Do NOT Affix Student ID Label Here

A

Student Name _____

School Name _____

District Name/LEA _____

Grade 4

English Language Arts/Literacy

Performance-Based Assessment

Practice Test

B Last Name | First Name | MI

C Place the Student ID Label Here

D Gender

○ Female ○ Male

E Date of Birth

Day	Month	Year
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	○ Dec	

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Directions:

Today, you will be taking the Grade 4 English Language Arts/Literacy Performance-Based Assessment Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

Ⓐ●ⓒⒹⒺⒻⒼ

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

Ⓐ●ⓒ●●ⒻⒼ

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. After you finish the task, you will write an essay about the theme in the story and the poem.

Read the story "Just Like Home." Then answer questions 1 through 3.

Just Like Home

by Mathangi Subramanian

1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.

2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.

3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.

4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called rangoli, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.

5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors

her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers.

6 "That's pretty," a voice said.

7 She turned around and saw that Enrique, a boy in her class, was watching her.

8 "It's called *rangoli*," she said. "They do this in India, where my parents are from."

9 "You know what that reminds me of?" he asked, kneeling down beside her. "The floor of my grandmother's house in Mexico has tiles that have designs like that."

10 "What do you mean?" Priya asked.

11 "Hand me a piece of chalk," Enrique said. "I'll show you." Enrique sat down on the pavement and began to draw. He used green, orange, and yellow chalk to draw flowers that were more detailed than Priya's, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique's designs.

12 "What are you guys doing?" a voice asked.

13 Priya and Enrique had been so absorbed in drawing that they hadn't noticed that their classmate Farah had been watching them.

14 "Hey," Farah said, sitting down beside them, "that looks like the rugs in my Uncle's house in Iran. Except on the rugs, the shapes are bigger, and aren't as curly."

15 "Show us," said Enrique, handing her a piece of chalk.

16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.

17 "Wow!" Ms. Lopez, Priya's teacher, said. "That's beautiful!"

18 Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.

19 "It looks like a universe, with lots of planets and stars," said Lily.

20 "It looks like a coral reef full of tropical fish," said Jasper.

21 "What do you think it looks like Priya?" said Enrique.

22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, "It looks like home."

"Just Like Home," by Mathangi Subramanian. Reprinted with permission from Skipping Stones Multicultural Magazine, March–April 2012.

1. Part A

What is the meaning of the word **drift** as it is used in paragraph 18 of "Just Like Home"?

Ⓐ consider

Ⓑ wander

Ⓒ change

Ⓓ hover

Part B

Which detail from the story helps the reader understand the meaning of **drift**?

Ⓐ Priya, Enrique, and Farah create drawings that have different colors and shapes.

Ⓑ Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.

Ⓒ Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.

Ⓓ Priya smiles when her teacher and classmates show an interest in the drawings by describing them to one another.

2. Part A

Priya from "Just Like Home" would agree with which statement?

Ⓐ Sharing family traditions can bring comfort.

Ⓑ Working together is the best way to achieve success.

Ⓒ Using imagination often makes ordinary situations exciting.

Ⓓ Making quick decisions can sometimes bring the best results.

Part B

Which paragraph from the story supports the answer to Part A?

Ⓐ paragraph 3

Ⓑ paragraph 11

Ⓒ paragraph 19

Ⓓ paragraph 22

3. Part A

In "Just Like Home," what can be learned about Priya from her statement, "It looks like home"?

Ⓐ She believes imagination improves art.

Ⓑ She realizes many of her classmates have artistic talent.

Ⓒ She misses the family traditions in India.

Ⓓ She wishes she could spend time with her friends in India.

Part B

Which detail supports the answer to Part A?

Ⓐ "At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends." (paragraph 1)

Ⓑ "While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building." (paragraph 4)

Ⓒ "Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique's designs." (paragraph 11)

Ⓓ "Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together." (paragraph 18)

Read the poem "Life Doesn't Frighten Me." Then answer questions 4 and 5.

Life Doesn't Frighten Me

by Maya Angelou

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all

Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose
Lions on the loose
They don't frighten me at all

Dragons breathing flame
On my counterpane
That doesn't frighten me at all.

I go boo
Make them shoo
I make fun
Way they run
I won't cry
So they fly
I just smile
They go wild
Life doesn't frighten me at all.

Tough guys fight
All alone at night
Life doesn't frighten me at all.

Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

That new classroom where
Boys all pull my hair
(Kissy little girls
With their hair in curls)
They don't frighten me at all.

Don't show me frogs and snakes
And listen for my scream,
If I'm afraid at all
It's only in my dreams.
I've got a magic charm
That I keep up my sleeve,
I can walk the ocean floor
And never have to breathe.

Life doesn't frighten me at all
Not at all
Not at all.
Life doesn't frighten me at all.

"Life Doesn't Frighten Me" from AND STILL I RISE by Maya Angelou, copyright © 1978 by Maya Angelou. Used by permission of Random House, an imprint and division of Random House LLC. All rights reserved.

4. Part A

What is the meaning of lines 37–38 of "Life Doesn't Frighten Me"?

> I've got a magic charm
> That I keep up my sleeve,

Ⓐ a secret talent to use when the time is right

Ⓑ a symbol of the speaker's imagination

Ⓒ a special treasure hidden from cruel classmates

Ⓓ a scary experience in the speaker's nightmares

Part B

Which lines from the poem **best** demonstrate the answer to Part A?

Ⓐ lines 10–11

Ⓑ lines 28–29

Ⓒ lines 35–36

Ⓓ lines 39–40

5. Part A

Which sentence summarizes the speaker's thoughts in "Life Doesn't Frighten Me"?

Ⓐ Some challenges are much more difficult than others.

Ⓑ Dreams can be helpful when solving problems.

Ⓒ Confidence is the best weapon against fear.

Ⓓ Being alone is the scariest place to be.

Part B

Which lines from the poem show evidence of the answer to Part A?

Ⓐ lines 1–2

Ⓑ lines 10–11

Ⓒ lines 19–20

Ⓓ lines 35–36

Refer to the story "Just Like Home" and the poem "Life Doesn't Frighten Me." Then answer questions 6 and 7.

6. Part A

The author of the story "Just Like Home" uses different structural elements than the poet of the poem "Life Doesn't Frighten Me."

Which structural element is found only in the story?

Ⓐ setting

Ⓑ dialogue

Ⓒ description

Ⓓ rhythm

Part B

Which evidence from the story supports the answer to Part A?

Ⓐ "Now she sat in the corner of the field and watched the other kids play without her." (paragraph 1)

Ⓑ "The patterns were called rangoli, and they looked like stars and roses." (paragraph 4)

Ⓒ "The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together." (paragraph 18)

Ⓓ "'It looks like a universe, with lots of planets and stars,' said Lily." (paragraph 19)

7. Identify a theme in "Just Like Home" and a theme in "Life Doesn't Frighten Me." Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

7. Continued

GO ON ▶

7. Continued

GO ON ▶

7. Continued

GO ON ▶

Today you will research wild horses in the United States and read three articles about them. As you review these sources, you will gather information about the illustrations and answer questions about wild horses so you can write an essay.

Read the passage from "The Wild Horses of Assateague Island." Then answer questions 8 through 10.

from "The Wild Horses of Assateague Island"



Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior

A National Treasure

1 The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago. Horses tough enough to survive the scorching heat, abundant insects, stormy weather and poor quality food found on this windswept barrier island have formed a unique wild horse society. Enjoy their beauty from a distance, and you can help make sure these extraordinary wild horses will continue to thrive on Assateague Island.

2 *"My treasures do not click together or glitter. —They gleam in the sun and neigh in the night." —Bedouin proverb.*

Where did they come from?

Were the horses shipwreck survivors . . .

3 Local folklore describes the Assateague horses as survivors of a shipwreck off the Virginia coast. While this dramatic tale of struggle and survival is popular, there are no records yet that confirm it.



Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior

. . . or settlers' horses?

4 During the 17th century free-roaming horses, cows, sheep and pigs caused expensive crop damage to local farms. Farmers were required to pay taxes on all mainland livestock and fence them in.

5 Like people in the 21st century, these resourceful coastal residents looked for ways to avoid paying this tax. They turned to nearby Assateague Island with its abundance of food, shelter and a natural "corral" made of water to solve their problem.

6 It is likely that modern Assateague horses are descendants of those hardy animals turned loose on the island to graze tax-free.

Living the wild life in Maryland

7 Assateague's horses are uniquely adapted to survive on a barrier island. How do they do it?

What do they eat?

8 The horses spend most of their time grazing on abundant but nutrient-poor saltmarsh cordgrass, saltmeadow hay and beach grass. The horses' short stature is a result of hundreds of years of adaptation to this low quality diet. Genetically they are considered horses, even though they are now pony size.

9 The Assateague horses drink over twice the amount of water that domesticated horses will due to their salty food supply. All that drinking combined with a high salt diet contributes to their bloated appearance.

Where do they live throughout the year?

10 Spring brings cool, rainy weather and fresh plant growth to the island. Many of the horses live in the marshes close to their best food sources. Foals are usually born in late spring and live with their mothers in a family group called a "band." Each band is usually made up of 2–10 mares, their offspring, and a stallion.

11 Hot, humid, and full of insects, summer brings a new set of challenges. The horses escape the mosquitoes and flies of the marsh by spending more time on the beach and in the surf, letting the refreshing ocean breezes carry away airborne pests. Cooler fall weather and fewer insects allow the bands to move from the beaches back to the marshes and their abundant grasses.

12 The horses prefer to browse in shrub thickets during the damp, chilly, winter season. Their thick, furry coats will protect them from ferocious winter winds and the occasional snowstorm.

Do they receive veterinary care?

13 While action may be taken to end the suffering of a gravely ill, seriously injured, or dying horse, no measures are taken to prolong the lives of Maryland's wild horses. As with other species of Assateague wildlife, horses that are sick or weak do not survive. This helps maintain a hardy, healthy population of wild horses.

14 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care.

Where can you see the wild horses?

In Maryland

15 Maryland's horses are owned and managed by the National Park Service. They are free-roaming wildlife and could be anywhere in the park. During the summer months many bands can be found on the beach. You can often see the horses and other wildlife by driving slowly along park roads. Protect island habitat by parking only in designated parking areas. The "Life of the Forest" and "Life of the Marsh" trails are good places to look, especially during spring, fall and winter seasons.

16 *Do not feed or pet the horses. Horses that learn to come up to the road are hit and killed by cars.*

In Virginia

17 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and are fenced in large enclosures.

18 Look for the horses in the marshes along Beach Road and from the observation platform on the Woodland Trail.

Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior.

8. Part A

Read the sentence from paragraph 7 of "The Wild Horses of Assateague Island."

> Assateague's horses are uniquely adapted to survive on a barrier island.

What does the word **adapted** mean as it is used in the sentence?

Ⓐ chosen because of a gentle manner

Ⓑ changed in order to fit certain conditions

Ⓒ cared for because of harsh living conditions

Ⓓ colored in order to match the surroundings

Part B

Which statement from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?

Ⓐ "Genetically they are considered horses, even though they are now pony size."

Ⓑ "Many of the horses live in the marshes close to their best food sources."

Ⓒ "Foals are usually born in late spring . . . ."

Ⓓ "This helps maintain a hardy, healthy population of wild horses."

9. Part A

Which statement provides the **best** explanation of why the Assateague horses have survived on the barrier island for so long?

Ⓐ The townspeople have kept the horses as pets for many years.

Ⓑ The horses are protected when visitors drive cautiously.

Ⓒ The horses adjusted to the island.

Ⓓ The fire department provides the horses with some veterinary care.

Part B

Which sentence from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?

Ⓐ "The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago."

Ⓑ "The Assateague horses drink over twice the amount of water that domesticated horses will due to their salty food supply."

Ⓒ "Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care."

Ⓓ "You can often see the horses and other wildlife by driving slowly along park roads."

10. Part A

Which statement about how the horses came to live on Assateague Island has the **most** support in "The Wild Horses of Assateague Island"?

Ⓐ The horses were placed on the island by the government.

Ⓑ The horses swam to the island after a shipwreck.

Ⓒ The horses were put on the island by farmers.

Ⓓ The horses were native to the island.

Part B

Which phrase from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?

Ⓐ ". . . dramatic tale of struggle and survival . . ."

Ⓑ ". . . descendants of those hardy animals turned loose . . ."

Ⓒ ". . . owned and managed by the National Park Service."

Ⓓ ". . . free-roaming wildlife and could be anywhere . . ."

Read the article titled "Wild Ponies of Chincoteague." Then answer questions 11 through 13.

Wild Ponies of Chincoteague

by Annika Brynn Jenkins

1 *The last Wednesday and Thursday of every July are amazing days at Chincoteague (SHING-kuh-teeg). That's pony-penning time on this island just off the coast of Virginia.*

2 *The ponies normally live wild on nearby Assateague Island. To keep the herd from getting too big, some new foals are sold each year at auction on Chincoteague. To get there, the ponies are rounded up and herded across the narrow channel between the two islands.*

Wednesday Morning—Really Early!

3 My family and I woke at 4:30 in the morning to drive to Chincoteague. I was so excited, I jumped out of bed. The drive from our home in Virginia Beach was just two hours, but it seemed like a week.

4 After we got there, we took a small boat into the channel. The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks. But in my mind I was dancing! All I could think was, *It's almost time for the ponies to cross!*

5 First, I heard faint whinnying sounds drifting through the salty air. Then I could see the ponies on the Assateague shore. The "Saltwater Cowboys" were rounding them up. I loved the ponies at first sight! I wondered if they were thinking, *What's happening? Where are we going?*



Photograph of onlookers watching ponies swimming during roundup (Image # 80995627), copyright © by James L. Amos/National Geographic/Getty Images. Used by permission.

GO ON ▶

6 The cowboys waited a bit for the tide to change. Meanwhile, I imagined myself flying through the wind on a black-and-white mare. Oh, how I wished I could have a horse like that! Then, all of a sudden, I heard a shout from the crowd on the Chincoteague shore. I nearly jumped overboard with excitement! The ponies were stepping into the channel.



Photograph of wild Chincoteague ponies swimming the Assateague Channel (# ngs12_0248), copyright © by Medford Taylor/National Geographic/Getty Images. Used by permission.

7 Before I knew it, pony heads were bobbing in the water. The swim across the channel didn't take long, but I wish it could have lasted a lifetime. It was so beautiful that I took a photograph of it in my mind.

Going to Town

8 After the crossing, the ponies had a chance to rest. Some slept, and some of the foals suckled their mothers' milk. They were getting their strength back for the next event.

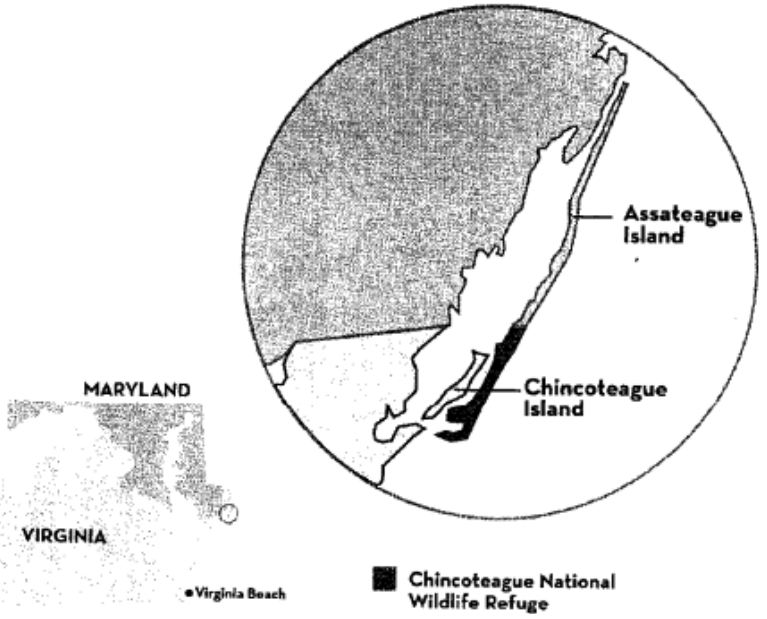
9 That would be the pony parade to the carnival grounds, where we would watch the auction. I could see a ferris wheel and a roller coaster, but I kept going. I wanted only to see the ponies. The cowboys were herding them right down Main Street!



Photograph of ponies walking through town (NGS Image No. 719970), copyright © by Medford Taylor/ National Geographic Stock. Used by permission.

10 My sisters and I sloshed through the mud to get to the corral where the ponies were held for the auction. I couldn't believe it when I got to pet a brown-and-white foal through the fence. It felt like love itself! His coat was coarse and smelled like a salty sea breeze. I was surprised that his nose felt so soft, like velvet. I imagined him thinking, *Can I go home with you?*

11 Later, I got to ride a tame Chincoteague pony. When I first climbed on, a shiver of excitement went down my spine. He was ready to go, and I wanted to gallop away with him.



Day of the Auction

12 There were so many people at the auction, I couldn't see what was happening. I had to stand on my tiptoes to get a glimpse of each foal that was brought out. But I could hear the bidding and the crowd going wild. When the price was as high as it could go, the auctioneer yelled, "Sold!" Then another foal would come out, and the bidding would start all over again.

13 After it was over, we visited Chincoteague National Wildlife Refuge on Assateague Island. There were tall grasses, shady trees, sandy beaches, and mosquitoes—*lots* of mosquitoes. I also saw the corral where the ponies stayed before their swim.

Going Home

14 On Friday morning, the ponies that weren't sold at auction swam back across the channel. I sat on the rocks on Chincoteague's shore and looked to Assateague. *It's a nice, peaceful place,* I thought. *The ponies are lucky to be home where there's grass to graze and land to roam.*

15 In the afternoon, I got to ride again. The pony was strong and spirited, and I had to hold him back. Riding him is something I'll always remember. And how could I *ever* forget the gallant ponies swimming across the channel—their hearts so full of courage and wildness!

Wild Ponies of Chincoteague Island by Annika Brynn Jenkins. Text copyright © 2004 by National Wildlife Federation. Reprinted from the July 2004 issue of Ranger Rick® Magazine, with the permission of the copyright owner, the National Wildlife Federation®

11. Part A

What does the phrase **get a glimpse of** mean as it is used in paragraph 12 of "Wild Ponies of Chincoteague"?

Ⓐ take a look at

Ⓑ have an idea of

Ⓒ feel a thrill from

Ⓓ hear a noise from

Part B

Which detail from "Wild Ponies of Chincoteague" **best** supports the answer to Part A?

Ⓐ ". . . nearly jumped overboard with excitement!"

Ⓑ "I couldn't believe it . . . ."

Ⓒ ". . . I couldn't see . . . ."

Ⓓ ". . . the auctioneer yelled, 'Sold!'"

12. Part A

Which statement **best** explains why the ponies travel from Assateague Island to Chincoteague Island?

Ⓐ On Chincoteague Island, there is more food for large numbers of ponies to eat.

Ⓑ On Assateague Island, the poor weather is harmful to the ponies.

Ⓒ On Chincoteague Island, there is better grass for the ponies to graze.

Ⓓ On Assateague Island, there is limited space for large numbers of ponies to live.

Part B

Which sentence from "Wild Ponies of Chincoteague" **best** supports the answer to Part A?

Ⓐ "*To keep the herd from getting too big, some new foals are sold each year at auction* . . . ."

Ⓑ "The 'Saltwater Cowboys' were rounding them up."

Ⓒ "Some slept, and some of the foals suckled their mothers' milk."

Ⓓ "They were getting their strength back for the next event."

13. Part A

How does the author **mainly** organize the information in "Wild Ponies of Chincoteague"?

Ⓐ by stating a problem and how it can be solved

Ⓑ by stating a point of view and then comparing ideas

Ⓒ by explaining the causes and effects of an event

Ⓓ by explaining events in the order that they happened

Part B

Which sentence from the article supports the structure in the answer to Part A?

Ⓐ "The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks."

Ⓑ "First, I heard faint whinnying sounds drifting through the salty air."

Ⓒ "My sisters and I sloshed through the mud to get to the corral where the ponies were held for the auction."

Ⓓ "The pony was strong and spirited, and I had to hold him back."

Refer to the passage from "The Wild Horses of Assateague Island" and the article titled "Wild Ponies of Chincoteague." Then answer question 14.

14. Part A

Which statement **best** describes a difference between the information in "The Wild Horses of Assateague Island" and the information in "Wild Ponies of Chincoteague"?

Ⓐ "The Wild Horses of Assateague Island" tells more about the work people do with horses.

Ⓑ "The Wild Horses of Assateague Island" tells more about what it is like to visit the horses.

Ⓒ "Wild Ponies of Chincoteague" includes more information about how the horses first came to the island.

Ⓓ "Wild Ponies of Chincoteague" includes more information about how people feel about the horses.

Part B

Which sentence **best** supports the answer to Part A?

Ⓐ "During the 17th century free-roaming horses, cows, sheep and pigs caused expensive crop damage to local farms." ("The Wild Horses of Assateague Island")

Ⓑ "Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care." ("The Wild Horses of Assateague Island")

Ⓒ "I loved the ponies at first sight!" ("Wild Ponies of Chincoteague")

Ⓓ "The cowboys were herding them right down Main Street!" ("Wild Ponies of Chincoteague")

Read the article "In Thunder and Rain, Chincoteague Ponies Make Annual Swim." Then answer questions 15 and 16.

In Thunder and Rain, Chincoteague Ponies Make Annual Swim

by Stefanie Dazio



© The Washington Post/Getty Images

1 Some had arrived before dawn Wednesday, staking out the best spot where they might see the famed wild horses of Chincoteague make their swim. But a freak thunderstorm, a full moon and a high tide threatened to derail the annual celebration and sent thousands to seek shelter.

2 Thunder boomed and rain soaked the marshland as thousands watched about 130 ponies swim from nearby Assateague Island to Chincoteague Island. Many were forced to watch the ponies cross the channel with water pounding their backs and lightning crashing overhead.

3 But the horses kept paddling on.

4 "We had no idea whatsoever about this storm," said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department. Some of the foals are auctioned off to raise money for the department.

5 "It just seemed like it came out of nowhere," she added.

6 The annual pony swim—this year's was the 88th—is part of a week-long series of events on Chincoteague and Assateague designed to thin out the herd of wild ponies. It culminates with the auction of the foals, about 50 this year.

7 The event has seen rain before, but nothing like Wednesday's weather, Bowden said.

8 She was one of the fire officials on hand closely watching radar and encouraging people crossing a marsh to keep going.

9 "The mud will wash off," Bowden yelled into a loudspeaker. "The memories will last forever."

10 The swim has been popularized by Marguerite Henry's 1947 novel "Misty of Chincoteague," which was later made into a movie. Thousands come from across the United States and beyond.

11 The ponies began their five-minute crossing of the Assateague Channel about 11:30 a.m., herded toward Chincoteague Island by the Saltwater Cowboys—volunteers, many of them firefighters.

12 The swim takes place during slack tide, which is the period between tides when there is no current.

13 This year, though, the ponies faced a very high tide, according to Saltwater Cowboy Tom Clements, who has been shepherding the ponies through the swim since the 1970s. "This is as high as I've ever seen."

14 "It was a little dangerous," Clements said after the swim, noting that he wasn't sure which direction the storm was moving.

15 No ponies were hurt, Bowden said, but a few of the cowboys's horses suffered cuts on their legs from shells. "Outside of the weather, it was a perfect swim," she said.

16 Andrea Iwanik, 39, of Silver Spring came to the swim with her family for the first time this year. She said she arrived around 8:30 a.m.

17 "We waited 2 1/2 hours for torrential downpour and a little bit of pony," she said.

18 Iwanik had hoped for a better view of the crossing, but she said she would return another year.

19 "I think we have a good story to tell," she said.

20 Iwanik came from Maryland, but others traveled across the country for the swim and staked out their spots beginning in the early hours of the morning. Between 30,000 and 35,000 people came, Bowden said.

21 Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim. She's "wild about horses," her dad, Leo Hoersting, said, and is a big fan of Henry's book.

22 The family flew from Oregon to Ohio, where they met up with more relatives, and drove to Virginia.

23 Pam Richerson, 60, of Hutto, Tex., grew up reading the "Misty" book and has wanted to see the swim for decades.

24 One of her husband's first gifts to her was a first edition of the book.

25 "I'd say we've been planning it for 36 years," her husband, John Richerson, laughed.

26 "My bucket list is checked off," Pam Richerson said.

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15. Part A

What is the meaning of the phrase **torrential downpour** as it is used in paragraph 17 of the article?

Ⓐ an event that lasts longer than expected

Ⓑ a time of day when ocean water is calm and still

Ⓒ a heavy rainfall during a storm

Ⓓ a chance to see unusual animal behavior

Part B

Which paragraph from the article **best** helps the reader understand the meaning of **torrential downpour**?

Ⓐ paragraph 2

Ⓑ paragraph 6

Ⓒ paragraph 13

Ⓓ paragraph 18

16. Part A

Which statement describes a main idea of the article?

Ⓐ People had trouble seeing the ponies because more visitors arrived than were expected.

Ⓑ Severe weather caused concern for the people involved in the event, but the ponies still crossed the channel successfully.

Ⓒ The pony swim takes place every year, and people come from all over the world to see it.

Ⓓ Some people choose the yearly pony event as a special trip to take with their families.

Part B

Which sentence from the article **best** supports the answer in Part A?

Ⓐ "'We had no idea whatsoever about this storm,' said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department."

Ⓑ "Thousands come from across the United States and beyond."

Ⓒ "'Outside of the weather, it was a perfect swim,' she said."

Ⓓ "Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim."

Refer to the passage from "The Wild Horses of Assateague Island," the article titled "Wild Ponies of Chincoteague," and the article "In Thunder and Rain, Chincoteague Ponies Make Annual Swim." Then answer question 17.

17. You have read a passage from "The Wild Horses of Assateague Island," "Wild Ponies of Chincoteague," and "In Thunder and Rain, Chincoteague Ponies Make Annual Swim." Think about the illustrations from the passages and how they help the reader learn more about the ponies.

Write an essay explaining what can be learned from the illustrations about the lives of the ponies described in the passages. Include details from all three sources in your explanation.

17. Continued

GO ON ▶

17. Continued

GO ON ▶

17. Continued

GO ON ▶

Today you will read about a girl who finds some unusual shoes. As you read the story, you will gather information to answer questions and write a narrative story.

Read "Those Wacky Shoes." Then answer questions 18 through 23.

Those Wacky Shoes

by Julie Parker Amery

1 I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong.

2 I bought some shoes at a thrift shop downtown. They were blue-and-red-checkered slip-on sneakers. Unusual. I liked them.

3 I put them on outside the store. I got ready to turn right, toward home . . . but my feet turned left! It was as if those wacky shoes were in control. I tried to stop to take them off, but my feet wouldn't let me. I quickly realized that those shoes were going to take me wherever they wanted.

4 The shoes walked me up Main Street, nice and slow. After a few blocks, they turned my feet left up Pine Street. They started picking up speed. I passed a woman walking a beagle. She looked at my shoes and said, "Did you get those at the secondhand store downtown?"

5 "Yep." I hurried along at the pace of a speed-walker.

6 "I was stuck in those shoes once," she said. "They took me all the way to Vermont!"

7 "How do I get out of them?" I shouted over my shoulder. By now I was running.

8 "You have to outsmart them," she yelled back. And she said something else, but by then I was too far away to hear.

9 *Great,* I thought. *Someone tells me to outsmart a pair of shoes, and I can't. This doesn't speak well for my brain.*

10 We turned up a dirt path, heading straight for a huge oak. I put my hands over my face, certain I'd smash right into that tree. But my feet started climbing *up* the trunk! I grabbed the trunk with both hands to keep my balance. We went higher and higher.

11 Did I mention that I don't like heights much? I tried not to look down. I kept going, my heart pounding like a giant hammer in my chest, when—suddenly—my feet slipped.

12 So those shoes weren't perfect, after all.

13 I grabbed a branch with both hands and hung. It sure was high up there.

14 Somehow, I managed to pull myself up to sit on a branch. My feet were still. It seemed that when they weren't on something solid, those shoes weren't quite so tough. I tried to pull one off, but it was latching on with all its might. Now what should I do?

15 The good thing about being stuck in the tree was that I had time to think up a wild idea.

16 I started yelling. Since I was in the middle of nowhere, I had to yell for what seemed like a hundred years. Finally, a kid rode up on his bike.

17 "Can you do me a favor?" I called. "Can you get someone to bring a big bucket of wet cement? It would really help me out."

18 "We've got cement mix in our garage," he said. "I can make some and bring it to you." And off he went, just like that. I like a kid who doesn't ask a lot of questions.

19 Eventually the kid came back, walking this time, and pulling a rusty wagon behind him. The wagon was filled with wet cement.

20 "Hey, thanks!" I said. "Now, I'm going to start coming down the tree. I want you to put the wagon right under my feet when I get low enough to jump. Got it?"

21 He nodded, and I set to work on shimmying from branch to branch, careful not to let my feet touch anything. I didn't want the shoes to take over again.

22 When I was on a lower branch, I jumped. My feet went *luuuurrrrp* as they hit the wet cement.

23 "Now, can you find a couple of strong people?" I asked. I stood there in the cement while he was gone, my stomach feeling all twisty. I was scared and excited at the same time.

24 The boy returned with a boy and a girl. They looked at me strangely, but I just said, "Could you yank me out?"

25 They grabbed me under my arms and pulled.

26 My plan worked! The cement held the shoes in place, and I came out of them. I was free!

27 "Thanks, guys!" I said.

28 "I guess your shoes are stuck in there forever," the girl said.

29 "It's OK. I was done with them anyway."

30 Then the wagon started rolling down the path. It gathered speed, took a left when it got to the road, went steadily up the hill, and was soon out of sight.

31 I sure hope those wacky shoes know how to drive.

"Those Wacky Shoes" by Julie Parker Amery from Highlights for Children Magazine's December 2009 issue, copyright © 2009 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.

18. Part A

Which is the **best** summary of the story?

Ⓐ The main character buys strange shoes at a thrift shop. A woman tells her she needs to find a way to get out of the shoes or they will take her places she does not want to go.

Ⓑ The main character buys shoes that control her every step, and she cannot get them off. She thinks of a clever solution to get out of the shoes and asks some kids to help her.

Ⓒ The main character is stuck in a tree because she bought strange shoes that made her climb up the tree. When she jumps in a wagon, she loses her shoes, and the wagon rolls away.

Ⓓ The main character wears shoes that take her places, and she gets stuck in a tree. She asks some kids to help her get down from the tree safely, and they finally bring a wagon with cement in it.

Part B

Which **two** sentences from the story **best** support the answer to Part A?

Ⓐ "They were blue-and-red-checkered slip-on sneakers."

Ⓑ "I quickly realized that those shoes were going to take me wherever they wanted."

Ⓒ "She looked at my shoes and said, 'Did you get those at the secondhand store downtown?'"

Ⓓ "Somehow, I managed to pull myself up to sit on a branch."

Ⓔ "The cement held the shoes in place, and I came out of them."

Ⓕ "Then the wagon started rolling down the path."

19. Part A

Which statement **best** describes the main character between paragraph 4 and paragraph 10 in the story?

Ⓐ The main character is angry because the shoes make her walk quickly.

Ⓑ The main character is frustrated because the shoes seem more clever than she is.

Ⓒ The main character is scared because the shoes seem to be in control of her.

Ⓓ The main character is jealous because the shoes have been tricked by other people.

Part B

Which statement from paragraphs 4 through 10 supports the answer to Part A?

Ⓐ "'Yep.' I hurried along at the pace of a speed-walker."

Ⓑ "'I was stuck in those shoes once,' she said."

Ⓒ "*Someone tells me to outsmart a pair of shoes, and I can't.*"

Ⓓ "I put my hands over my face, certain I'd smash right into that tree."

20. Part A

What happens when the main character is sitting in the tree?

Ⓐ The shoes give up.

Ⓑ The shoes stop moving.

Ⓒ The shoes try to run away.

Ⓓ The shoes roll away in the wagon.

Part B

Which sentence from the story **best** supports the answer to Part A?

Ⓐ "But my feet started climbing *up* the trunk!"

Ⓑ "It seemed that when they weren't on something solid, those shoes weren't quite so tough."

Ⓒ "When I was on a lower branch, I jumped."

Ⓓ "It gathered speed, took a left when it got to the road, went steadily up the hill, and was soon out of sight."

21. Part A

Based on the events in the story, which phrase **best** describes the main character at the end of the story?

Ⓐ proud that she tricked the shoes

Ⓑ unsure about where to buy new shoes

Ⓒ worried about what the shoes will do next

Ⓓ excited to learn where the shoes take the wagon

Part B

Which detail from the story **best** supports the answer to Part A?

Ⓐ "My plan worked!"

Ⓑ "'I guess your shoes are stuck in there forever,' the girl said."

Ⓒ "Then the wagon started rolling down the path."

Ⓓ "I sure hope those wacky shoes know how to drive."

22. Part A

Which is a main theme of the story?

Ⓐ Overcoming fear can lead to success.

Ⓑ Being creative can solve problems.

Ⓒ Knowing a lot of information is necessary for solving problems.

Ⓓ Having a positive attitude can help when things are challenging.

Part B

Which sentence from the story **best** supports the answer to Part A?

Ⓐ "I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong."

Ⓑ "I tried not to look down."

Ⓒ "The good thing about being stuck in the tree was that I had time to think up a wild idea."

Ⓓ "'Thanks, guys!' I said."

23. In "Those Wacky Shoes," a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events.

Imagine that you, like the girl in the story, find a pair of wacky shoes that won't come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.

23. Continued

GO ON ▶

23. Continued

23. Continued

STOP



You have come to the end of the test.

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



4 - ELA

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