

# 2016 TEXAS STAAR TEST – GRADE 4 - READING

Total Possible Score: 44  
Needed Correct to Pass: For 2016 - 24 For 2017 - 26  
Advanced Performance: 38

Time Limit: 4 Hours

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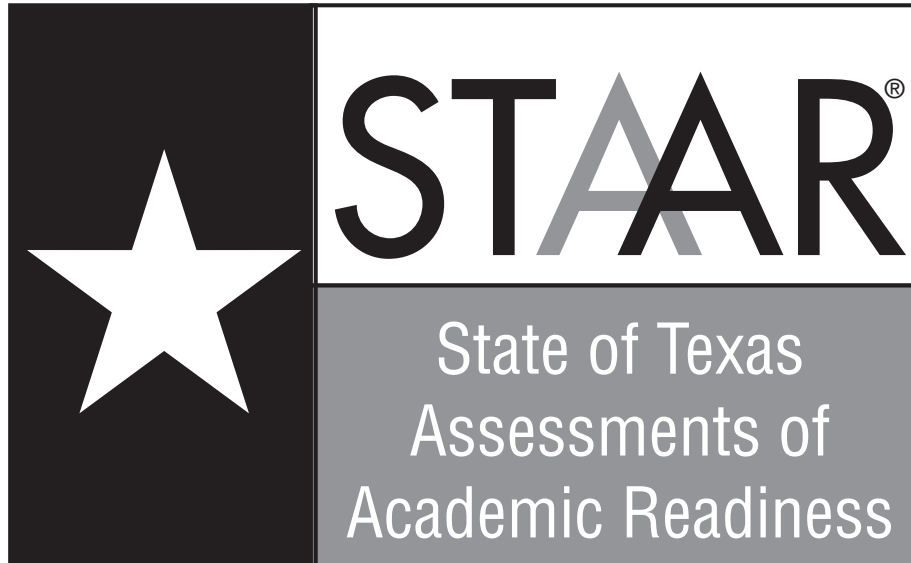
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**GRADE 4**  
**Reading**

**Administered May 2016**

**RELEASED**



# READING

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## The Puppy Bowl

- 1 Months before Puppy Bowl IX was televised, the stars of the show arrived in New York City, where the big event is filmed. There, in a film studio, 63 puppies, 21 kittens, 9 hedgehogs, and 6 hamsters participated in the 2013 Puppy Bowl. With their big eyes and clumsy ways, puppies are very cute to watch on a football field. Audiences agree. The Puppy Bowl has become an annual event, drawing as many as 12.4 million viewers.

### Play by Play

- 2 The Puppy Bowl began in 2005 when the cable channel Animal Planet had a problem. Each year more than 100 million Americans stopped everything to watch the Super Bowl, the biggest football game of the year. This left few viewers to watch the shows on Animal Planet on the day of the Super Bowl. The cable channel decided to create a show that viewers would find interesting.



AP Photo/Stephen J. Boltano, FILE

- 3 Many people liked the idea of a Puppy Bowl. It is like a real football game in many ways. The Puppy Bowl is played in a stadium with footballs. However, the stadium is much smaller than a regular football stadium. In fact, it is closer to the size of a school classroom. And the footballs used in the Puppy Bowl aren't real footballs. They are chew toys of different shapes and sizes. Like a real football field, the Puppy Bowl stadium has field goals in the end zones, a green field that is marked with lines, and advertisements posted on the surrounding walls. Of course, there is a major difference between the Super Bowl and the Puppy Bowl. The Puppy Bowl is played by

puppies, not humans. But that's not all. The Puppy Bowl has an entertaining halftime show performed by kittens. For the 2013 show, hamsters operated a blimp camera, and hedgehogs were the cheerleaders.

### **Picking Puppy Players**

- 4 Animal shelters throughout the country send in pictures of their puppies, hoping one will be chosen. Each puppy is photographed next to a soda can so that the judges can see its size. Puppies are typically between 8 and 16 weeks old, and each puppy is available for adoption. Petfinder.com, an organization that helps people find pets, picks the players based on cuteness and their ability to play well with others.
- 5 Once the puppies are chosen, they are flown to New York City and taken to a film studio. Many volunteers are waiting at the studio to welcome the puppies, kittens, and other animal participants in the Puppy Bowl.

### **Puppy Protection**

- 6 At the studio, camera crews film the puppies and other animals in action. While the Puppy Bowl is being recorded, the puppies and other animals are well cared for by all the volunteers and crew members. In addition, a veterinarian examines each puppy before it goes on camera and gives medical care that might be needed during the game. A worker from the Humane Society supervises all play. The puppies are filmed for only 20 minutes at a time to make sure that they stay safe and enjoy themselves.
- 7 To make the game fair, the puppies are divided into groups so that they play with puppies their own size. Even though puppies do not know how to play football, they seem to have fun on the field. There are puppy tug-of-war contests, puppies tripping over their own feet, and puppies falling into the water bowl, as well as puppies that seem confused and simply sit on the field.



Which way do we go?

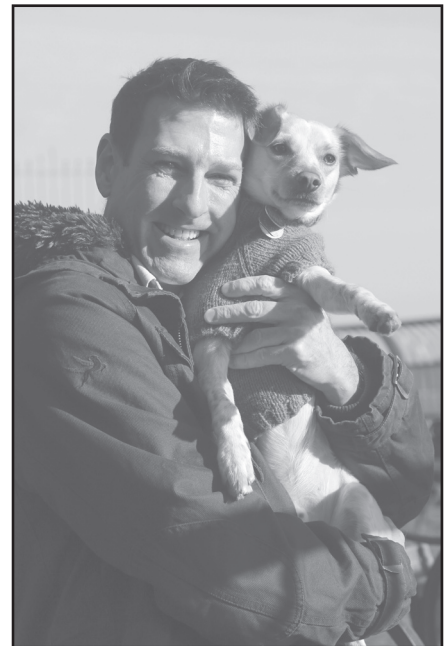
PRNewsFoto/Animal Planet

8 A referee watches the puppies during the game and stops the game when necessary. If a puppy drags a toy to the end of the field, the referee announces a touchdown. Volunteers cheer when they hear the news. A puppy that gets too playful on the field may have to take a break. A puppy that falls asleep gets a time-out. And when there is a "personal foul," a volunteer quickly grabs some paper towels to soak up the puddle!

9 The staff members at Animal Planet enjoy the company of the puppies until the camera crews have collected many hours of film. Then they review the film and select the cutest moments to share with viewers of the Puppy Bowl.

### **Everyone Wins**

10 In addition to the cuteness and fun, the Puppy Bowl has a serious side. All the puppies, kittens, and other animals come from animal shelters. And by the end of the Puppy Bowl each year, all of them are adopted. But that's not all. Petfinder.com reports that the Puppy Bowl increases the overall number of adoptions nationwide. The Puppy Bowl is always a fun day with a happy ending for both animals and humans.



Fumble, the 2012 Puppy Bowl's Most Valuable Puppy, with His New Owner

AP Photo/Mary Altaffer

- 1** Which detail from the selection supports the idea that people enjoy watching the Puppy Bowl?
- A** Animals are filmed months before the Super Bowl takes place.
  - B** The Puppy Bowl is seen by as many as 12.4 million viewers every year.
  - C** Animal shelters throughout the country send pictures of animals.
  - D** The Puppy Bowl can be seen on the same day as the Super Bowl.
- 

- 2** The main purpose of this selection is to —
- F** compare football players with puppies
  - G** describe how puppies learned to play a human sport
  - H** persuade the reader to adopt a pet from an animal shelter
  - J** provide facts about a popular animal show
- 

- 3** Which sentence from the selection expresses the author’s opinion?
- A** *With their big eyes and clumsy ways, puppies are very cute to watch on a football field.*
  - B** *The cable channel decided to create a show that viewers would find interesting.*
  - C** *Of course, there is a major difference between the Super Bowl and the Puppy Bowl.*
  - D** *Petfinder.com reports that the Puppy Bowl increases the overall number of adoptions nationwide.*

4 What do all the Puppy Bowl participants have in common?

- F They are all the same breed.
  - G They are all the same size.
  - H They are all used to playing games.
  - J They are all available for adoption.
- 

5 Read the following information about the origin of the word supervise.

from the Latin *super-* + *vidēre*, meaning “to see”

This information helps the reader know that the word supervises in paragraph 6 means —

- A encourages
  - B judges
  - C determines
  - D watches
- 

6 The author organizes the information in paragraph 3 by —

- F explaining why a game played by puppies is better than the same game played by humans
- G listing the reasons a cable channel created a show with puppies
- H comparing the puppy football game with a real football game
- J showing all the ways that puppy football is entertaining to watch

- 7** One of the main goals of the Puppy Bowl is to —
- A** promote finding new homes for different kinds of pets
  - B** encourage the public to spend more time watching real football
  - C** encourage viewers to play games with their own pets
  - D** show that puppies can do many of the same things humans do
- 

- 8** Which section of the selection contains information about how veterinarians help with the Puppy Bowl?
- F** Play by Play
  - G** Picking Puppy Players
  - H** Puppy Protection
  - J** Everyone Wins
- 

- 9** What is the best summary of the selection?
- A** The Puppy Bowl gathers animals from across the country and films them for a show that airs on the cable channel Animal Planet. The 2013 show included puppies, kittens, hamsters, and hedgehogs playing a kind of football game.
  - B** The cable channel Animal Planet created the Puppy Bowl to air on the day of the Super Bowl. The show brings together animals from shelters across the country so they can participate in a football game. Viewers are encouraged to adopt the show participants.
  - C** When the cable channel Animal Planet realized that viewers were leaving the channel to watch the Super Bowl, a show was created to bring viewers back. The show is called the Puppy Bowl. It features puppies and other animals.
  - D** The Puppy Bowl is filmed in a studio for the cable channel Animal Planet. Puppies are filmed playing a version of football. Kittens, hamsters, and hedgehogs have also been featured on the show.

Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.

# The Spelling Test

by Suzy Kline

## Characters

**NARRATOR**

**HERBIE JONES**

**MISS PINKHAM**

**MR. JONES**

**OLIVIA JONES**

**ANNABELLE LOUISA HODGEKISS**

1 [Settings: Miss Pinkham's third-grade classroom; Herbie's house.]

2 [Time: One week in March.]

3 **MISS PINKHAM:** As a special bonus this week, I have a challenge for the *whole* class. If you can learn to spell your name, address, town, state and zip code correctly, I will mail you a postcard saying congratulations.

4 **HERBIE:** Hmmmmmm, I know I usually don't study my spelling words, but . . . gee, that postcard would be good news for Dad to find in the mail.

5 **NARRATOR:** Herbie's dad works the night shift at an airplane factory, and the first thing he does when he gets up around 2:00 P.M. is look in the mailbox.

6 **HERBIE:** I can hear him now . . .

7 **MR. JONES:** Bills! Bills! Bills! There's nothing but bills!

8 **HERBIE:** I can do something about that.

9 **NARRATOR:** As soon as Herbie got home that afternoon, he practiced writing his spelling words on the dusty coffee table. His sister Olivia was shocked.

10 **OLIVIA:** What *are* you doing?

11 **HERBIE:** Studying.

12 **OLIVIA:** Studying? Since when?

- 13 **HERBIE:** Since I got my spelling list. How do you study spelling?
- 14 **OLIVIA:** You're asking *my* advice about something?
- 15 **HERBIE:** Well, you do make better grades than I do.
- 16 **OLIVIA:** Well, Herbie, I write the words down . . .
- 17 **HERBIE:** Yeah?
- 18 **OLIVIA:** . . . and I say them to myself. That's about it. No biggie.
- 19 **HERBIE:** What if you have a tough word like Laurel? I keep getting the a and u mixed up, and I never remember which one comes first. The same thing happens with the o and u in pound.
- 20 **OLIVIA:** Oh! In that case you think of something like APES USE RADISHES for the a-u-r in Laurel, and OH UNICORN for the o-u in pound.
- 21 **HERBIE:** APES USE RADISHES! OH UNICORN! Why didn't I think of that?
- 22 **NARRATOR:** That week, Herbie carried his spelling list with him wherever he went. He practiced writing his words on paper, on frosty car windows, on his mother's meatloaf—before it went in the oven—and in the gravel on the school playground. At 11:00 A.M. on Friday, Miss Pinkham passed out the white lined paper.
- 23 **MISS PINKHAM:** Put your name and date on the first highway.
- 24 **NARRATOR:** Miss Pinkham always referred to the blue lines on the paper as highways. When Annabelle Louisa Hodgekiss finished writing her name and date neatly, she sat back in her chair.
- 25 **ANNABELLE:** I didn't even have to study—these words are a cinch.
- 26 **MISS PINKHAM:** Boys and girls, those of you who want to try for the spelling bonus may do so now. Write your full name, address, town, state and zip code.
- 27 **NARRATOR:** Very carefully, Herbie printed his street address. When he came to his zip code, Herbie was in trouble.
- 28 **HERBIE:** 0 . . . 6 . . . 7 . . . 9 . . . What is that last number of my zip code?
- 29 **MISS PINKHAM:** Pass your papers in, please.

- 30 **HERBIE:** What *is* that number?
- 31 **MISS PINKHAM:** Herbie! You are keeping the entire class.
- 32 **HERBIE:** 0 . . . 6 . . . 7 . . . 9 . . . ?
- 33 **MISS PINKHAM:** Herbie Jones, if you don't hand me your paper by the time I count to three . . .
- 34 **HERBIE:** THREE! That's it!
- 35 **NARRATOR:** Annabelle raised her hand.
- 36 **ANNABELLE:** Miss Pinkham, I can't wait to get my postcard in the mail tomorrow. Can't you tell us *now* who got one hundred percent?
- 37 **MISS PINKHAM:** Looking through this stack of papers, I wonder if *anyone* got one hundred percent.
- 38 **NARRATOR:** Saturday afternoon Herbie sat on his porch and waited. And watched . . . for the mail.
- 39 **HERBIE:** Is that him coming around the corner? It is! It's the mailman!
- 40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. It was *Ten Days to Slimmer Thighs*. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.
- 41 **HERBIE:** Morning, Dad.
- 42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. [*Starts to groan.*] Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!
- 43 **HERBIE:** [*Hopeful.*] Yeah?
- 44 **MR. JONES:** You got a postcard. Your teacher said *you* were the *only* student to get a hundred percent on your spelling bonus.
- 45 **HERBIE:** YAHOO!
- 46 **MR. JONES:** That's the best news I've found in the mail in a long time.
- 47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .

- 48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?
- 49 **NARRATOR:** Everyone looked at Annabelle.
- 50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.
- 51 **ALL:** *Who* got the postcard?
- 52 **HERBIE:** [*Stands up and raises hand.*] Me.
- 53 **ALL:** HERBIE JONES?
- 54 **MISS PINKHAM:** Herbie's paper Friday was outstanding. I think we should give him a big round of applause for his achievement.
- 55 **ALL:** [*Clap.*]

© Suzy Kline

**10** What lesson does Herbie learn in this play?

- F** Finding humor in a difficult task makes it more enjoyable.
  - G** Depending on help from others is often challenging.
  - H** Performing well all the time is impossible.
  - J** Success is possible through hard work.
- 

**11** Annabelle asks Miss Pinkham about the grades immediately after the test because Annabelle —

- A** thinks everyone in the class should know she did well on the test
  - B** believes that she made a perfect score on the test
  - C** wants Miss Pinkham to recognize how much she studied for the test
  - D** knows that her address is the most difficult to spell
- 

**12** The word cinch in paragraph 25 refers to something that is —

- F** easy
- G** unusual
- H** similar
- J** interesting

**13** The stage directions in paragraphs 42 and 43 are included to help —

- A** make the play humorous
  - B** create suspense
  - C** show a new problem
  - D** introduce a new character
- 

**14** Herbie's reaction when he learns about Olivia's study method shows that he is —

- F** certain that Olivia is making fun of the way he studies
  - G** jealous that Olivia always makes better grades than he does
  - H** surprised to learn that the plan is very simple
  - J** eager to demonstrate some of his own study habits
- 

**15** Why does the playwright include a narrator in this play?

- A** To make the main character's conflict seem more suspenseful
- B** To help the audience understand what the characters are thinking
- C** To assist the main characters in figuring out how to solve a problem
- D** To give the audience details about the characters' actions in the scene

**16** Read the dictionary entry for the word keep.

<p><b>keep</b> \ˈkēp\ <i>verb</i> <b>1.</b> to take care of <b>2.</b> to save <b>3.</b> to hold back <b>4.</b> to control</p>
---

Which definition best fits the way the word keeping is used in paragraph 31?

- F** Definition 1
  - G** Definition 2
  - H** Definition 3
  - J** Definition 4
- 

**17** The narrator's lines in paragraph 9 are important to the play because they —

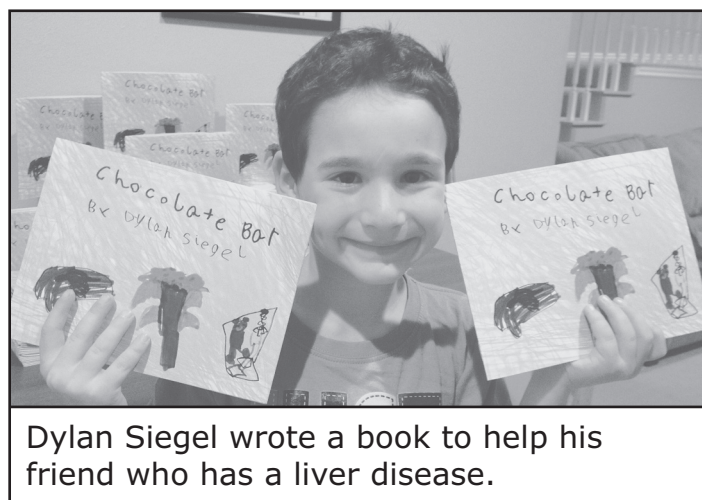
- A** show that Herbie is serious about studying for his spelling test
- B** describe Herbie's favorite method of studying for spelling tests
- C** explain why Olivia is surprised to see Herbie studying for a spelling test
- D** show that Olivia wants to help Herbie do well on his spelling test

Read the next two selections. Then choose the best answer to each question.



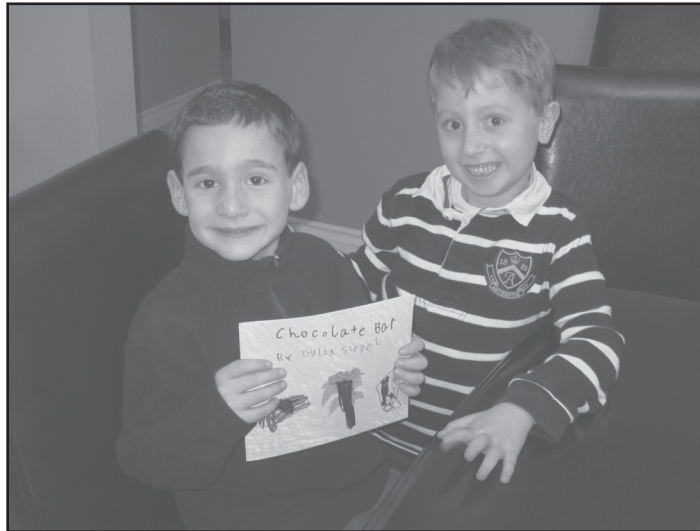
## A Book for Jonah

- 1 A six-year-old boy named Dylan Siegel wanted to help his friend Jonah, who has a rare liver disease. Jonah's disease is so uncommon that only one in every million people have it. Scientists are doing research to find a cure for the disease. Dylan told his parents that he wanted to raise money to help pay for research. His parents suggested having a bake sale or setting up a lemonade stand, but he had another idea.
- 2 Dylan grabbed his pencil and wrote a 16-page book titled *Chocolate Bar*. The idea for his book came from a phrase that Dylan and Jonah created. The phrase is "so chocolate bar." It means "so cool" or "so awesome." In the book, Dylan writes about some of his favorite things, like swimming and going to the beach. He writes that each experience is "so chocolate bar."



Dylan Siegel wrote a book to help his friend who has a liver disease.

- 3 Soon the book was printed. Dylan, his family, and his friends worked hard to prepare for the book sale. At a special event at the boys' school, Dylan told everyone about the book. A grocery store provided chocolate bars to be sold at the school to raise more money for Jonah. Dylan sold all 200 copies of his book and 100 candy bars, making \$5,000 in just a few hours.
- 4 That was just the start. The boys appeared on TV shows to talk about the book. They went to a bookstore in California and signed the books that people bought. At the book signing they made even more money. And a website that tells about Jonah's disease also has copies of the book for sale.



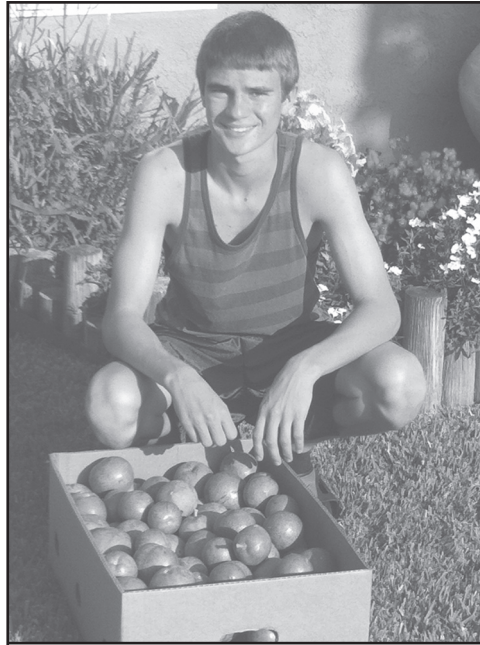
Dylan and Jonah with a Copy of  
*Chocolate Bar*

Courtesy of David Siegel

- 5 So far, *Chocolate Bar* has raised several hundred thousand dollars. Dylan's goal is a million dollars. He gives all the money to the University of Florida College of Medicine, where doctors are trying to find a cure for this disease.
- 6 Dylan enjoys helping Jonah. Dylan says that helping a friend is "so chocolate bar!"

# Fruit for All

- 1 One day in 2010 a high school student named Zach Selby found out about a way to help people who need food. The organizations he learned about take extra fruit from fruit trees and give it to local food banks.<sup>1</sup> Zach decided he could start his own group in his California neighborhood. He called the group Fruit For All.



Zach Selby, Founder of  
Fruit For All

Courtesy of fruitforallkids.com

- 2 To make Fruit For All successful, Zach needed eager volunteers and trees loaded with fruit. Zach asked community members to call or contact him online and let him know whether they had trees with extra fruit. Initially, it was difficult to find people who were willing to contribute the fruit on their trees. But as news of Zach's idea spread, people contacted him. Soon, Fruit For All was really "growing"!
- 3 With the help of his brother Jackson and other volunteers, Zach has gathered and donated more than 70,000 pounds of fruit to local food banks. The group usually works on the weekends, and the volunteers travel as far as 20 miles from Zach's house. The volunteers usually gather about 500 pounds of fruit each weekend. But one weekend they collected over 2,000 pounds of fruit!
- 4 Fruit For All also has a website that explains the group's goal, which is to inspire people to help. Visitors to the website learn three ways they can get involved. They can allow volunteers to pick fruit from their

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<sup>1</sup>A food bank is a place that collects food and gives it to people who need it.

trees. They can volunteer to pick fruit. And they can start a Fruit For All group in their area. People who are interested can also use the website to ask Zach and Jackson questions and post comments.

- 5 With help from groups like Fruit For All, more people are able to enjoy delicious fresh fruit every day.



Courtesy of [fruitforallkids.com](http://fruitforallkids.com)

Fruit For All volunteers pick fruit.

**Use “A Book for Jonah” (pp. 15–16) to answer questions 18–22. Then fill in the answers on your answer document.**

**18** What was the main reason Dylan’s book was a success?

- F** People wanted to help Dylan and Jonah.
  - G** It showed what a chocolate bar meant to Dylan.
  - H** People were curious about Dylan’s favorite activities.
  - J** It revealed what Jonah likes best about Dylan.
- 

**19** Dylan and Jonah use the phrase “so chocolate bar” to describe —

- A** events that raise money for Jonah
  - B** experiences that they enjoy
  - C** places that sell Dylan’s book
  - D** ways to make someone feel better
- 

**20** Why did the author include the information in paragraph 4?

- F** To explain how so many people heard about Dylan’s mission
- G** To tell why the two friends were asked to be on TV shows
- H** To describe a place Dylan got to visit because of the book
- J** To reveal what information can be found on Dylan and Jonah’s website

**21** What is the best summary of paragraphs 1 through 3?

- A** Dylan Siegel’s friend Jonah has a liver disease. Dylan wrote a book called *Chocolate Bar* to sell at school. A grocery store provided chocolate bars for Dylan to sell.
  - B** Dylan Siegel wanted to write a book titled *Chocolate Bar* about going to the beach and other things he enjoys. After he wrote the book, he sold copies of it at school. He also sold chocolate bars from a grocery store.
  - C** Dylan Siegel wanted to raise money for his friend Jonah. Dylan’s parents had ideas about some ways that he could raise money. He worked with people to sell a book he wrote.
  - D** Dylan Siegel wanted to help his friend Jonah, who has a liver disease. Dylan wrote a book titled *Chocolate Bar*. Copies of the book and chocolate bars donated by a grocery store were sold to raise money for Jonah.
- 

**22** Which detail from the article suggests that many people want to help Jonah?

- F** The book describes some of Dylan’s experiences.
- G** The scientists at a university need to do some research.
- H** Dylan’s book has raised several hundred thousand dollars.
- J** Dylan’s parents provided ideas about how to raise money.

**Use “Fruit for All” (pp. 17–18) to answer questions 23–26. Then fill in the answers on your answer document.**

**23** The reader can infer that people with busy schedules can still help Fruit For All by —

- A** starting a group in their own neighborhood
  - B** helping collect fruit from people who have extra
  - C** allowing volunteers to pick fruit from their trees
  - D** asking other people to become volunteers
- 

**24** In paragraph 2, the word initially means —

- F** at first
  - G** carefully
  - H** always
  - J** without help
- 

**25** Which information on the Fruit For All website would be most useful to someone who wants to help but lives far away from Zach’s community?

- A** How to start a group
- B** The different fruits the group accepts
- C** The steps necessary to get volunteers to pick fruit
- D** How to help pick fruit

**26** One problem Zach faced after he started Fruit For All was —

- F** collecting fruit from people who lived miles away
- G** getting enough people to participate in his project
- H** finding enough time during the week to volunteer
- J** keeping up with information on the website

**Use “A Book for Jonah” and “Fruit for All” to answer questions 27–30. Then fill in the answers on your answer document.**

**27** Dylan in “A Book for Jonah” and Zach in “Fruit for All” would most likely agree that —

- A** children can help people more than adults can
  - B** using technology is the only way to inform people
  - C** schools should support people in the community who are in need
  - D** it is easier to accomplish a goal with the support of friends and family
- 

**28** Dylan’s plan in “A Book for Jonah” differs from Zach’s plan in “Fruit for All” because Dylan’s plan involves —

- F** giving to others
  - G** people in the community
  - H** creating something to sell
  - J** providing information on a website
- 

**29** Paragraph 5 of “A Book for Jonah” and paragraph 3 of “Fruit for All” are similar because the paragraphs —

- A** provide details about Dylan’s and Zach’s achievements
- B** give information about how others can support Dylan and Zach
- C** describe how Dylan and Zach thought of their ideas
- D** explain how other people learn about Dylan’s and Zach’s ideas

- 30** What is one way that Dylan in “A Book for Jonah” and Zach in “Fruit for All” are different?
- F** Dylan has reached his original goal, but Zach is still working toward achieving his goal.
  - G** Dylan plans to write another book about chocolate, but Zach wants to limit the amount of fruit his group collects.
  - H** Dylan receives support from his community, but Zach receives support from his family.
  - J** Dylan’s idea resulted from wanting to help a friend, but Zach’s idea came from learning about other organizations.

**Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.**

*A girl named Pacy is the narrator of this story. She is taking her first trip to Taiwan with her parents, her younger sister Ki-Ki, and her older sister Lissy. They already have boarded the airplane.*

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**31** Read paragraph 7.

*"Yeah, but why does it have to be a trip to Taiwan?" I asked. "Why couldn't it be a trip to Hawaii? Or California? At least then we could've seen Melody!"*

What can the reader tell about Pacy based on these details?

- A** Pacy does not want to go anywhere without Melody.
  - B** Pacy thinks the whole family wants to visit her friend Melody.
  - C** Pacy thinks she should be able to decide where the family goes.
  - D** Pacy does not understand why her parents are taking the family to Taiwan.
- 

**32** What do Dad's comments to the family in paragraphs 14 and 18 show about him?

- F** He misses his homeland.
  - G** He wants to move back to Taiwan.
  - H** He feels guilty because he left Taiwan.
  - J** He worries about visiting his homeland.
- 

**33** In paragraph 19, the word last means —

- A** to remember an important decision
- B** to make it through a difficult situation
- C** to think about a different way of doing something
- D** to look forward to a new experience

**34** The author included the simile in paragraph 13 to suggest that Pacy’s school vacations —

- F** are no longer fun for her
  - G** have gotten longer
  - H** allow her time to play with her sisters
  - J** make her think of her friends
- 

**35** Pacy’s conversation on the plane shows that she feels —

- A** nervous
  - B** surprised
  - C** frustrated
  - D** embarrassed
- 

**36** What is the best summary of the story?

- F** Pacy and her family are flying on an airplane. They will be away from home for 28 days. Pacy feels like her trip will take all summer.
- G** Pacy and her two sisters are wearing matching pink dresses. They are going on a long trip to Taiwan. Their father says Taiwan is an island of treasure.
- H** Pacy and her family are flying to Taiwan for a vacation. Pacy’s parents are from Taiwan. The parents are excited about showing their family where they are from, but Pacy would rather be somewhere else.
- J** Pacy and her family are taking a long family vacation. Pacy’s father talks about their trip. Pacy worries about being away from home for such a long time and wishes they were going to see her friend instead.

**37** Read these sentences from paragraph 5.

*Whenever people passed us, they smiled and I didn't blame them. We looked ridiculous, like plastic birds in a flock of flying ducks.*

Pacy's comparison of the sisters to plastic birds suggests that she thinks —

- A** she and her sisters look like they are experienced travelers
- B** she and her sisters stand out because of what they are wearing
- C** other people look past the sisters because they blend in with the other travelers
- D** other people can tell that the sisters are not happy about having to take this trip

Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.

## Flying Lesson

by Joyce Sidman

This time, Father says,  
he will not bring me my dinner.  
This time  
he will let it fall,  
5 and I must try to catch it.

Flying, Father says,  
is like seeing the air.  
Not just the blue shimmer,  
not just the bright clouds,  
10 but the air itself  
as it swells and swirls  
around our rocky cliff.

To show me,  
he leaps from the nest,  
15 gathers the wind in his wings,  
and dives.  
He comes up dangling dinner  
between his claws.

He calls to me:  
20 Now! Fly!

Because I love him,  
because he says to,  
because I want with all my heart  
to catch that bait,  
25 I tumble out:  
flapping,  
dropping,  
*soaring*  
into the blue, shimmering air  
30 that I can almost see.



© Joyce Sidman, from *Just Us Two: Poems about Animal Dads* (Millbrook 2000).

**38** What can the reader conclude from the action in the third stanza?

- F** Father makes flying look easy to the young bird.
  - G** Father wants to prove that he is better at flying than the young bird.
  - H** Father catches dinner for the young bird, even though he said he wouldn't.
  - J** Father thinks that the young bird isn't ready to fly.
- 

**39** Read this dictionary entry for the word call.

<p><b>call</b> \ˈkɔl\ <i>verb</i></p> <ol style="list-style-type: none"><li><b>1.</b> to try to telephone someone</li><li><b>2.</b> to speak loudly or shout</li><li><b>3.</b> to visit someone</li><li><b>4.</b> to give a name</li></ol>
--

Which definition best matches the way the word calls is used in line 19?

- A** Definition 1
  - B** Definition 2
  - C** Definition 3
  - D** Definition 4
- 

**40** What is the main message of the poem?

- F** It is important to practice new skills.
- G** It is sometimes difficult to be patient.
- H** Trying something new takes courage.
- J** Exploring nature can be fun.

**41** The fourth stanza contains only two lines because the poet wants to show that —

- A** this is an important moment
  - B** the setting has changed
  - C** the poem contains dialogue
  - D** this is an event that happened in the past
- 

**42** The poem is mostly about —

- F** becoming independent
  - G** being the best
  - H** feeling a sense of belonging
  - J** being generous
- 

**43** In line 28, why is the word “soaring” written the way it is?

- A** To make the ending of the poem surprising
- B** To show that the young bird caught its dinner
- C** To make the poem more fun to read
- D** To show that the young bird is flying

**44** The structure of the poem helps the reader know that it is —

**F** lyrical

**G** humorous

**H** rhyming

**J** free verse



**STAAR  
GRADE 4  
Reading  
May 2016**



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	3	Readiness	4.11(A)	B
2	3	Readiness	4.10 Fig. 19(D)	J
3	3	Supporting	4.11(B)	A
4	3	Readiness	4.11(A)	J
5	1	Readiness	4.2(A)	D
6	3	Readiness	4.11(C)	H
7	3	Readiness	4.11 Fig. 19(D)	A
8	3	Readiness	4.11(D)	H
9	3	Readiness	4.11 Fig. 19(E)	B
10	2	Supporting	4.3 Fig. 19(D)	J
11	2	Supporting	4.5 Fig. 19(D)	B
12	1	Readiness	4.2(B)	F
13	2	Supporting	4.5(A)	B
14	2	Supporting	4.5 Fig. 19(D)	H
15	2	Supporting	4.5(A)	D
16	1	Readiness	4.2(E)	H
17	2	Supporting	4.5 Fig. 19(D)	A
18	3	Readiness	4.11 Fig. 19(D)	F
19	3	Readiness	4.11(A)	B
20	3	Readiness	4.10 Fig. 19(D)	F
21	3	Readiness	4.11(A)	D
22	3	Readiness	4.11 Fig. 19(D)	H
23	3	Readiness	4.11 Fig. 19(D)	C
24	1	Readiness	4.2(B)	F
25	3	Readiness	4.11 Fig. 19(D)	A
26	3	Readiness	4.11(A)	G
27	1	Readiness	4.19(F)	D
28	1	Readiness	4.19(F)	H
29	1	Readiness	4.19(F)	A
30	1	Readiness	4.19(F)	J
31	2	Readiness	4.6(A)	D
32	2	Readiness	4.6(B)	F
33	1	Readiness	4.2(B)	B
34	2	Supporting	4.8(A)	F
35	2	Readiness	4.6(B)	C
36	2	Readiness	4.6 Fig. 19(E)	H
37	2	Supporting	4.8(A)	B
38	2	Supporting	4.4 Fig. 19(D)	F
39	1	Readiness	4.2(E)	B
40	2	Supporting	4.3 Fig 19(D)	H
41	2	Supporting	4.4(A)	A
42	2	Supporting	4.3 Fig 19(D)	F
43	2	Supporting	4.4(A)	D
44	2	Supporting	4.4(A)	J

# STAAR Grade 4 Reading Assessment

## Genres Assessed:

### Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

### Informational

- Expository (Readiness)
- Persuasive (Ineligible)
- Procedural (Embedded)
- Media Literacy (Embedded)

## Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;  
**Readiness Standard**
  - (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; **Readiness Standard**
  - (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. **Readiness Standard**
- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.  
**Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. **Readiness Standard**

## **Reporting Category 2: Understanding and Analysis of Literary Texts**

**The student will demonstrate an ability to understand and analyze literary texts.**

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) summarize and explain the lesson or message of a work of fiction as its theme; **Supporting Standard**
  - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. **Supporting Standard**
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
- (A) describe the structural elements particular to dramatic literature. **Supporting Standard**
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) sequence and summarize the plot's main events and explain their influence on future events; **Readiness Standard**
  - (B) describe the interaction of characters including their relationships and the changes they undergo; **Readiness Standard**
  - (C) identify whether the narrator or speaker of a story is first or third person. **Supporting Standard**

(8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) identify the author's use of similes and metaphors to produce imagery. **Supporting Standard**

(14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

(E) summarize information in text, maintaining meaning and logical order. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

### **Reporting Category 3: Understanding and Analysis of Informational Texts**

**The student will demonstrate an ability to understand and analyze informational texts.**

- (10) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- The student expectation for 10(A) is ineligible for assessment. Therefore, when Culture and History (10) is assessed, it will be linked to Figure 19(D): *make inferences about text and use textual evidence to support understanding*. This student expectation will be attached only to expository texts, since persuasive reading is ineligible at grade 4. For this reason, Culture and History (10) will always represent a Readiness standard.**
- (11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main idea and supporting details in text in ways that maintain meaning; ***Readiness Standard***
  - (B) distinguish fact from opinion in a text and explain how to verify what is a fact; ***Supporting Standard***
  - (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; ***Readiness Standard***
  - (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. ***Readiness Standard***
- (13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); ***Supporting Standard***
  - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). ***Supporting Standard***
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. ***Supporting Standard***

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard**
- (E) summarize information in text, maintaining meaning and logical order. **Readiness Standard**