives off and absorbs gases. Soil is full of earthworms, beetles and slugs. | | | |
| 3  1 point | | RI.4.4  L.4.4 | | | Which phrase in Passage 1 gives a clue to the meaning of the word nuisance as it is used in paragraph 2?  A. “has to be swept or vacuumed”  B. “tracked into our houses”  C. “out of our machines”  D. “basic to our lives” | | | |
| 4  1 point | | RI.4.6 | | | How is the author’s perspective of soil different from Jayden Brown’s perspective?   1. The author describes dirt and soil as a nuisance. Jayden Brown describes only soil as a nuisance. 2. Jayden Brown and the author describe dirt and soil as the same. The author explains that soil supports life, dirt does not. 3. Jayden Brown describes soil as being good for plants and animals. The author describes soil as dirty, swampy and full of rocks. 4. Jayden Brown describes good soil as alive. | | | |
| 5  2 points | | RI.4.8 | | | In *The Real Story About Soil*, what **two** reasons support the authors’ claim that soil is different from dirt?  A. Soil “can be swampy and gooey.”  B. Soil “can be sandy, weedy, or full of rocks and stones.”  C. Soil “gives off gases and absorbs them, too.”  D. Soil “cleans the water before it goes into storage areas under the ground.”  E. Soil “has a whole lot of water in it.”  F. Soil “has a large part of minerals.” | | | |
| Passage # 2 | | | | | | | | |
| Passage 2  Digging the Soil  1 I’m a scientist now, but I still remember how unappealing science once was. When I was in fourth grade, I had a hands-on kind of teacher. One day we were in a forest on a field trip, and I had to stick my hands in the soil and pull out bugs! My teacher was all fired up when she announced that we would explore the hidden world beneath our feet. She was also thrilled to tell us that, in the forest, we were being held up on the backs of thousands of bugs! At the time, that idea was not really too exciting.  2 But we put on our work gloves anyway and began to dig the soil with small trowels. The other students also complained, and they cracked some pretty bad jokes, too. Two kids actually said the field trip really “bugged” them.  3 Once we dug deeper, though, we found that the soil really was alive. It was full of things we couldn’t see, like bacteria, and many things we could see, such as beetles and worms. Then our teacher pointed out animals that had homes in the soil, including burrowing owls, groundhogs, and mice. Each one of them, she said, was part of a complex food web. Each helped break down and change things such as dead leaves and branches. In the process, each animal was adding minerals to the soil. And because of that process, she explained, we humans can live and eat. The soil needs that process in order to produce plants, which animals and people can eat. The soil, she said, was always a work in progress.  4 Later, we examined the soil under a microscope and got to see some bacteria. I was amazed at how busy and alive the world beneath my feet really was. I didn’t say it then, but I was thinking of a new bad joke—”Hey, I dig this soil!” I probably should have told my teacher, but digging in the soil that day was one of many experiences that gave me a love of science. | | | | | | | | |
| # | | Standard | | | Question | | | |
| 6  3 points total (1-Part A; 2-Part B) | | RI.4.2 | | | The following item has two parts.  Answer Part A and then answer Part B.  Part A  What is the central idea of Passage 2?  A. Digging in the soil was unpleasant for the writer.  B. Digging the soil made the writer crack bad jokes.  C. The writer was bored by what she saw in the soil.  D. The writer developed a love for science.  Part B  Select **two** sentences from the passage that support the central idea in Part A.  A. “The soil, she said, was always a work in progress.”  B. “Later, we examined the soil under a microscope and got to see some bacteria.”  C. “I was amazed at how busy and alive the world beneath my feet really was.”  D. “I didn’t say it then, but I was thinking of a new bad joke—”Hey, I dig this soil!”  E. “I probably should have told my teacher, but digging in the soil that day was one of many experiences that gave me a love of science.” | | | |
| 7  1 point | | RI.4.3 | | | According to *Digging the Soil*, how is the complex food web dependent on animals found in soil?   1. Animals had homes in soil. 2. Burrowing owls, groundhogs and mice eat the insects found in soil. 3. The soil is a work in progress. 4. Each animal helps break down and change things such as dead leaves and branches. | | | |
| 8  1 point | | RI.4.6 | | | How would the passage, *Digging the Soil,* differ if it were written by another student instead of the author?   1. Another student would describe digging in soil as a fun and enjoyable activity. 2. Another student would describe digging in the soil as annoying and not enjoyable. 3. Another student would describe digging in soil as annoying at first but it is actually fun. 4. Another student would describe digging in the soil as an important process to discovering tiny animals. | | | |
| 9  2 points (1-Part A; 1-Part B) | | RI.4.8 | | | The following item has two parts. Answer Part A and then answer Part B.  Part A  In *Digging the Soil*, what claim does the teacher make about soil?  A. Small animals are the most important part of the food web.  B. Soil is only productive when people remove insects from it.  C. Plants produce all of the animals that we eat.  D. The soil was always a work in progress.  Part B  What sentence best shows how the author supports the claim in Part A?  A. “Once we dug deeper, though, we found that the soil really was alive.”  B. “It was full of things we couldn’t see, like bacteria, and many things we could see, such as beetles and worms.”  C. “And because of that process, she explained, we humans can live and eat.”  D. “We were being held up on the backs of thousands of bugs!” | | | |
| 10  1 point | | RI.4.4  L.4.4 | | | In *Digging the Soil*, which word gives a clue to the meaning of the phrase “all fired up” as it is used in paragraph 1?  A. “announced”  B. “hidden”  C. “thrilled”  D. “held” | | | |
| Passage # 3 | | | | | | | | |
| Looking Up  1 After Nate slept through his alarm, his mother frowned when he rushed downstairs for breakfast and then sneezed four times as he ate his oatmeal. “Are you catching a cold?” she asked.  2 “I’m fine,” Nate grumbled, “but I’ve got to hurry.” Unfortunately, he left his lunch on the counter as he rushed out the door into the pouring rain. He arrived at school late and soaking wet, had to rush through his science quiz, and almost got a failing grade. His best friend offered to share his lunch, but Nate refused the offer. His teacher told him he needed to eat something and gave him a granola bar. Nate really disliked granola bars, but he ate it anyway.  3 After school, Nate twisted his ankle at soccer practice and hobbled off the field. “Grab an ice pack,” his coach said. Nate found one in the team cooler and plopped himself in the grass. Since it had rained that morning, his shorts were immediately soaked.  4 Back home, his father served liver and onions, Nate’s all-time least-favorite meal. He choked down a few bites and then accidentally spilled his entire glass of milk. “May I be excused?” he asked, looking miserable. “I feel like the anti-Midas. Everything I do is turning out wrong.”  5 When Nate’s father suggested a walk outside, Nate agreed. As they stood in the yard, they heard booms in the distance, and Nate wondered if his day was getting even worse. “Nothing to worry about,” said his father. “There’s a fireworks display in town tonight to begin the Pumpkin Festival.” Sparks lit the night sky in bursts that bloomed like flowers.  6 Nate and his father strolled down the street to the park, where they stood and watched the fireworks light the night. Nate decided that he actually liked the loud booms as the fireworks exploded and the noise echoed across the sky. He began to look at the bright colors against the black sky in a different way, too. Seen from this new point of view, Nate’s miserable day didn’t seem so bad, either. His father put his hand on Nate’s shoulder, and the two of them smiled as they watched the rest of the show. | | | | | | | | |
| # | | Standard | | | Question | | | |
| 11  1 point | | RL.4.2 | | | Which detail from *Looking Up* best supports the theme that changing your perspective can help you appreciate a challenge?   1. ”I’m fine,” Nate grumbles, “but I've got to hurry.“ 2. “There’s a firework display in town tonight to begin the Pumpkin Festival.” 3. Seen from this new point of view, Nate’s miserable day didn't seem so bad either. 4. Nate and his father strolled down the street to the park, where they stood and watched the fireworks light the night. | | | |
| 12  1 point | | RL.4.4 | | | What is the meaning of the word hobbled as it is used in paragraph 3 of  *Looking Up*?   1. sat on the bench 2. limped with difficulty 3. ran away quickly 4. felt a sharp pain | | | |
| 13  2 points (1-Part A; 1-Part B) | | RL.4.3 | | | The following item has two parts. Answer Part A and then answer Part B.  Part A  Which sentence best describes Nate in *Looking Up*?  A. He depends on his parents for almost everything, so he feels much better as soon as he gets home.  B. His mood changes from happy to sad as he moves through his day, which ends in disappointment.  C. He wishes he could quit school and stay home when he has a depressing and difficult day.  D. He feels discouraged and troubled until he looks at things from a new perspective.  Part B  Which sentence from the passage best supports the answer in Part A?  A. When Nate’s father suggested a walk outside, Nate agreed.  B. As they stood in the yard, they heard booms in the distance, and Nate wondered if his day was getting even worse.  C. Nate and his father strolled down the street to the park, where they stood and watched the fireworks light the night.  D. He began to look at the bright colors against the black sky in a different way, too. | | | |
| 14  2 points | | RL.4.5 | | | Select the **two** statements that are true from the passage, *Looking Up*.   1. The passage describes events in chronological order. 2. The passage describes Nate’s day as ending the same as it began. 3. The passage uses foreshadowing to describe the events. 4. The passage describes events through cause and effect. | | | |
| Passage # 4 | | | | | | | | |
| Passage 4  A Road in the Darkness  1  Long ago, the sky became black and empty after the sun went down below the horizon. When people looked up at night, all they saw was unending darkness with no stars, no planets, and no breaks in all that black. The people wished for some kind of road they could follow to escape from the darkness, but they did not know how to find it.  2 In time, people learned to make fires, which provided some light after sunset and allowed them to see. Their fires pushed back the darkness and made them less fearful. They cooked their food and gratefully warmed themselves as their fires crackled and licked the air. Still, the people longed for a path that would lead them out of the dark.  3 One night, a young girl named Mikayla sat warming herself by a wood fire. She poked and stirred the ashes with a long stick, and sparks flew upward as the fire sputtered. They rose into the air like wishes, and Mikayla watched them as they danced.  4 “How beautiful they are,” Mikayla whispered to her mother. “Do you think we can make them last forever?”  5 “We can try,” answered her mother proudly. Mikayla and her mother scooped up handfuls of ashes, threw them into the air, and watched them float upward. As Mikayla put more wood on the fire and stirred it with the stick, bright sparks flew everywhere and rose high into the night sky. She threw more and more ashes, which hung in the air like diamonds and made a bright road across the sky.  6 At last the people had a road out of the darkness, and the road is still there today. Some call it the Stars Road, some call it the Path in the Darkness, and others call it the Milky Way, named for the young girl who created it. But whatever people call it, it is the path made by a young girl many years ago when she threw the sparks from her fire into the sky. | | | | | | | | |
| # | | Standard | | | Question | | | |
| 15  1 point | | RL.4.4 | | | In *A Road in the Darkness*, what does the author mean in the phrase, “They rose into the air like wishes, and Mikayla watched them as they danced.”?   1. The wishes for a road floated high into the wind. 2. The ashes moved through the air, floating higher into the dark sky. 3. The ashes lit up the sky and made a bright road. 4. The people wished for a road and danced together to celebrate the Milky Way. | | | |
| 16  1 point | | RL.4.2 | | | Which detail from the story best reflects the theme of finding solutions in dark times?   1. The sky became black and empty after the sun went down. 2. She threw more and more ashes, which hung in the air like diamonds and made a bright road across the sky. 3. Mikayla sat warming herself by a wood fire. 4. “How beautiful they are,” Mikayla whispered to her mother. “Do you think we can make them last forever?” | | | |
| 17  1 point | | RL.4.3 | | | What character traits does Mikayla show when she creates the Milky Way?  A. She is honest and longs to discover the truth.  B. She is curious and wants to overcome darkness.  C. She is wise and has a close relationship with her mother.  D. She is a leader and wishes to improve her community. | | | |
| 18  1 point | | RL.4.5 | | | *A Road in the Darkness* is an example of linear text because it includes   1. Foreshadowing 2. Beginning, Middle and End 3. Repeated Pattern 4. Stanzas | | | |
| Passage #3 & #4 | | | | | | | | |
| 19  1 point | | RL.4.9 | | | Compare how the characters in *Looking Up* and *A Road in the Darkness* solved their problems.   1. Both passages explain how something in nature came to be. 2. Both main characters feel better after getting help from a parent. 3. Both characters make a major contribution to their communities. 4. Nate is the narrator in his story; Mikayla is not. 5. Nate is a realistic character; Mikayla is a mythical hero. 6. Nate is close to his mother; Mikayla is close to her father. | | | |
| 20  2 points | | RL.4.9 | | | What themes are developed in both passages? Select **two** answers.  A. People use stories to explain how things came to be.  B. If you don’t like the way things are going, make a change.  C. A kind parent can turn around a depressing day.  D. Having a bad day means that a better day will follow.  E. Watching the night sky sometimes gives people new ideas. | | | |
| Editing Tasks | | | | | | | | |
| **Editing Task**  **There are words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, mark the correct replacement.**  On April 4, 2017, astronaut Peggy Whitson set a new record. She became the longest-serving American in space. She was working on the International Space Station (ISS) when she got a call. That’s an incredible record to break said (1) the President of the United States. He calling (2) from Earth.  Peggy Whitson was born in 1960. she Grew up on a farm in iowa.(3) After high school, she went to college and studied science. She dreamed that she can become (4) an astronaut. In the 1990s, she was teaching science in Texas when NASA called. Her dream had come true.  Whitson’s space career began in 2002 with her first trip to the ISS (5). In 2007, Whitson became the first female commander of the ISS. She also set the record for most time spent outside the station on spacewalks—more than  39 hours. She returned to Earth from her last flight in September 2017. Whitson had spent a total of 665 days in  space, that (6)made her the most experienced American astronaut of all time. She also happened to be the oldest woman astronaut ever. She was 57. | | | | | | | | |
| # | | Standard | | | Question | | | |
| 21  1 point | | L.4.2 | | | Which is the best choice for underlined phrase 1?   1. That’s an incredible record to break said (no change) 2. That’s an incredible record to break, said 3. “That’s an incredible record to break,” said 4. “That’s an incredible record to break, said” | | | |
| 22  1 point | | L.4.1 | | | What is the best choice for underlined word 2?   1. calling (no change) 2. Calls 3. is calling 4. was calling | | | |
| 23  1 point | | L.4.2 | | | Which is the best choice for underlined phrase 3?   1. She Grew up on a farm in Iowa (No change) 2. She grew up on a farm in Iowa 3. Growing up on a farm in Iowa 4. Where she grew up on a farm in Iowa | | | |
| 24  1 point | | L.4.1 | | | Which is the best choice for underlined phrase 4?  A. can become (no change)  B. should become  C. might become  D. did become | | | |

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