



State of Texas Assessments of Academic Readiness

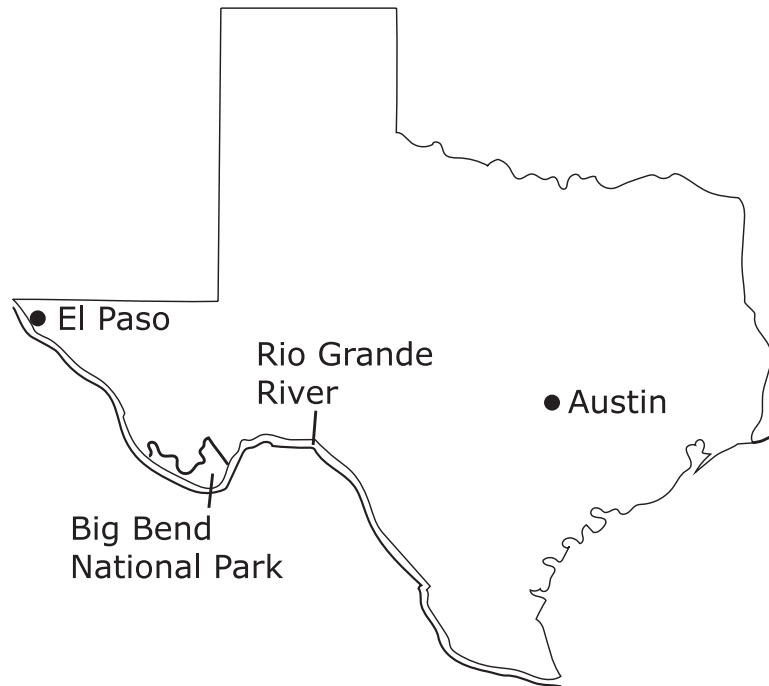
**GRADE 4**  
**Reading Language Arts**  
**Practice Assessment**



# READING LANGUAGE ARTS

Read the selection and choose the best answer to each question.

## Building the Bend



### Characters

**NARRATOR:** *The guy telling the story*

**HUSBAND:** *A farmer, married to Wife*

**WIFE:** *A farmer, married to Husband*

**COWBOY:** *Just a cowboy*

### SCENE 1

- 1 [Setting: Along the Rio Grande in West Texas.]
- 2 **NARRATOR:** [Talking to the audience.] Hello there, fellow Texans. We sure do love our state, don't we? But even though we love it, we may not always know everything about it. Like for instance, did you ever wonder how the Rio Grande got that Big Bend in it? Well, even if you never did wonder that, you're about to find out. Here come the makers of the Big Bend now!
- 3 [Enter Husband and Wife. They tend to their dry fields.]
- 4 **COWBOY:** [Entering.] Howdy, sir. Ma'am. Sure is a mighty fine day today, wouldn't you agree?

- 5 **HUSBAND:** [*Grunting.*] It most certainly is *not* a fine day! These turnips need water!
- 6 **COWBOY:** I don't see any turnips. And I don't see any water, either.
- 7 **WIFE:** Exactly! We need some rain or some river water to irrigate our crops. But there's not a drop around here. I'm starting to regret ever settling this farm. Maybe we'll just move back east.
- 8 **COWBOY:** [*Shaking head.*] Now, don't do anything hasty. There's plenty of water to the south and west of here.
- 9 **HUSBAND:** There is? Where?
- 10 **COWBOY:** Why, in the Rio Grande, of course! But that's hundreds of miles away. You'll have to move your farm there. Well, I'll be seeing you around. [*Exits.*]
- 11 **WIFE:** Move our farm? What a crazy idea. We like it here!

## SCENE 2

- 12 **NARRATOR:** That night, the husband and wife had a talk.
- 13 **HUSBAND:** You know, I've been thinking about what that cowboy had to say this morning about the river.
- 14 **WIFE:** You're not thinking of moving the farm, are you?
- 15 **HUSBAND:** [*Shaking his head.*] You know I don't want to leave. We've worked too hard to get this place going. But the turnips need water, and there's no water here. I don't see any other choice.
- 16 **WIFE:** Well, I've been thinking, too. I think I know how we can stay here on our farm *and* have plenty of water.
- 17 [*Wife and Husband huddle together and make plans.*]

## SCENE 3

- 18 **NARRATOR:** The next day, the two got to work on their plan.
- 19 **WIFE:** [*Pointing to the boulders.*] These are the perfect size. Let's wrap the rope around this big one here and pull it into place.

- 20 **HUSBAND:** [*Ties the rope around the boulder.*] I think we're getting stronger, pulling all these boulders. It's getting easier all the time.
- 21 **WIFE:** You're right! Given enough time, I bet we could move a mountain!
- 22 [*Husband and Wife keep piling rocks higher and higher during the scene.*]
- 23 **COWBOY:** [*Entering the scene.*] Well, howdy, again. What are you folks doing now?
- 24 **HUSBAND:** Howdy! After you mentioned the Rio Grande yesterday, we decided to take matters into our own hands.
- 25 **COWBOY:** Are you building a lake or something?
- 26 **WIFE:** Nope. We didn't want to move our farm to the river, so instead, we're moving the river to our farm. Now, if you'll excuse us, we have a lot of work to do.
- 27 **NARRATOR:** Those two worked and worked until they had built a canyon of rocks—to steer the river water, of course. After they had the rocks in place, they turned the waters of the Rio Grande to flow through their new canyon. And that's how Big Bend was made. Now that there is the truth, the whole truth, and nothing but the truth. And if I'm lying, may the sun go dark.
- 28 [*All the lights on stage go out.*]
- 29 **NARRATOR:** [*In darkness.*] Okay, maybe it wasn't the whole truth.
- 30 [*Curtain.*]

- 1** The author includes a map of Texas to —
- Ⓐ highlight the area that inspired a tall tale
  - Ⓑ illustrate the distance between cities
  - Ⓒ show the route the cowboy was following
  - Ⓓ identify the major natural landmarks
- 

- 2** Based on lines 8 and 10, what can the reader conclude about Cowboy?
- Ⓐ He knows a lot about growing turnips.
  - Ⓑ He works for the husband and wife.
  - Ⓒ He is familiar with the land around him.
  - Ⓓ He has long known the husband and wife.
- 

- 3** Why are lines 26 and 27 important to the plot of the play?
- Ⓐ They explain how the problem is discovered.
  - Ⓑ They describe the cause of the problem.
  - Ⓒ They explain why the problem might happen again.
  - Ⓓ They describe how the problem is solved.

**4** How does the turnip farm setting contribute to the plot of the play?

- Ⓐ The main characters love eating turnips.
  - Ⓑ The turnip farm shows the season of the year.
  - Ⓒ The main problem happens because turnips need water.
  - Ⓓ The narrator has long worked on the turnip farm.
- 

**5** This play is divided into three scenes to —

- Ⓐ describe the thoughts of three different characters
- Ⓑ include dialogue, conflict, and plot
- Ⓒ show three different places
- Ⓓ tell the beginning, middle, and end of a story



- 6 This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which characteristic of the play best identifies it as a tall tale?

- (A) It has a setting that is unrealistic.
- (B) It has events that are hard to believe.
- (C) It has characters who try to do something.
- (D) It has a narrator who tells the story.

**Part B**

Which line from the play best supports the answer to Part A?

- (A) **COWBOY:** I don't see any turnips. And I don't see any water, either. (line 6)
- (B) **WIFE:** Move our farm? What a crazy idea. We like it here! (line 11)
- (C) **COWBOY:** . . . Well, howdy, again. What are you folks doing now? (line 23)
- (D) **NARRATOR:** . . . Okay, maybe it wasn't the *whole* truth. (line 29)

- 7** What is the theme of the play?
- Ⓐ Teamwork can lead to amazing things.
  - Ⓑ Change can take a long time to accept.
  - Ⓒ Curiosity can lead to unexpected discoveries.
  - Ⓓ New skills can be learned at any age.
- 

- 8** What is the relationship between Husband and Wife like in the play?
- Ⓐ They each want different things.
  - Ⓑ They enjoy doing things for each other.
  - Ⓒ They make decisions together.
  - Ⓓ They like to complain about each other.

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**Read the selection and choose the best answer to each question.**

## **In the Club**

- 1           “Which club should we join this year?” Marley asked as the girls scanned the list of school activities. “Last year we did the yearbook.”
- 2           “And the year before that,” Nia said, “we were in the Poetry Club and also the Creative Writing Club. But—”
- 3           “But,” Marley interrupted, “two clubs at once was too much, although I really liked the Poetry Club. Do you want to do that one again?”
- 4           “Well, . . .” Nia paused, trying to decide what to say. “I don’t know, there are still plenty of spots in some of the other clubs, like . . . the Robotics Club.”
- 5           “*Robotics Club?*” Marley scoffed. “Ha! Poetry Club will be so much more fun! We’ve always had such a blast in clubs together.”
- 6           “Yeah, we have,” Nia said quietly.
- 7           “Great!” Marley said. “Then it’s settled.”
- 8           “The thing is, though, . . .” Nia began.
- 9           “I have a great idea for a new poem,” Marley continued. “It’s about friendship, and how friends do everything together. Oh, I have to go now, but I’ll give you a call tonight, and we’ll plan what we’re going to do this year in Poetry Club. See you!”
- 10          As Marley walked away, Nia looked back at the list of clubs and sighed.
- 11          That evening, Nia sat at the desk in her room and chewed on a pencil, trying to decide what to do. On the one hand, she really wanted to be in a club with Marley, just like they always had. On the other hand, she didn’t really enjoy the Poetry Club or any of the other clubs they had been in together.
- 12          What Nia *really* wanted to do was to join the Robotics Club. She remembered when her older brother, Leonardo, was in the club, and how much he talked about all the exciting activities he was doing. Leonardo built a robot that could help teach children

how to tie their shoes. It was all so fascinating and fun, and Nia couldn't wait to be in the Robotics Club when she was old enough. Now she finally was old enough, but Nia had the feeling that there was no way that Marley would want to do robotics—and Nia really didn't want to do poetry.

13        What if Nia told her best friend that she wanted to be in the Robotics Club instead of the Poetry Club, and then Marley decided that she didn't want to be best friends anymore—or even friends at all? Nia dreaded having to make a choice between the two of them.

14        So there she sat, with her mind whirling like a broken robot, unable to decide what she should do, when the phone rang.

15        “Hey, Marley,” Nia said into the phone. “Listen, I wanted to tell you something.”

16        “Cool,” Marley's voice said over the phone, “and I wanted to tell you about my new friendship poem, which I already started working on. This year is going to be so great!”

17        “That's what I wanted to talk to you about,” Nia said, swallowing hard. “The thing is, I don't really want to be in Poetry Club again. I want to be in Robotics Club.”

18        There was a long silence on the phone. “Marley, are you still there?” Nia asked nervously.

19        “Yeah, I'm here,” Marley said. “I was just thinking. I wanted to say that I'm not disappointed, but I am.”

20        “I'm sorry,” Nia said quietly. “I understand if you don't want to be friends anymore.”

21        “What are you talking about?” Marley asked. “Of course we're still friends—we're *best* friends! I'm disappointed because I want to be with you, but I totally understand if you want to do something else. You should totally do robotics and I'll do poetry.”

22        A smile broke across Nia's face. “Really? Hey, maybe I'll invent a robot that can write poetry.”

23        “And maybe I'll write a poem about you,” Marley said. “I'll call it ‘My Best Friend, the Robot Whiz.’ ”

**9** The word dreaded in paragraph 13 describes a feeling of —

- (A) anger
  - (B) confusion
  - (C) jealousy
  - (D) worry
- 

**10** The details in paragraphs 22 and 23 support the key idea that Nia and Marley —

- (A) are skilled at what they like to do
  - (B) include each other in what they do
  - (C) think they want to be in the same club together
  - (D) want each other to make different choices
- 

**11** What is the most likely reason the author includes paragraph 12 in the story?

- (A) To explain the reason for Nia’s decision
- (B) To explain why Nia’s brother enjoyed being in the Robotics Club
- (C) To describe Marley’s reason for disliking the Robotics Club
- (D) To describe why Marley’s ideas were usually best

**12** Read this sentence from the story.

*I'm disappointed because I want to be with you, but I totally understand if you want to do something else.*  
(paragraph 21)

The sentence supports the theme of the story by showing that —

- (A) it is best to have several friends
  - (B) friends support each other's interests
  - (C) spending time with friends is most important
  - (D) friends usually enjoy each other's activities
- 

**13** What is the most likely reason the author uses the phrase "whirling like a broken robot" in paragraph 14?

- (A) To show that Nia is unsure of how to do her homework
- (B) To suggest that Nia is having trouble speaking
- (C) To show that Nia has many different thoughts at the same time
- (D) To suggest that Nia is thinking about things other than her problem

**14** The use of third-person point of view helps the reader understand —

- (A) how Nia feels while she considers a decision
- (B) why Marley dislikes some of the clubs
- (C) how each character feels about family members
- (D) what will happen before the characters do

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**15** Read the question carefully. Then record your answer in the box provided.

Why did Nia choose to be in the same clubs with Marley in the past? Support your answer with evidence from the story.

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**16** How does Nia and Marley’s friendship change by the end of the story?

- Ⓐ They discover that being friends is better than being too busy.
- Ⓑ They find out that people are willing to do what their friends want to do.
- Ⓒ They know it is important to choose friends who have the same interests.
- Ⓓ They realize people can remain friends while having different interests.

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

*The Downwind family, members of the Ojibwe tribe in Minnesota, travel to ceremonial gatherings called powwows.*

## ***from Powwow Summer***

*by Marcie Rendon*



Cheryl Walsh Bellville

Karla, a cousin of the Downwind children, wears a beautiful jingle dress.

- 1 All around the world, people have special outfits to wear at ceremonies. Easter outfits, prom dresses, and tuxedos are worn for different occasions. At powwows, the Downwind women wear the jingle dress or the fancy-shawl-dance outfit.
- 2 Sharyl is a jingle-dress dancer. On her dress are hundreds of metal cones, or jingles. It can take a long time to hand-roll these jingles into the cone shape. To be a jingle-dress dancer requires special patience.
- 3 The idea for the jingle dress was dreamt by an Ojibwe man many years ago. This is the story Sharyl tells her daughters:
- 4 A long time ago, there was a man who loved his daughter very much. His daughter became very sick, close to death. The father was very worried about her and prayed for her to be well. In a dream, a woman came to him. She showed him how

to make the jingles and the dress. In the dream, the father also heard the songs that were to be sung for the women as they danced wearing the jingle dress. In his dream, he saw the women dancing. When he awoke from his dream, he shared his vision with his wife. Together, they worked to make the jingle dress for their daughter. The father taught the songs to the singers of the village. When all this was done and the daughter wore the dress and danced, she became well.

- 5 From this girl's family, the jingle dress spread to many other tribes. In the Downwind family, Sasina, Star, and Danielle are jingle-dress dancers. Shian, Katie, Ronee, Valentina, and Keisha are fancy-shawl dancers. The outfit for this dance consists of a knee-length dress, matching leggings, moccasins, and a fancy shawl with fringe or ribbon that floats with the dancer's elegant movements and fancy dance steps. It is thought that shawl dancing developed as shawls replaced the blankets and animal robes worn by young women years ago.
- 6 The family works on jingle-dress and fancy-shawl outfits during the week between powwows. Ribbons are replaced, yarn added, and beadwork repaired. Soon it is time for the family to begin packing for the next powwow.



Cheryl Walsh Bellville

Shawl dancers in their fancy-shawl outfits.

Excerpt from POWWOW SUMMER: A Family Celebrates the Circle of Life by Marcie Rendon, photographs by Cheryl Walsh Bellville. Minnesota Historical Society Press, 2013. © 1996 Marcie Rendon and Cheryl Walsh Bellville. Used by permission.

# Dancing Dragons



- 1 In fairy tales, dragons are ferocious creatures. However, in Chinese culture, dragons are not fire-breathing enemies. They are kind creatures that drive away bad luck and bring good fortune. Every year at the Spring Festival, also known as Chinese New Year, the dragons are dancers!
- 2 In ancient China, people performed the dragon dance to bring more rain. Now, the dance is performed to ensure a good new year. During the Spring Festival, there is a parade that features the dragon dance. This dance is performed by an enormous dragon that is held up by several strong dancers using poles.
- 3 A dragon is created with joints that allow it to bend easily. The body of the dragon is made of thin bamboo strips. They are woven into cylinders, or large tubes. Then, the dragon is covered in a giant cloth. It is decorated with scales. Most dragons are red. Red symbolizes happiness in Chinese culture. Dragons can be hundreds of feet long!

- 4 During the parade, one person holds a stick with a large ball that holds the dragon's head. They lead the dragon through the city's streets. Behind the head, there are people holding poles to support sections of the dragon. The people wear clothing the same color as the dragon. This makes their legs look like the legs of the dragon. As the head dips and dives, so does the dragon. It looks like the dragon is dancing! People along the parade route watch and cheer as the dragon weaves back and forth. Its long body ripples like a ribbon.
- 5 There is also a fire dragon that dances at night. Inside fire dragons are candles or lamps. The skin of the dragon is thin cloth or paper. The light can be seen through the skin. When this dragon dances at night, it looks like it is filled with fire.
- 6 For centuries, Chinese communities across the globe have gathered in this way to celebrate spring. With the dragon's help, they hope to bring happiness in the year ahead.

**17** Read the dictionary entry.

**vision** \ 'vi-zhen\ *noun*

- 1.** something beautiful to look at
- 2.** the action of seeing
- 3.** something seen in a dream
- 4.** a clear idea of the future

Which definition best matches the meaning of vision in paragraph 4 of the article from *Powwow Summer*?

- (A) Definition 1
  - (B) Definition 2
  - (C) Definition 3
  - (D) Definition 4
- 

**18** Which sentence from the article from *Powwow Summer* shows that the performers help make their own clothing?

- (A) *At powwows, the Downwind women wear the jingle dress or the fancy-shawl-dance outfit. (paragraph 1)*
- (B) *On her dress are hundreds of metal cones, or jingles. (paragraph 2)*
- (C) *It can take a long time to hand-roll these jingles into the cone shape. (paragraph 2)*
- (D) *The idea for the jingle dress was dreamt by an Ojibwe man many years ago. (paragraph 3)*

**19** In paragraph 4 of the article from *Powwow Summer*, what is the most likely reason the author includes the story about the Ojibwe man’s dream?

- (A) To describe the first jingle-dress dance
  - (B) To describe what life was like for the Ojibwe tribe long ago
  - (C) To explain how the jingle dress is made
  - (D) To explain why the jingle dress is special to the Ojibwe tribe
- 

**20** In the article from *Powwow Summer*, which detail about jingle-dress and fancy-shawl outfits supports the key idea that the outfits require a lot of effort?

- (A) The family packs the outfits to take to the next event.
  - (B) The family works on the outfits during the week between events.
  - (C) The first man to make a jingle-dress outfit had help from his wife.
  - (D) The outfits have several different parts, including a shawl.
- 

**21** The author presents the ideas in paragraphs 3 through 5 of the article “Dancing Dragons” using description most likely so that the reader will better understand —

- (A) what the dancing dragons look like
- (B) why people celebrate with dancing dragons
- (C) how newer dragons are different from older dragons
- (D) where the dragons are most often used

**22** Read the following paragraph.

In China, dragons are a symbol of good fortune, so dragon dances are performed at the start of a new year. Dragon dances have been performed in China for a very long time. Dragons are built and are made to dance in parades by people who carry them.

Which sentence should be included in the paragraph to complete the summary of the article "Dancing Dragons"?

- (A) The bodies of dancing dragons are made from bamboo strips and decorated cloth.
- (B) Chinese communities around the world still celebrate spring with dancing dragons.
- (C) A dancing dragon can be lit from the inside by lamps so it can be seen at night.
- (D) Most dancing dragons are red because that color is a symbol of happiness in China.

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**23** Based on information in the article "Dancing Dragons," which conclusion can the reader make about the dragon dance?

- (A) The purpose of the dragon dance has changed over time.
- (B) Fewer people watch dragon dances today than in ancient times.
- (C) The dragon dance is based on a fairy tale that is well known in China.
- (D) Dragon dancers must know a lot about Chinese history.



**24** Which message is presented in **BOTH** the article from *Powwow Summer* and the article “Dancing Dragons”?

- (A) Dancing helps people stay healthy.
  - (B) Dancing can bring people together.
  - (C) Dancing should be thought of as a sport.
  - (D) Dancing is a good way to tell a story.
- 

**25** Based on ideas in **BOTH** the article from *Powwow Summer* and the article “Dancing Dragons,” what is one way that the jingle-dress dance and the dragon dance are **ALIKE**?

- (A) Both dances came from ideas in fairy tales.
  - (B) Both dances are done by the same group of people.
  - (C) Both dances began as a way to make life better.
  - (D) Both dances are easy to perform.
- 

**26** Based on ideas presented throughout **BOTH** the article from *Powwow Summer* and the article “Dancing Dragons,” the reader can conclude that dancing —

- (A) is often used to heal people who are sick
- (B) is important to different groups of people
- (C) is a common way for young people to share new ideas
- (D) looks the same in different parts of the world

- 27** Read the article from *Powwow Summer* and the article “Dancing Dragons.” Based on the information in both articles, write a response to the following:

Explain how the people in **BOTH** articles dance for similar reasons.

Write a well-organized informational essay that uses specific evidence from the articles to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Record your answer in the box provided.

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A large rectangular box containing 20 horizontal lines, intended for writing.

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**Read the selection and choose the best answer to each question.**

*Martin wrote this paper to tell about the Texas state flower. Read Martin's paper and look for revisions he should make. Then answer the questions that follow.*

## **The Texas Bluebonnet**

(1) Every spring, Texans look forward to the little blue dots that pop up in fields across the state. (2) As the days go by, the dots appear to multiply. (3) Roadsides and hills take on a whole new look. (4) Meadows do too. (5) Before long, a beautiful blue blanket seems to cover parts of the landscape. (6) It is bluebonnet season in Texas. (7) Everyone loves it.

(8) The bluebonnet is a wildflower with bright blue petals. (9) Its color is somewhere between navy and royal blue. (10) When bluebonnets are grouped together, their blue coloring appears especially brilliant and bright.

(11) The bluebonnet grows best in full sunlight. (12) It thrives in places where there is little competition from other plants. (13) Over the years, it has adapted to survive in even extreme weather. (14) It can endure the sudden cold fronts that are common in Texas in the spring. (15) The bluebonnet does not usually require fertilizer or extra watering. (16) It is a sturdy and strong plant.

(17) However, this wildflower is not just a beautiful and hardy flower. (18) It is the state flower of Texas. (19) This makes it an important part of the state culture. (20) There are T-shirts, coffee mugs, and candles with bluebonnets on them. (21) They paint beautiful landscapes of bluebonnet fields. (22) The flower is the subject of Texas songs and folktales. (23) One historian, Jack Maguire, wrote, "The bluebonnet is to Texas what the shamrock is to Ireland."

(24) Unfortunately, people must wait to enjoy this beautiful flower each year. (25) That's because the bluebonnet is an annual flower. (26) That means it blooms just once a year. (27) The bluebonnet usually appears in March or April and to last through early May.

(28) Once the flowers begin to appear, many people drive around the state to see the beautiful bluebonnet fields. (29) Families and friends gather to take pictures in the fields. (30) Some people even take pictures of their pets surrounded by the beautiful flowers. (31) Small towns across the state host bluebonnet festivals. (32) One festival draws thousands of people to Burnet, Texas, each spring. (33) Celebrations include live music, parades, 5K races, and more.

(34) The bluebonnet is a unique and beautiful flower. (35) It adorns the hills and fields of Texas each spring. (36) The gorgeous blue wildflower is celebrated and admired by people across the state.

**28** Martin wants to combine the ideas in sentences 3 and 4. In the box provided, write a new sentence that combines these ideas in a clear and effective way.

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- 29** Which sentence should replace sentence 7 to better state the central idea of this paper?
- (A) People all over the state love and appreciate this very special flower.
  - (B) Spring is a great time to grow flowers and other plants in Texas.
  - (C) Flowers are blooming across the state, and people in Texas like flowers.
  - (D) Bluebonnets grow in this state, but they grow in other places too.
- 

- 30** The meaning of sentence 21 is unclear. Which word should replace **They** in this sentence?
- (A) Artists
  - (B) Bluebonnets
  - (C) We
  - (D) Historians
- 

- 31** What is the **BEST** way to revise sentence 27?
- (A) The bluebonnet usually appears in March or April but to last through early May.
  - (B) The bluebonnet usually appears in March or April and lasts through early May.
  - (C) The bluebonnet usually appears in March or April and through early May.
  - (D) The bluebonnet usually appears in March or April it lasts through early May.

**Read the selection and choose the best answer to each question.**

*Claire wrote this story about a boy who raised some tadpoles. Read Claire's story and look for revisions she needs to make. Then answer the questions that follow.*

## The Big Change



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(1) Noah peered into the cloudy water swirling in the jar. (2) The three tadpoles he had scooped up from the creek were swishing their tails back and forth. (3) It almost looked as if they were waving hello.

(4) Noah put the little creatures in a small fish tank in his backyard. (5) The tank was filled with water that he had lugged up from the creek to make sure that the tadpoles felt at home. (6) Noah's new little pets seemed to be on this first day mostly eyes and tails. (7) Their big heads bobbed in a funny way as they swam.

(8) The next morning Noah asked his mom for some lettuce. (9) She gave him a very strange look. (10) She always worked from home during the summer. (11) He wasn't much of a vegetable eater, so this was the first time he had ever actually asked for something green! (12) He quickly explained that it wasn't for him. (13) He had read that tadpoles would eat lettuce in addition to whatever little bugs they happened to find in the water.

(14) As Noah carefully tended to his little friends, they began to grow. (15) All day long they chased one another around the tank like little fish. (16) A week or two after their arrival, Noah noticed something interesting. (17) Each tadpole was growing a pair of teeny, tiny legs. (18) The legs were just in front of the tadpole's tail. (19) The change was beginning!

(20) Before long, the heads of the tadpoles began to look less like fish heads and more like the heads of tiny frogs. (21) Small bulges puffed out on the sides of each tadpole's head. (22) One day, the bulges seemed to turn into little arms. (23) Noah put some bigger stones in the tank to give the froglets a place to crawl up out of the water when they were ready. (24) Over time, as their arms and legs grew, the tadpoles' tails shrank. (25) Noah's little pets were changing before his eyes.

(26) One morning Noah came to check the tank and found three little frogs sitting together on a rock. (27) He knew it was time for him to let them go. (28) He put the frogs back in the jar and returned to the creek, finding the exact spot where he had first met them as tiny tadpoles. (29) He opened the jar and waited to see what they would do.

(30) After that, Noah's eyes drifted to the green plants nearby. (31) A striped caterpillar clung to the underside of a leaf, munching away. (32) Noah looked at the empty jar in his hands. (33) Maybe it was time to make a new friend!

**32** What is the **BEST** revision to make in sentence 6?

- (A) Noah's new little pets are what seemed to be mostly eyes and tails on this first day.
  - (B) On this first day, Noah's new little pets seemed to be mostly eyes and tails.
  - (C) The new little pets seemed to be mostly eyes and tails for Noah on this first day.
  - (D) On this first day, it seemed to be mostly eyes and tails of Noah's new little pets.
- 

**33** Claire has included a sentence that does not belong in the third paragraph (sentences 8–13). Which sentence should she remove?

- (A) Sentence 8
  - (B) Sentence 9
  - (C) Sentence 10
  - (D) Sentence 11
- 

**34** What change, if any, should be made in sentence 21?

- (A) Small bulges puffed out but on each tadpole's head and on the sides.
- (B) Small bulges of each tadpole's head puffed out so on the sides.
- (C) Small bulges on the sides they puffed out of each tadpole's head.
- (D) No change is needed.

- 35** Claire wants a more effective transition between the sixth paragraph (sentences 26–29) and the last paragraph (sentences 30–33). Select the **ONE** correct phrase that should replace ***After that*** in sentence 30 to improve this transition.

- (A) Because of his situation
- (B) As his friends hopped away
- (C) While he was thinking
- (D) When the day was over

, Noah’s eyes drifted to the green

plants nearby.

**Read the selection and choose the best answer to each question.**

*Emory is writing a paper about an early group of settlers that came to Texas. Read the first paragraph of Emory's paper and look for corrections she needs to make. Then answer the questions that follow.*

## **The Old 300**

(1) In the 1820s, the land we call Texas was part of Mexico. (2) But a Missouri Man had a big dream. (3) He wanted to build a settlement in Texas. (4) Moses Austin knew he had to get permission from the people who were in charge of Texas. (5) He met with officials and finally received a land grant. (6) Sadly, he died before he could move forward with his plan, but his son took over. (7) Stephen F. Austin brought 300 settlers to Texas he founded a small colony. (8) The group settled near the Brazos River and became known as the Old 300. (9) The Old 300 faced joys and hardships as they built their new life in a place so far from home.

**36** What change needs to be made in sentence 2?

- (A) Change **Man** to **man**
  - (B) Change **had** to **has**
  - (C) Change **big** to **bigger**
  - (D) Change **dream** to **dream**
- 

**37** What change needs to be made in sentence 5?

- (A) Change **met** to **meeted**
  - (B) Change **and** to **or**
  - (C) Change **finaly** to **finally**
  - (D) Change **grant** to **grants**
- 

**38** What is the correct way to write sentence 7?

- (A) Stephen F. Austin brought 300 settlers to Texas. And founded a small colony.
- (B) Stephen F. Austin brought 300 settlers to Texas and founded it. A small colony.
- (C) Stephen F. Austin brought 300 settlers to Texas. Founding a small colony.
- (D) Stephen F. Austin brought 300 settlers to Texas and founded a small colony.

**Read the selection and choose the best answer to each question.**

*Jamir's class has been studying an important time in U.S. history. He is writing a story about one family's experience during that time. Read the first paragraph of Jamir's story and look for corrections he needs to make. Then answer the questions that follow.*

## **An Unforgettable Event**

(1) In the late 1920s, Caleb and his family moved west. (2) They were excited to settle on there piece of land. (3) Caleb's parents built a cabin, planted crops, and began to farm. (4) Caleb and his sister helped with chores and made friends on the prairie. (5) Things went good for a while. (6) However, in the summer of 1931, a horrible drought set in. (7) Within months, Caleb's mother and father were having difficulty growing anything. (8) The wind began to blow the dry topsoil and this caused huge clouds of dust to fill the air. (9) Caleb's family was experiencing the historic American event that became known as the Dust Bowl.



**39** What change needs to be made in sentence 2?

- (A) Change ***were excited*** to **are excited**
  - (B) Change ***there*** to **their**
  - (C) Change ***piece*** to **peice**
  - (D) Change ***land*** to **Land**
- 

**40** What change should be made in sentence 5?

- (A) Change ***Things*** to **Thing's**
  - (B) Change ***went*** to **going**
  - (C) Change ***good*** to **well**
  - (D) Change the period to a comma
- 

**41** What change needs to be made in sentence 8?

- (A) Insert a comma after ***topsoil***
- (B) Delete ***and***
- (C) Change ***clouds*** to **cloud**
- (D) Change ***fill*** to **full**















**STAAR  
GRADE 4  
Reading Language Arts  
PRACTICE**

